The training of teacher librarians and the development of school libraries in KwaZulu-Natal

By

Siyanda Edison Kheswa

(B. Soc. Sc., PGDIS, MIS, MEd)

Submitted in fulfilment for the Degree of Doctor of Philosophy in the School of Social Sciences,

College of Humanities, University of KwaZulu-Natal, Pietermaritzburg,

Republic of South Africa

2021

Declaration

I, Siyanda Edison Kheswa, declare that:

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

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

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

(iv) This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

> a) their words have been re-written but the general information attributed to them has been referenced;
>
> b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

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

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

Signed: _____ Date: 10 March 2021

Supervisor: Prof Ruth Hoskins Signature: _____ 10 March 2021

Dedication

This thesis is dedicated to my dearest children, Nhlanhlenhle Asante Samkele Kheswa and Amor Sakina Nophikelelo Emihle Kheswa, whose existence gave me strength and courage to complete the thesis.

Acknowledgements

First and foremost, I would like to express my sincere gratitude to the Almighty God, who gave me the wisdom, power and strength to carry out this study. *Asante Mungu.*

I would like to thank the following people without whose constant support, help and guidance I would not have managed to complete this study:

My supervisor, Prof Ruth Hoskins, for her excellent mentoring, guidance, encouragement and constant support. She always wanted the best in me and believed I could do better. Her inspirational motivation and energy kept me going throughout the duration of the study.

The Information Studies staff, Dr Gbolahan Olasina, Dr Francis Garaba, Dr Zawedde Nsibirwa and Prof Stephen Mutula for their words of encouragement which kept me going especially when the chips were down.

Special thanks to goes to the ELITS team and subject advisors who assisted with data collection. Mr. Albert Ndlovu, Mrs. Ntombi Ngidi, Ntombomtu Nqangashe, Zodwa Nzuza and Mrs. Lindiwe Mazibuko

My son, Nhlanhlenhle Asante Samkele Kheswa, for constant support and words of encouragement. Son you kept me going even when I had doubts you believed in me – I really appreciate your support.

My grandmother, Mrs Eslina J. Kheswa, for her faith in me and all the sacrifices she made for me before I enrolled at this institution. Furthermore, I thank "GOGO" for being the only person who believed in my ability and strengths and for everything she has done for me. Thank you for not giving up on me; if it was not for you, I would not be the person I am today. *Ngiyabonga ntombi kaGoduka inkosi ikubusise ume njalo.*

Abstract

Libraries are the important resources that knowledge production institutions such as schools must have in order to effectively realise their objectives. It is important to note that libraries are hubs of the learning environment; hence they need to be managed by skilled people who are well aware of their functions, purpose and role in terms of meeting the school's vision, mission and goals. It was for this reason that institutions of higher learning such as the University of KwaZulu-Natal (UKZN) offered the Advanced Certificate in Education in School Library Development and Management (ACESLD) as a specialist qualification for educators to enable them to acquire the necessary skills to develop and manage libraries in their respective schools.

The KwaZulu-Natal Department of Education (KZNDoE) provided funding to support the training of qualified teacher librarians. However, there has been no comprehensive report on the success and failures of this initiative since its inception in 2004. Hence, the purpose of this study was to evaluate the effectiveness of the ACESLD Programme through tracing the educators that have graduated from the Programme and determining the impact it has had on their work as teacher librarians as well as on the development and management of their school libraries. The objective of the study was to determine the influence that the ACESLD Programme has had on the development and management of school libraries in the KwaZulu-Natal (KZN) Province.

The study adopted the postpositivist paradigm. Both qualitative and quantitative methods were used to investigate the problem, although the overall approach was more qualitative in nature. The postpositivist paradigm allows both methods to be used to collect data. Data was collected from teacher librarians, the Education Library Information Technology Services (ELITS) Director and the UKZN ACESLD Programme Coordinator. The study found that the ACESLD Programme had a major influence on the teacher librarians' contribution to the development and maintenance of school libraries in the Province. Most of the teacher librarians contributed to the development of their school libraries and used the knowledge and skills gained from the ACESLD Programme. It was also found that ELITS had a much broader role to play given that their focus is not only the provision of access to functional school libraries but also necessitates that they provide library-related professional

development and support for targeted schools within the Province. The study recommends that the Directorate must compile a report on the progress ELITS has made regarding the school library development in the Province. It was further recommended that ELITS conduct extensive monitoring and evaluation to determine if the teacher librarians are maintaining the school libraries, given that they were provided with the initial resources to develop school libraries.

Contents

List of figures

List of tables

List of acronyms and abbreviations

AACR   Anglo-American Cataloguing Rules

ACE   Advanced Certificate in Education

ACESLD   Advanced Certificate in Education School Library Development and Management

ASIDI   Accelerated Schools Infrastructure Delivery Initiative

CILIP   Chartered Institute of Library and Information Professionals

CAPS   Curriculum Assessment Policy Statement

DAC   Department of Arts and Culture

DDC   Dewey Decimal Classification

DoE   Department of Education

ELITS   Education Library and Information Technology Services

EE   Equal Education

IFLA   International Federation of Library Association

KZN   KwaZulu-Natal

KZNDoE   KwaZulu-Natal Department of Education

LCSH   Library of Congress Subject Headings

LIASA   Library and Information Association of South Africa

LIS   Library and information services

LTSM   Learning and teaching support material

MARC	Machine readable catalogue
NCS	National Curriculum Statement
NEIMS	National Education Infrastructure Management System
NGO	Non-governmental organisation
OBE	Outcomes-based education
PIRLS	Progress in International Reading Literacy Study
RFID	Radio-frequency identification
RBL	Resource-based learning
SGB	School governing body
SLRC	School library resource centre
SA	South Africa
SMT	School management team
SONA	State of the Nation Address
TLS	Tanganyika Library Services
UFS	University of the Free State
UKZN	University of Kwa-Zulu Natal
UniZulu	University of Zululand
USA	United States of America
UWC	University of the Western Cape

Chapter One

Setting the scene

1.1 Introduction

Since 1994, South Africa's (SA) education system has significantly changed with the new democratic Government giving birth to the outcomes-based education (OBE) curriculum and introducing it into schools in 1997. In the apartheid era most schools did not have libraries. However, the drastic changes in the country's education system brought a new dimension to the relationship between schools and school libraries. According to a Department of Education (DoE) (1996a) report, teaching and learning according to the OBE curriculum was a difficult task in these schools because few teaching and learning support materials were available. Hence, the DoE (1996b) and the KwaZulu-Natal Department of Education (KZNDoE) (2003) believed that developing school libraries was a key intervention to address this need. For over two decades international research has shown that school libraries are beneficial to the progress and academic development of learners. Moreover, beyond direct academic benefits, libraries offer social advantages too. For instance, an Equal Education (2010) report stated that researchers in a major international study concluded that a stocked, staffed and fully-funded library in operation within a school alone improves students' reading performance by as much as eight percent.

The current study focused on the training of teacher librarians and the development of school libraries in KwaZulu-Natal (KZN). This introductory chapter highlights the background and outline of the research problem, defines key terms and objectives of the study, provides the justification for the study, the study's scope and its limitations. The chapter also provides an overview of the theories underpinning the study as well as the research methodology and methods used. The chapter ends with an outline of the structure of the thesis and a summary.

1.2 Background and outline of the research problem

In this section the background to the study and an outline of the research problem are provided.

Libraries are important resources that knowledge production institutions such as schools must have in order to effectively realise their objectives. It is important to note that school libraries are hubs of the learning environment, hence they need to be managed by skilled people who are well aware of their functions, purpose and role in terms of the school's vision, mission and goals. It was for this reason that institutions of higher learning such as the University of KwaZulu-Natal (UKZN) offered the Advanced Certificate in Education in School Library Development and Management (ACESLD) as a specialist qualification for educators to enable them to acquire the necessary skills to develop and manage libraries in their respective schools. In KZN the ACESLD Programme was the product of a team comprising the UKZN, which provided training, and the Education Library and Information Technology Services (ELITS) Directorate of the KZNDoE, which provided funding in the form of bursaries for educators. The partnership of the two institutions (UKZN and KZNDoE) was aimed at training and producing qualified teacher librarians with the knowledge and skills needed to develop and manage a school library. In so doing, provide information services that would enhance the teaching and learning activities of the school and also support school curriculum development in line with the mission and vision of the school. The ACESLD Programme was made possible through collaboration between the Information Studies Programme in the School of Social Sciences and the School of Education, both located on the Pietermaritzburg Campus of the UKZN.

The ACESLD Programme was offered to educators who were already in the field and it was therefore designed to further develop and improve the skills of teachers rather than training people who aspired to be teachers. With this in mind, the Programme was offered on a part-time basis during the school holidays over a period of two years. Eight modules (16 credits each) were offered over the two-year period – four were offered in the first year and the remaining four in the second year. Table 1.1 below provides the structure of the ACESLD Programme:

Table 1.1: ACESLD Programme structure

First year	Second year
EDPD101 Learning and Teaching	EDPD119 Education Studies for SLD
EDPD102 Education Policy & Professionalism	EDPD120 Professional Practice in SLD
EDPD121 School Lib Dev & Man. 610	EDPD123 School Lib Dev & Man. 630
EDPD125 School Lib Dev & Man. 620	EDPD124 School Lib Dev & Man. 640

The first two modules (EDPD101 and EDPD102) were generic modules[1] offered by the School of Education and the following six were specialisation modules offered by the Information Studies Programme in the School of Social Sciences. According to the UKZN College of Humanities Handbook[2] (2004), the curriculum and outline of the modules were as follows:

o *Learning and Teaching (EDPD101)*

The objective of this module was to develop and promote the students' skills in the four areas of communication: speaking, reading, listening and writing so as to facilitate their own academic learning and their ability to facilitate learning in their own classrooms.

o *Education Policy and Professionalism (EDPD102)*

This module critically engaged educators on policies, legislation, procedures, systems and practices which impact on their institutions and classrooms. The module further promoted an understanding of key concepts in education in SA by critically engaging educators on the professional and ethical codes of conduct.

o *Education Studies for School Library Development (EDPD119)*

This module aimed at developing educators' knowledge of teaching and learning in school librarianship. In this module expert (school librarian) knowledge, skills and competencies relevant to school librarianship and the role of the school librarian were developed and linked

---

[1] Generic modules were the two modules done by all students enrolled for any Advance Certificate in Education (ACE) programme regardless of their specialisation.
[2] The Programme was first offered in 2004 and the first cohort graduated in 2006. The Programme was then phased out in 2012 as per the new National Qualification Framework requirements. However, a rollout was done in 2013 and 2014 to help all those with outstanding modules to complete the Programme resulting in the last graduation being held in 2016.

to theoretical practices relating to the school library programme, information literacy and reading.

- o *Professional Practice in School Library Development (EDPD120)*

The objective of this module was to educate and develop professional school librarians in a practical context by putting into practice the educational theory and teaching skills developed in the Education Studies for School Library Development module. It also provided structured opportunities for students to extend practical classroom skills, research their own practice and develop as self-reflective classroom educators.

- o *School Library Development and Management 610-Policy and Practice (EDPD121)*

In this module educators were provided with an understanding of the role of school library and its management as well as its promotion in the contemporary South African context.

- o *School Library Development and Management 620-Information and Communication Technologies (EDPD125)*

The objective of this module was to introduce educators to information and communication technologies (ICTs), their use in information retrieval as well as their role in the management of resources in a school library.

- o *School Library Development and Management 630-Resources, Users and Use (EDPD123)*

This module aimed to extend educators' understanding of information needs and use contexts, the evaluation of sources in a variety of media, guidelines for developing and maintaining a collection, developing user education and learner support, and fostering local writing and publishing.

- o *School Library Development and Management 640-Organisation and Access to Resources (EDPD124)*

This, the final module, provided educators with an understanding of, and the skills associated with the organisation of resources in a school library.

Hoskins (2006) argued that once the educators completed the Programme they should have the ability and skills to:

o   Develop, manage and promote a school library;

o   Organize resources in a school library;

o   Integrate the library into the curriculum;

o   Devise a whole-school reading programme;

o   Meet the information needs of users (learners and teachers);

o   Teach information skills to learners; and

o   Use ICTs to access and retrieve information and manage the school library

A more recent school curriculum, the National Curriculum Statement (NCS), demanded a more hands-on approach and the use of resources for teaching and learning activities (Department of Basic Education, 2012). The NCS was amended with the introduction of the Curriculum and Assessment Policy Statement (CAPS) in 2013 following the announcement by the Basic Education Minister, Angie Motshekga, of poor matric results (Du Plessis and Marais 2015). The CAPS approach necessitates that schools have libraries to support teaching and learning activities. This, therefore, requires a qualified teacher librarian who will be able to develop, manage and ensure the effective operation of the school library. The ACESLD Programme was designed to give educators the basic skills and expertise to develop new or manage existing school libraries. With teacher librarians having dual qualifications they are expected to teach and run the school libraries. However, studies such as the one conducted by Mojapelo (2008) and reports by Equal Education (2010) argued that ex Model C schools often employ and pay school librarians from the school fees which is usually not the case in predominantly rural schools where, for various reasons, school fees are either non-existent or hopelessly inadequate to cover the cost involved.

The researcher notes that there have been numerous studies (Radebe 1994; Williams, Wavell and Coles 2001; Siwakoti 2003; Yaacob and Samsuri 2003; Hoskins 2006; Zinn 2006; Mojapelo 2008; Wessels 2010; Adeyemi 2010; Ajegbomogun and Salaam 2011; Kurttila-Matero 2011; Evans 2014; Hart 2014; Mojapelo 2014; Simba 2014; Omenyo 2016; Everhart 2017; Paiva and Sirihal Duarte 2017 and Johnson and Green 2018) conducted on the subject of teacher librarians in schools and which have focused on several areas. However, few of these studies have paid much attention to the training of teacher librarians and their importance for the development and management of school libraries, especially in KZN. It is this gap in knowledge which this study wished to fill. School libraries are important in

developing learners but can only do so if they are well-resourced in terms of personnel and materials. The study therefore sought to evaluate the effectiveness of the ACESLD Programme by tracing teachers who had completed the Programme to determine, from those teachers, the extent to which their training had contributed to the development and management of school libraries.

1.2.1 The research context

The study was conducted in the KZN Province of SA which comprises 12 DoE districts (see Figure 1.1 below).

The Province occupies approximately 92 000 square kilometres, or one-tenth of SA's land surface (Statistics South Africa 2016). It is the country's third smallest province. However, it has the second largest population of approximately 11 065 240 which is about 19.7% of the total population of the country. Gauteng with 13,399 724 people (24% of the country) is the Province with the highest population. Approximately 43% of KZN's population live in urban centres and the rest live in rural or semi-rural areas (Statistics South Africa 2016). Rural communities are strongly influenced by traditional authority structures and the communal administration of land and resources. The majority of the population is Zulu-speaking, followed by English and Afrikaans speakers (Statistics South Africa 2016). The Province is home to the Zulu monarchy and the traditional capital is Ulundi with Pietermaritzburg being its governmental or political capital. The Province's main centres of urban growth include the port city of Durban that hosts the busiest harbour in Africa, and Richards Bay which is a large industrial area.

KZN has the highest number of schools in SA, that is 6 099, followed by the Eastern Cape with 5569 schools (Education Management Information System 2018). In line with the 2011 census and the 2016 community survey (and as noted above) the KZN population statistics show that the majority (57%) of the people live in rural areas. Furthermore, the KZN School Library Strategy Final Draft 2009 to 2012 revealed that most schools in the Province are located in rural areas (KwaZulu-Natal Department of Education 2010). The Education Management Information System (EMIS) (2018) report also shows that of the 6 099 schools in the Province the vast majority (5 879) are public schools with only 220 being independent. The KZNDoE thus serves a number of schools which are mainly located in rural areas.

According to the KZN School Library Strategy Final Draft 2009 to 2012, ELITS had managed to provide core collections[3] for 2 794 schools that have learner enrolments ranging between 1 and 500 (KwaZulu-Natal Department of Education 2010). While the provision of core collections continues, the number of schools receiving core collections has increased but there is, as yet, no clear indication of the actual figures and those published eight years ago remain the latest available.

---

[3] The core collections that schools received consist of dictionaries, encyclopaedias, subject literature (that is, non-fiction), fiction, charts, maps, globes, DVDs and electronic resources (for example, CDROMS).

Figure 1.1: KZNDoE districts

Source: Program of Action for Quality Education (2016)

1.3 Justification for the study

This section provides a brief discussion on the overall purpose of the study and the specific objectives the study wished to achieve. It starts with the rationale for conducting the study and ends with the broader issues investigated.

1.3.1 Rationale for the study

Hoskins (2010) clearly stated that the research problem is essentially a topic to be investigated or what needs to be known. School libraries are very important in the teaching and learning process especially given the current resource-based school curriculum. As noted in the IFLA-UNESCO School Library Manifesto (2010), the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. Furthermore, school libraries assist in developing lifelong learners by providing them with learning skills and helping them develop their imaginations thus enabling them to live as responsible citizens. With this in mind, one may argue that school libraries have the potential to improve the current teaching and learning in our schools. However, this can only be achieved if they are well-resourced and have trained library staff. The ELITS Directorate of the KZNDoE realised the importance of school libraries and this led them to partner with the UKZN to train qualified teachers in library and information work thereby enabling them, as teacher librarians, to develop and manage these libraries. While funding to support the training of qualified teacher librarians has been provided by the KZNDoE since 2004, there has been no comprehensive report on the successes and failures of this initiative. Hence, the purpose of this study was to evaluate the effectiveness of the ACESLD Programme through tracing the educators that have graduated from the Programme to determine the impact that the training has had on their work in developing and managing their school libraries.

1.3.2 Research objectives and key questions

The main objectives of the study were:

- o To determine the influence that the ACESLD Programme has had on the development and management of the school libraries in the KZN Province; and

- o To determine the role played by the ACESLD teacher librarians in the development of school libraries in KZN.

The study was guided by the following research questions:

1. Did the ACESLD Programme provide the teacher librarians with the necessary knowledge and skills to develop and manage school libraries?

This research question sought to gather data related to the scope and role of the ACESLD Programme in preparing and enabling the teacher librarians to develop and manage school libraries within the Province.

2. How did the support provided by ELITS assist the teacher librarians with developing and managing school libraries?

This question sought to acquire data regarding the role played the ELITS in identifying, selecting and supporting the teacher librarians in their quest to gather necessary knowledge and skills that would enable them to establish and maintain functional libraries within their schools. Such support could include the provision of funding to provide for the training of teacher librarians, the establishment of new school libraries or the development and maintenance of existing school libraries in the Province.

3. How have the teacher librarians used the knowledge and skills gained to develop and manage their school libraries?

This research question sought to obtain data that would determine whether teacher librarians had used the knowledge and skills gained from doing the ACESLD Programme. Data gathered here would also establish the extent to which the Programme influenced and informed the development of new libraries by educators who graduated with the ACESLD qualification.

4. What were the factors that prevented teacher librarians from developing and managing school libraries?

This question sought to gather data that would provide the possible challenges that prevented the teacher librarians from establishing new school libraries. This question was

informed by the statistics which showed the low number of school libraries in the Province and as well as country-wide (in the light of a number of teacher librarians being produced during the course of the Programme).

5. What were the strategies that could be adopted to overcome such challenges?

This question sought to identify the intervention mechanisms needed to address the challenges hindering the development and maintenance of school libraries in KZN.

1.3.3 Delimitations of the study

For the purpose of this study, the researcher only looked at educators who were still employed by the KZNDoE. Furthermore, the educators targeted had completed the ACESLD Programme at UKZN between 2004 and 2013. Those who had completed their studies at the University Zululand (which also trained teacher librarians in the Province) were excluded. The study only examined the state of the school libraries after these teachers had obtained their certificates, that is, qualified as teacher librarians. As has been noted above, the researcher anticipated that reaching all the ACESLD graduates would be a major challenge in that the recorded contact details of the educators at the time of their studies may well have changed for various reasons. These reasons included educators taking on new roles, moving to new schools and retirement.

1.3.4 Broader issues investigated

The school library is integral to the educational process. This is supported by researchers such as Dubazana and Karlsson (2006) who argued that libraries have a significant role to play in supporting teaching and learning in schools, more especially with an education system that requires teaching and learning to be resource-based. The aforementioned IFLA-UNESCO School Library Manifesto (2010) states that the school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media.

In the past, the situation of school libraries in SA has been dire. Hell (2005: 8) argued that in the 1980s "school libraries, where they existed, remained in the periphery of the school's learning programme." She further argued that research indicated that "in the 90s it was clear

that in SA the majority of schools did not have adequate or good media centres, in fact they often do no not have one at all" (Hell 2005: 8). In the same era, the state and availability of school libraries to support the curriculum were beyond the vision of, and also reflected, the country's political and social economy whereby there was a huge distinction between white and black schools. The schools that were designated for whites were well-resourced with fully functional school libraries whereas those that were designated for blacks did not have libraries at all. Hart and Zinn (2007), citing Stadler (1991: 91), argued that this was attributed to the unequal development of the apartheid ethos that black people were destined to be "unthinking cogs" in the labour machine and thus in no need of libraries. However, this situation changed post-1994 with the new Government as most of the previously advantaged schools lost portions of their budget which resulted in a decrease and loss of teacher librarian posts in some schools. Hence the library collections were no longer properly resourced and some school libraries were shut down.

The new curriculum statement (the NCS) which is resource-based seemed to offer new opportunities especially to previously disadvantaged schools. During 2011, the NCS was reviewed extensively and amendments were made. As pointed out earlier in the chapter, it is now referred to as the Curriculum and Assessment Policy Statement (CAPS) (Du Plessis and Marais 2015). The Department of Basic Education (DBE) (2011) reported that the CAPS is a modification of what to teach (curriculum) and not how to teach (teaching methods) in South African schools and it still follows the same processes and procedures as contained in the NCS. However, no school librarian posts have been created within the DoE since the elimination of specialist posts in schools in 1995. This has resulted in a drastic increase in the use of public libraries by school learners since the introduction of the new curriculum. Hart and Zinn (2007) noted that this has put pressure on public library staff who now struggle to satisfy the educational needs of learners which require the effective use of library resources to, for example, complete projects correctly.

To address this challenge, various recommendations were made by the ELITS Directorate for the creation of teacher librarian posts. Notable in this regard was the recommendation voiced during the preparation for the Minister of Education Summit, where the teacher unions assured their support in lobbying for teacher librarian posts in KZN (Dubazana and Hoskins 2011). Mojapelo (2008) noted that the rural-based schools are usually disadvantaged since

most parents cannot afford to provide funds for a teacher librarian post whereas in some schools in urban areas the dedicated teacher librarian post is paid by parents through the school governing body. In order to address this challenge, the National Guidelines for School Library and Information Services (2010) suggest that schools must train parents and community assistants to help carry out basic library duties while the teacher librarian supervises the whole operation.

For the school library to be an integral part of the teaching and learning process it needs to be fully equipped with the necessary resources in order to function effectively. Teacher librarians play an essential role in the effectiveness of the library. Magara (2010) argues that the presence of a qualified librarian and the quality and frequency of their instructional input has a positive impact on learning. Likewise, the IFLA-UNESCO School Library Manifesto (2010), values the role of a teacher librarian in the teaching and learning process by emphasising that a teacher librarian is the professionally qualified member of staff whose responsibilities are planning and managing the school library, supported by adequate staffing, working together with all members of the school community and liaising with the public library and others. Todd (2002) noted that teacher librarians have a major role to play in the school setting since they may be involved in curriculum development, staff training and student learning and welfare. Given this, the position should be elevated to "Leading Teacher" in a secondary school setting, or an "Executive Teacher" in an infant or primary school.

A major challenge to school library development in SA has been the lack of a national school library policy. Hell (2005: 9) argued that the long story of "the school library policy" has not been told to the end. Its development and implementation depend on many different factors, besides the lack of resources. Hell (2005) further argued that some of the issues that affect the school library policy are the lack of communication between the different educational levels of society, the different educational policies and strategies which often seem to diverge, and the many reforms and transformations in the educational field requiring time to understand and adjust to. On the other hand, Hart and Zinn (2007), believed that the national DoE is responsible for laying down policy, whereas the nine provincial education departments must implement policy and administer schooling in their respective provinces. In addition, du Toit (2010) stated that there is no national school library policy provided by the DoE, and

therefore the responsibility is left to the provinces to develop policies to govern the development of libraries. According to Hart and Zinn (2007) in 2002, the ELITS Directorate of the DoE in KwaZulu-Natal hosted a conference titled "Ghost Libraries and Curriculum 2005", in which the contradiction between the resource-based learning of the new curriculum and the Government's failure to address the shortage of school libraries was highlighted. It was in this conference where ELITS announced its plan to write its own school library policy on the understanding that, in the absence of a national policy, the policy could only be provincial (KZNDoE, 2003). According to Equal Education (2010), a national policy on school libraries would only be feasible if the policy has an implementation plan and budget to drive the national school library roll-out. Issues such as changes in the education system, curriculum developments and national school library policy have been noted as some of the broader issues that have had an impact on the research problem. These issues will be discussed in more detail in Chapter Three.

1.4 Definition of key term and concepts

The following key terms and concepts are used in the study:

1.4.1 School library

In this study, the term "school library" is used to refer to a "centralised school library" which is defined by the DBE (2012) as an adequately stocked school library which provides learning resources and reading/reference materials for all learning areas and/or subjects offered by the school, as well as an extensive range of fiction and non-fiction reading material for a range of reading levels. In addition, it is actively utilised throughout the day and afternoon, and constitutes an effective model to provide a dynamic school library and information service. Prytherch (2000: 268) defines the school library as a facility that supports the needs of the school community, a resource centre that collects books and non-book materials of all kinds and which are relevant sources of information and instruction in schools. The school library is said by Simba (2014) to be more than a purpose-built space where adequate books are kept for learners and teachers; it is a tool for learning and teaching in which school librarians facilitate learning by providing information skills geared at developing learners' competencies in the subject matter. It is a place where learners and

educators can experiment with new ideas and lines of inquiry and use a wide array of resources and tools. This study adopted the DBE's (2012) definition of the school library.

1.4.2 Teacher

A teacher is conceived of as a reflective practitioner, someone who enters the profession with a certain knowledge and who will acquire new knowledge and experiences based on that prior knowledge (Cochran-Smith and Lytle 2001; Jenlink and Kunnucan-Welsch 1999; Lieberman 1994). Generally, the terms teacher and educator are often used interchangeably in formal educational contexts. Longman (2003) argued that both terms refer to a person whose occupation is teaching, and that an educator is also defined as "someone who knows a lot about methods of education". According to Lohithakshan (2002: 401), "a teacher is a professional person employed in a school for implementation of the curriculum". Therefore, teachers are also bound by a set of ethical rules and a code of conduct specific to the profession. Teaching is a profession which requires its practitioners to possess specialised knowledge and specific skills acquired through intensive training. Noting and acknowledging various definitions of the term, this study adopted Smylie, Miller and Westbrook's (2009) definition which states that the terms teacher and educator are used synonymously to mean someone tasked with the responsibility of passing on knowledge and working with learners to develop them professionally and personally.

1.4.3 Teacher librarian

For the purpose of this study the term "teacher librarian", which is sometimes alternated with "school librarian", has generally been used to refer to a person (teacher) with a library qualification who manages and runs the school library programme. According to Prytherch (2000: 718), a teacher librarian is "a member of the teaching staff in a school assigned with specific teaching commitments and allocated some hours to manage a school library". Simba (2014: 13) argued that in the Tanzanian context, "often a teacher librarian is professionally a teacher with little or no formal library training." This might be due to the fact that teachers in Tanzania lack training in the skills of librarianship, the use of information and information resources, and teaching information skills. On the other hand, it has been argued that school librarians lack pedagogical skills as school library training curricula in Tanzania do not provide such knowledge and skills even though they are professionally grounded in library

science. According to the Australian School Library Association (ASLA) and the Australian Library and Information Association (ALIA) (2001), in the United States of America (USA), Canada and Australia school librarians have a dual qualification as teachers and librarians. Zinn (2012) stated that in the United Kingdom (UK) the title used is school librarian and denotes a graduate professional who may not have a teaching qualification.

Historically in SA, school librarians were referred to as media teachers or teacher librarians and they were generally dually qualified as librarians and teachers. However, Zinn (2012) argued that there is no longer a position such as a media teacher or teacher librarian in terms of the Occupation Specific Dispensation for teachers in SA. Given that this study is tracing the progress or impact of ACEDSLD students (teachers with a school librarianship qualification) it has adopted the generic term "teacher librarian" to represent all the above-mentioned terms.

1.4.4 Training

Buckley and Caple (2004) define training as a planned and systematic effort to modify or develop knowledge, skill or attitude through learning experiences in order to achieve effective performance in an activity or range of activities. Training is teaching or developing oneself or others, in any skill and knowledge relating to specific useful competences. Training usually has specific goals of improving one's capacity, capability, productivity and performance. The purpose of training in the work situation is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job (Buckle and Caple 2004). Erasmus, Loedolff, Mda and Nel (2007) argue that the job or task requirement will determine the training standards for a particular job or task.

1.5 Conceptual and theoretical framework

The conceptual framework upon which the study was constructed was based on constructivist learning theory and the literature that promotes the development and management of school libraries and also acknowledges the significance of libraries in supporting teaching and learning. The literature that promotes and supports the establishment of school libraries and their importance in curriculum enhancement included documents such as the National Guidelines for School Library and Information Services (2012), the IFLA-UNESCO School

Library Manifesto (2010), the KZN School Library Policy and a document[4] advocating for the development of school libraries compiled by Equal Education in 2010. The conceptual framework demonstrated the relationship between concepts that were examined and provided the direction the study took as well as the analytical lens used when data were analysed. The conceptual framework underpinning the study is discussed in detail in Chapter Two.

1.6 Methodology

There are two types of research methods, that is, qualitative which involves interviews and documentary sources, and quantitative which involves the collection of numerical data using questionnaires (Creswell 2003). This study adopted the postpositivism paradigm which provides the researcher with the freedom to use more subjective measures of gathering information. Hence both qualitative and quantitative research methods were selected – referred to as a mixed method approach. Primary data was gathered from a sample of 274 respondents representing a population of 943 teacher librarians from 12 KZNDoE districts using a self-administered questionnaire. Data was also collected from interviews held with the KZNDoE ELITS Director and the UKZN ACESLD Programme Coordinator. The data gathered was further supplemented by the related and relevant literature reviewed during the course of the study. Chapter Four provides greater detail of the methods and procedures used in the study.

In relation to ethical issues, the study observed the Ethics Policy of the UKZN. Thus, responses to the self-administered questionnaire were confidential with no names being mentioned in the study. Furthermore, the participation by the teacher librarians, the ELITS Director and the ACESLD Coordinator was entirely voluntary.

1.7 Outline of the study

This section presents an outline, by chapter, of the study:

Chapter One introduced the research problem, the purpose of the study, justification, definition of key terms, scope, objectives and the research questions of the study. **Chapter**

---

[4] *We can't afford not to: costing the provision of functional school libraries in South African public schools* (Equal Education 2010).

Two presents the conceptual framework (including the theories) upon which the research was framed. **Chapter Three** comprises a review of the literature relevant to the training of teacher librarians and the development as well as maintenance of school libraries. **Chapter Four** describes and discusses the research methodology adopted. This includes the research paradigm, the data collection methods, the reliability and validity of the instruments used, the data analysis and the ethical considerations associated with the study. In **Chapter Five** the data collected through the two research instruments, namely the questionnaire and interview, are presented and analysed using both descriptive and inferential statistics. Apart from text, the researcher also used graphs and charts to present the data in order to provide more meaning and understanding. **Chapter Six** provides a discussion and interpretation of the results in light of the literature reviewed and conceptual framework underpinning the study. In **Chapter Seven**, the final chapter, a summary of the study is provided. This is followed by the conclusions and recommendations arrived at. How the findings impact on both theory and policy are also discussed. The chapter ends with recommendations for further research.

1.8 Summary

In this introductory chapter the aim of the study was outlined, that is to seek a deeper understanding of the training of teacher librarians and the development of school libraries in KZN through tracing educators who graduated with the ACESLD qualification between 2004 and 2013. Included in this chapter was the research problem, a description of the context of the study, the rationale of the study as well as the objectives and key questions posed. The delimitation and broader issues investigated were outlined and the definitions of key terms and concepts relevant to the study were given. The conceptual framework was briefly introduced as was the research methodology used. Finally, an overview of the study, by chapter, was provided.

Chapter Two, the conceptual framework underpinning the study, follows.

Chapter Two

Theoretical and conceptual framework

2.1 Introduction

The first chapter introduced the study and described the research questions and the main objectives of the research. This chapter discusses the theory of constructivism and the policy documents that informed the study and also served as the lens for the analysis of the data collected.

Dickson, Hussein and Agyem (2018) argued that theoretical and conceptual framework guide the path of a research and offer a foundation for establishing its credibility. Ravitch, and Riggan (2012) are of the view that when used well together, a theoretical and a conceptual framework provides a researcher with sufficient support to explain the need and the relevance for the study in the field; in addition, the researcher who chooses to have a theoretical and a conceptual framework in the research study demonstrates appropriate academic rigor in preparing a strong study.

2.2 Theoretical framework

Theory is defined by Cresswell (2009:51) as interrelated sets of constructs or variables formed as hypotheses, assumptions or propositions that specify the relationship among the variables. Zinn (2012) defined theory as a correlation of assumptions and principles put forward to explain a precise set of phenomena. In less scholarly or layman's language, a theory may simply be defined as that something which helps one to develop an understanding or explanation of some phenomenon. In a similar vein, Kilemba (2016) stated that in a very simple and uncomplicated way, the theory provides people in general (and researchers in particular) with an explanation to make sense of complex practices, procedures and phenomena and provides an alternative that reduces the complexity. This can also be made possible by using models which are said to assist in the development of a theory. However, more often than not, it can be argued that there is no clear distinction between a theory and a model.

Bertram and Christiansen (2014) are of the view that some types of research are informed by theories which affect how empirical data are analysed. On the other hand, some research may not fit within any theory, and the researcher should, therefore, draw on particular concepts to discuss the relationship between variables. However, it has been noted that there is, seemingly, no clear difference between a theoretical and conceptual framework in research. In her study, Nsibirwa (2012: 35) observed that a conceptual framework is an effective tool to structure research and assists the researcher in making meaning of subsequent findings. It has also been argued that the theoretical framework, as distinct from theory, is sometimes referred to as a paradigm (Kilemba 2016). Another view in a study by Smyth (2004) emphasised that a framework is usually intended as a starting point of reflection about the study and its context.

According to Kilemba (2016), a theoretical framework is an orientation to the study and makes research findings meaningful. He further argued that theory might be viewed as a process which orders concepts in a way that offers insights and understanding. On the other hand, Mackenzie (2006) stated that a conceptual framework is the choice of the paradigm that sets down the motivation, intention and expectations for a study. This simply means that if a paradigm is not selected as the first step in a study, there will be no basis for subsequent choices in terms of methodology and methods or even a literature review and research design. The importance of a theoretical framework in the collection and analysis of data has been highlighted earlier by Bertram and Christiansen (2014) and is in line with Hesse-Biber (2010) who argued that a researcher's perspective is critical in building a mixed methods design and may sometimes be clearly stated in the research, although this is not always the case. One may, therefore, conclude that a paradigm is the lens which guides the research process and ideally is the starting point of the whole process.

The aim of the theoretical framework, as defined by Logwa (2009), is to make the research findings meaningful and generalisable. The conceptual framework, upon which this study was constructed is, as noted, is based on constructivist learning theory and the literature that promotes development and management of school libraries and also acknowledges the significance of libraries in supporting teaching and learning. The literature that promotes and supports the establishment of school libraries and their importance in curriculum enhancement includes, also as noted, documents such as the National Guidelines for School

Library and Information Services (2012), the IFLA-UNESCO School Library Manifesto (2010), the KZN School Library Policy and a document (*We can't afford not to: costing the provision of functional school libraries in South African public schools*) advocating for the development of school libraries (Equal Education 2010). The conceptual framework demonstrates the relationship between concepts to be examined and provides the direction the study will take as well as the analytical lens when data are analysed.

The constructivism theory supported by documents advocating for the development and management of school libraries were used as a basis for evaluating the ACESLD as a training programme and also its influence on teacher librarians' roles in curriculum development and lifelong learning support. The ACESLD qualification should produce competent professionals who have the ability to develop and manage a school library that will enhance curriculum development and promote lifelong and independent learning. These documents were also used to evaluate the teacher librarians' contribution to the ELITS' policy imperatives, particularly Goal 20 (Towards schooling 2025) which was highlighted by Dubazana and Hoskins (2011) and aims at increasing access amongst learners to a wide range of media thereby enriching learners' education.

2.2.1 Constructivism

Taber (2011) argued that constructivism is a major referent in education, although it has been understood in various ways, including as a learning theory, a philosophical stance on human knowledge, and an approach to social inquiry. He further argued that many researchers are of the view that constructivist pedagogy draws upon educational theory informed by research and broad scholarship, and so produces a rigorous foundation for evidence-based practice. Although Taber (2011) argued that constructivism is linked to an educational context he still notes and acknowledged its multifaceted nature as it is applied in various contexts and used in different ways.

Among other things, the constructivist theory is used as a research method or a research paradigm to label qualitative approaches to research. This can be confirmed by Munyua and Stilwell (2012) who defined the constructivist "paradigm" as often combined with interpretivism as a theory about learning and knowledge. They further argued that it is based on the ontological assumptions that there is no objective reality but rather what is perceived

as reality is self-constructed by individuals. Therefore, there is a high possibility of multiple constructions of reality/ies depending on an individual's frame of reference, social context and experience. In addition to these views, Creswell (2012) has also explained that qualitative researchers use terms such as constructivist, interpretivist and so forth, as framework approaches to qualitative inquiry. He went on to give examples of such inquiry, including narrative research, phenomenology, grounded theory, ethnography and case studies.

Creswell (2014), in supporting the use of constructivism as a research paradigm, argued that constructivism or social constructivism (often combined with interpretivism) is such a perspective, and it is typically seen as an approach to qualitative research. He further argued that the ideas came from Mannheim[5] and from works such as Berger and Luekman (1967). Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences, meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. The goal of the research is to rely as much as possible on the participants' views of the situation being studied. The questions become broad and general so that the participants can construct the meaning of a situation, typically forged in discussions or interactions with other persons (Creswell 2014).

It is argued that the more open-ended the questioning, the better, as the researcher listens carefully to what people say or do in their life settings. Often these subjective meanings are negotiated socially and historically. Creswell (2014) argued that these meanings are not simply imprinted on individuals but are formed through interaction with others (hence social constructivism) and through historical and cultural norms that operate in individuals' lives. Therefore, constructivist researchers often address the processes of interaction among individuals. They also focus on the specific contexts in which people live and work in order to understand the historical and cultural settings of the participants. Creswell (2014) further

---

[5] Karl Mannheim has written a lot on the sociology of knowledge and the social construction of reality. Karl Mannheim, *Ideology and utopia* (London: Routledge & Kegan Paul, 1936); *Essays on the sociology of knowledge* (New York: O.U.P., 1952); *Essays on sociology and social psychology* (New York: O.U.P., 1953); Essays on the Sociology of Culture (New York: O.U.P., 1956). A compendium of Mannheim's most important writings in the sociology of knowledge, compiled and with a useful introduction by Kurt Wolff, is Karl Mannheim, *Wissenssoziologie* (Neuwied/Rhein: Luchterhand, 1964).

argued that in constructivism, researchers recognise that their own backgrounds shape their interpretation, and they position themselves in the research to acknowledge how their interpretation flows from their personal, cultural and historical experiences. Hence the researcher's intent is usually to make sense of (or interpret) the meanings others have about the world. Rather than starting with a theory (as in postpositivism), inquirers generate or inductively develop a theory or pattern of meaning. Creswell (2014) also acknowledged that writers like Lincoln, Lynham and Guba (2011), Mertens (2009), and Crotty (1998), among others, have made a huge contribution to, and summarised the position of, constructivism as a paradigm.

As highlighted earlier by Taber (2011), the multifaceted nature of constructivism also allows it to be used as a pedagogy. In this view, Wheeldon and Ahlberg (2012) argued that the constructivist or interpretive tradition supports the learning process, which helps us to understand how the social world of individuals or a community is constructed.

Simba (2014) argued that the emphases of constructivism are the concepts of development and deep understanding. Learning is thus a process of constructing meaningful representations to make sense of one's experiential world. Constructivism views learning as a process in which the learner actively constructs new ideas broadening what is already known (Murphy 1997). Donham (2008) supported this notion by stating that constructivism enables the learners to be active participants in their learning process which ultimately creates the potential for deeper understanding. This is based on the fact that learners who are active learners construct meaning by integrating prior knowledge with new information. Constructivism's basic belief is that people are active learners and must construct knowledge for themselves. Thus, the traditional mode of lecturing/teaching to groups of learners is considered inappropriate and teachers should rather use materials with which learners can become actively involved through manipulation or social interaction (Schunk 2000). According to Taber (2011), constructivism as educational theory, comprises ideas about how human learning occurs; the factors that tend to channel learning; and ideas about how curriculum and instruction should be designed to best respond to educational purposes, given what is understood and known about learning.

One may argue that "learning" in this theory is about discovery. In support, Simba (2014) argued that constructivist learning theory focuses on problem-solving and construction of

meaning and can be said to be an LCL (learner-centred learning) approach to education. Taber (2011) suggested that some of those who consider constructivism in education to be progressive, describe it as a student-centred approach while some critics characterise constructivism teaching as minimally guided instruction (although this is certainly not how most educators who consider themselves constructivists would understand their approach). Taber (2011) argued that constructivism as educational theory comprises ideas about how human learning occurs and the factors that tend to channel learning. It also comprises ideas about how curriculum and instruction should be designed to best respond to educational purposes, given what is understood about learning.

Opposing the constructivist learning style is the traditional (teacher-centred) teaching and learning process, where teachers transfer or deposit knowledge to the learner to be stored and recited or retrieved in future in response to a given situation or problem. This is more in line with information processing theorists whose view, according to an earlier understanding by Hall (1996), is that learning can be conceived as internal structures (for example, long term memory) changing to reflect changes in the external world, which represents "reality". Hall (1996), therefore, argued that within the traditional information processing view this real-world is "knowable" and, as a consequence, a student's knowledge can be ultimately judged as right or wrong. A second important characteristic of the information processing view is that there are general principles of learning, knowledge and so forth that hold true across situations and across learners, and it is the job of the researcher and theorist to ascertain these general principles (Hall 1996).

In contrast, an essential characteristic of the typical constructivist view is that no knowledge is absolute, rather knowledge is constructed as argued by Taber (2011). For example, the constructivists point to all the times in history when something was thought to be a "fact" but was later discounted (Hall 1996). This view is in contrast with the "absolute reality" basis of the information processing view. Hall (1996) further stated that another fundamental characteristic of the constructivist perspective is that learning only occurs within some context. Therefore, to consider learning independent of the environment in which it occurs (for example, school, work or play), is unrealistic and incomplete. This, again, is inconsistent with both the behaviourist and information processing views (and much of science in general)

in that these latter theories are based on the assumption that fundamental principles can be ascertained that will apply broadly across contexts and across learners (Hall 1996).

However, Brandon and All (2010) argued that these distinctions may sound quite abstract and removed from "real life" classroom instruction. In fact, in a practical/applied sense, there are some important implications and practices that have emerged from this constructivist view since it has come into favour in the last decade. The general view that knowledge is not so absolute, that it is "constructed" puts more of an emphasis on the knowledge and conceptions that students bring to the classroom (Taber 2011). This leads to a more learner-centred approach, with the teacher as more of a guide on the side, as opposed to a sage on the stage (as illustrated by Figure 2.1 below). Furthermore, in a "constructivist classroom" students are freer to participate in the planning and the assessment processes. Taber (2011) also argued that another implication of the relative nature of knowledge contention is that it is important to present the learner with multiple perspectives on a single topic or concept.
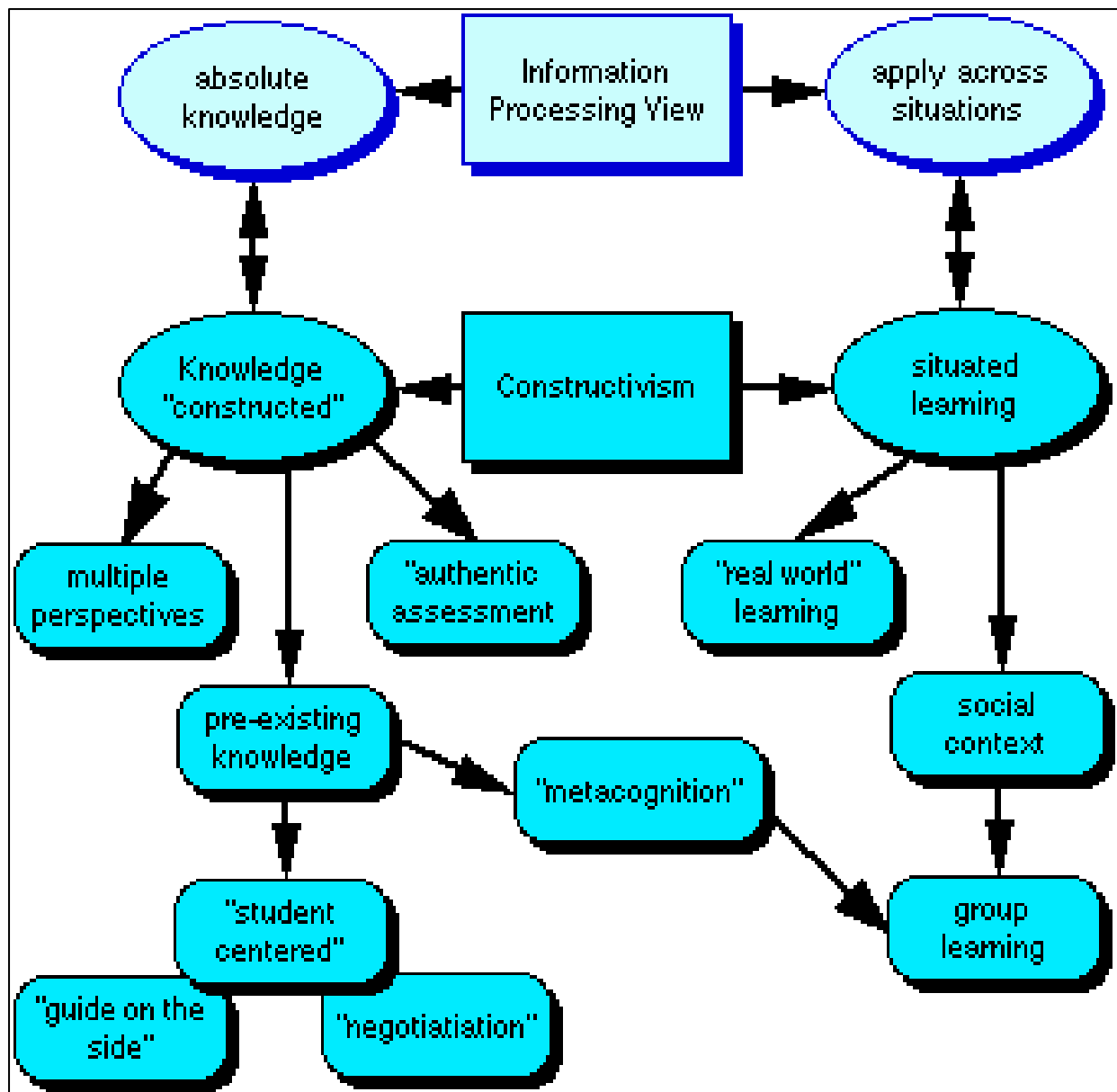
Figure 2.1: Constructivist theory

Source: Hall (1996)

2.2.2 Constructivist learning

Constructivist learning is argued by Donald, Lazarus and Lolwana (2010) to be a view that sees knowledge not as given, but as actively and continuously constructed and reconstructed by individuals, groups and societies. Constructivism challenges positivism in basic ways and an essential part of this theory is the idea that knowledge is not passively received rather actively constructed. The constructivist view suggests that knowledge requires more than learning by imitation since the process by which we come to experience our surroundings are

a process of interpretation. It is for this reason that each learner has to actively construct the meaning of what is seen or heard. Taber (2011), therefore, argued that all meaningful learning is a process of personal meaning-making through an individual's current knowledge and understanding.

In this study, the researcher opted for the constructivism theory to evaluate the role of school libraries and teacher librarians within a constructivist education system. Du Toit (2008) stated that the constructivist learning theory is at the core of SA's then Curriculum 2005 and the Revised National Curriculum Statement and school libraries are invaluable tools for providing the necessary resources required for constructing meaning as well as for building on previous learning.
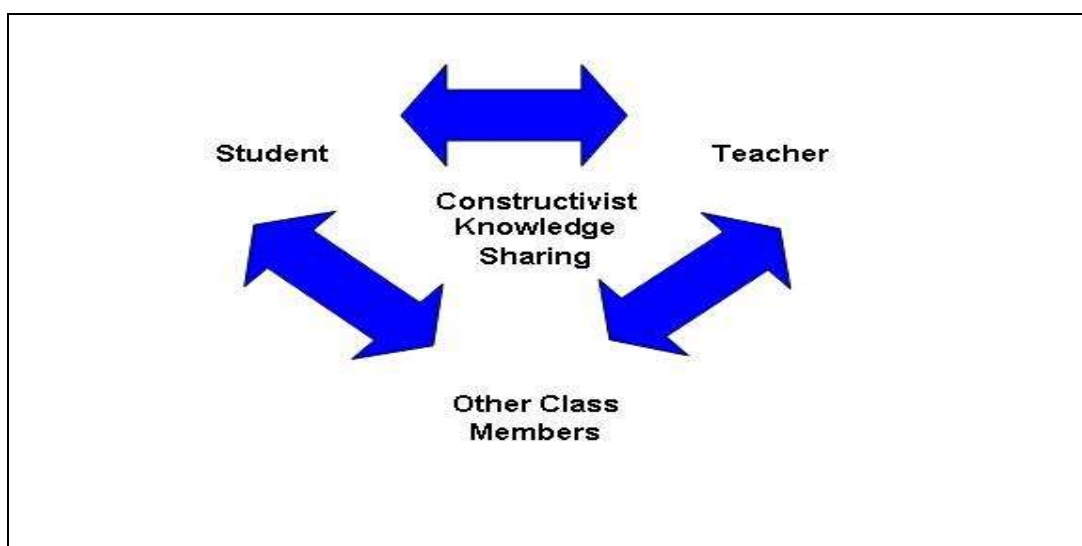
Figure 2.2: Constructive learning process
Source: James (2012)

As seen in Figure 2.2 above, constructivist teaching is based on the belief that the most effective learning occurs when learners acquire knowledge through exploration and active learning. Du Toit (2008:61) citing McBrien and Brandt (1997) argued that hands-on materials replace textbooks, and learners are encouraged to "think and explain their reasoning instead of memorizing and reciting facts." Hence, education focusses on and links themes and concepts rather than concentrating on isolated information.

2.2.3 Constructivist learning and teaching in school librarianship

WNET/Education (2004) argued that in the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. For example, in most of the ACESLD module activities, students (teacher librarians) were often asked to relate their learning with their classroom teaching experiences. In this case, teacher librarians were asked to share how they used library resources in their daily teaching. The facilitators (lecturers) made sure they understood their students' (teacher librarians) pre-existing conceptions and guided the practical activities to address students and then build on their pre-existing knowledge.

Brock (2007) emphasised the importance of learner's pre-existing knowledge in constructivist teaching and learning, arguing that since students' understanding of teaching is mostly dependent on their existing ideas and ways of thinking about the topic teachers, therefore, have to diagnose students thinking effectively, in order to channel that thinking towards target knowledge presented in the curriculum. This should be done to avoid misinterpretation of concepts which might result in learners failing to connect new concepts to their existing knowledge in the quest of creating new knowledge. A scaffolding teaching approach may be the most viable one in ensuring a smooth building or generation of knowledge through blending what is known with new concepts in a quest of understanding a certain phenomenon. However, Taber (2011) warned that given the individual differences in any class, effective learning is only likely to be possible when there is a constant matching of current learning to learning needs in order to scaffold the next learning activity, and this requires careful monitoring and regulation of the learner at an individual level.

Constructivists view learning as a process of searching for meaning and understanding of a particular thing at a particular time. The purpose of learning is for an individual to construct his or her own meaning, not just memorise the "right" answers and regurgitate someone else's meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning (Brandon and All 2010). Meaning requires understanding the whole as well as the parts, and the latter must be understood in the context of the whole. Therefore, the learning process must focus on primary concepts, not isolated

facts (Taber 2011). Taber (2011) further argued that in order to teach well, one must understand the mental models that students use to perceive the world, and the assumptions they make to support those models. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
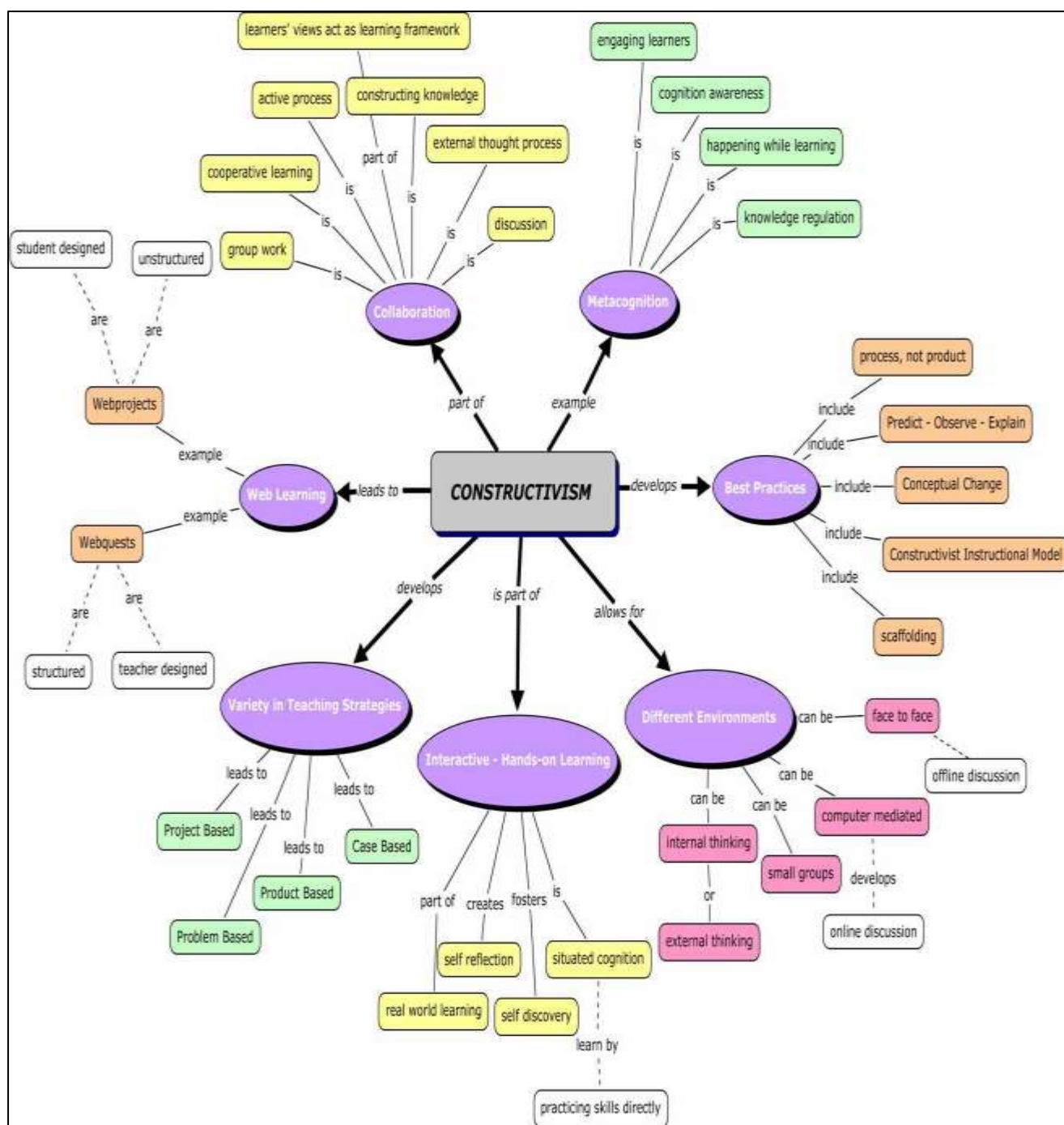
Figure 2.3: Constructivism: how students learn

Source: Atherton (2005)

The ACESLD Programme was designed and developed with the objective of providing balanced content, offering both theory and practice. Theory provided teacher librarians with basic knowledge (using a variety of teaching strategies such as those shown in Figure 2.3 above which included project-and case-based group work, to mention a few) in developing

and managing a library while the practical component offered an opportunity to apply their knowledge and test their skills in a real library setting (for example, interactive hands-on learning as shown in Figure 2.3). The ACESLD modules were linked and they were presented in a sequence which allowed the use of pre-existing knowledge (gained from modules that had been completed) to develop new knowledge.

The ACESLD as a professional career development Programme was offered on a part-time basis to full-time employees (educators). It subscribed to a constructivist learning approach which was delivered in block sessions mostly during the school holidays. These sessions encouraged the use of groups for better interaction and also facilitated quicker feedback on assessment. Figure 2.3 highlights collaboration as one of the key components of this theory and supports Hall's (1996) view that group learning is often emphasised as a part of the constructivist practice. Bada (2015) argued that constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of mental construction. In other words, students learn by fitting new information together with what they already know. First of all, due to the emphasis on students' pre-existing knowledge, it is important for students to somehow make their knowledge explicit/visible, and, one of the best ways to do this is to encourage learners to voice their thoughts and ideas to peers through group discussion sessions. For this to happen, the presence of a good facilitator is necessary to ensure that every learner gets a chance to share their knowledge.

According to Bada (2015), awareness of one's own self-knowledge is often referred to as "metacognition". Mears (2010) argued that group learning is also consistent with the basic notion that learning occurs within a given context, in that the context that is often emphasised by constructivists is the "social context". In a group discussion, there is a high possibility of learning occurring faster than in traditional teaching since the former is less formal and meanings are created by different people using their pre-existing knowledge. Another important implication of the contextualised nature of knowledge, which is a hallmark of much constructivist practice, is that learning should be tied to real life, "authentic", tasks. As much as possible, according to this view, teachers should make an effort to tie class materials to some sort of "real-world application". This approach has led educators to rethink the assessment process ("negotiation" as outlined in Figure 2.1) and includes things like

"authentic assessment", in which the emphasis is on the learner performing some "real life" tasks.

2.3 Inquiry-based learning

The constructivist learning process is said to demand learners to actively create knowledge using their pre-existing concepts as a base from which they develop new knowledge. Zinn (2012) argued that the theory of constructivism suggests that people learn actively by constructing their own subjective interpretation of reality hence people create personal knowledge by fusing their existing or prior knowledge with new ideas. Although Shephard (2001: 1073) and Callison and Preddy (2006: 334) argued that constructivism as a learning theory is still considered by some as an emergent, alternative approach to understanding learning it has to be noted that it is from this theory that the inquiry-based learning approach was founded.

Inquiry-based learning as argued by the Education Development Centre (2016) is one of many terms used to describe educational approaches that are driven more by a learner's questions than by a teacher's lessons. It is inspired by what is sometimes called a constructivist approach to education, which suggests that there are many ways of constructing meaning from the building blocks of knowledge and that imparting the skills of "how to learn" is more important than any particular information being presented. It has to be noted that not all inquiry-based learning is constructivist, nor are all constructivist approaches inquiry-based, but the two have similarities and grow from similar philosophies. Callison and Preddy (2006), argued that "information inquiry" is a fairly recent expression of ongoing research in the fields of information literacy, education and school librarianship in particular.

The Inquiry Learning Community

Learner Centered   *Knowledge Centered*   *Assessment Centered*

Experience
Setting up the context
* presenting problems
* discussing ideas
* introducing issues
* asking compelling questions
* addressing misconceptions

Information
* Gathering, critiquing, analyzing & interpreting
* Creating working theories
* Posing new questions

Understanding
* Explaining new insights
* Applying in new and noisy contexts
* Demonstrating empathy
* Revealing self knowledge
* Evaluating and critiquing
* Creating new ideas/ new works/ new working theories
* Doing something with what is known and understand
* Reflecting
* Contemplating

Knowlege Building
* Problem solving
* Problem posing
* Developing expertise
* Building on existing knowledge
* Bringing forth evidence
* Working with ideas
* Explaining new insights
* Integrating new ideas

Figure 2.4: The inquiry learning community
Source: alileo Education (2007)

According to Zinn (2012), research suggests that using inquiry-based learning with learners can help them become more independent, more creative, more positive, and also improves their achievement as well. For example, Figure 2.4 emphasis is on learners gathering information, critiquing, analyzing and interpreting it, building on existing knowledge through explanation of new insights and the integration of new ideas. However, this approach can be more effective if complemented by a school library programme that is properly equipped and staffed since the library can make a difference in terms of measurable gains in learner achievement. The ACESLD Programme was delivered through this constructivist approach and the practical components afforded students (teacher librarians) the opportunity to lead their learning process through the use of a sufficiently equipped school and university library.

Furthermore, students were also afforded the opportunity embark on the collection development of their own school library in the form of a practical which was used as one of the formative assessment tools. Bransford, Brown and Cooking's (2000) interest in how people learn led them to the view that schools ought to be communities of robust inquiry that strive to foster intellectual habits of thought, meaning-making and discourse in all students, rich and poor, gifted and ordinary. According to the authors, schools ought to be communities where students come to do rich, engaging work – work that inspires, develops insight and stirs the imagination (Bransford, Brown and Cooking 2000).

2.4 Student's role in a constructivist learning process

Since constructivists believe that knowledge generation lies more on the shoulders of the learner who is expected to actively initiate their learning process based on the pre-existing knowledge, it is important to clearly understand the student's role and its importance in this process. The fact that constructivists, regardless of type, consensually maintain that knowledge is not mechanically acquired but actively constructed within the constraints and offerings of the learning environment, is commonly regarded as a shift in paradigm in educational psychology (Liu and Mathews 2005).

Given that the constructivist teaching and learning process is more learner-centred, it is therefore important that learner's cognitive skills are developed early in their educational journey. There is no doubt that effective learner-centred learning is made possible by a learner's ability to initiate a task and play a leading role in the process of the course under the guidance of their teacher. It has been argued by some researchers like Taber (2009) that with this learning style the teacher's job is made easier by the learners' motivation, self-efficacy and pre-existing metacognitive skills. With this in mind, the development of learners' metacognition should have a high priority as an educational aim (Taber 2009). Constructivist learning theory emphasises the learner's critical role in their own learning and it is founded on the premise that we (as learners) "construct" our own understanding by reflecting on our prior experiences. We generate our own "rules" and "mental models" which we use to make sense of our experiences (Brandon and All 2010). With this in mind, one may argue that our learning involves the adjusting of mental models to make space for new experiences building from what we already know.

Furthermore, it is argued that the responsibility of learning should reside increasingly with the learner as noted earlier by Glasersfeld (1989). Social constructivism thus emphasises the significance of the learner being actively involved in the learning process, unlike traditional educational viewpoints where the obligation rested with the educator to teach, and where the learner played a more passive, receptive role in the process. Glasersfeld (1989) further emphasised that learners' construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information.

Lui and Mathews (2005) argued that the mechanistic positivist accounts of learners as recipients of hard-wired knowledge were supplanted by accounts of learners as situated, active knowledge constructors. Therefore, they note that with this shift, human subjectivity which was excluded by behaviourist and information-processing accounts has, through constructivism, returned to the discussion. However, Lui and Mathews (2005) also argued that what is of great interest is the relation expressed by popular constructivist accounts between the objective and subjective aspects of, between the world and the mind. Lui and Mathews (2005) therefore, argued that it is upon this point that they examine whether constructivism can fulfil the promise that it once seemed to hold, to overcome the objective and the subjective parallelism; and it is here that they further argued that one will find an important insight of Vygotsky (2005) that appears to have been largely overlooked in the literature.

2.5 A constructivist teacher

Mears (2010) argued that even for students with considerable prior knowledge, strong guidance while learning is most often found to be equally effective as unguided approaches. He further argued that not only is unguided instruction normally less effective, there is also evidence that it may have negative results when students acquire misconceptions or incomplete or disorganised knowledge. With this in mind, a good facilitator is required to effectively guide and give direction to the learning process. Von Glaserfeld (2005) argued that guided inquiry is an approach or methodology which allows students to seek and engage with a variety of ideas to increase their understanding in pursuit of knowledge and greater awareness. He further added that guided inquiry is a planned, supervised and targeted intervention into developing information literacy and enhancing learning. Therefore, this

approach or methodology to learning provides a means by which teachers are able to tailor learning experiences and opportunities, resources and processes to the needs and abilities of each student according to intended curriculum learning outcomes. Nevertheless, from a constructivist perspective, one cannot direct learning to get everyone to the same understanding at the end of the lesson (Tobias and Duffy 2009). Tobias and Dufy (2009) further argued that constructivists can only facilitate "connection" with problematic situations, help raise questions and puzzlement, and support discourse and development.

According to the social constructivist approach, instructors have to adapt to the role of facilitators and not teachers (Bauersfeld 1995). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. In the former scenario, the learner plays a passive role and in the latter scenario, the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner (Gamoran, Secada and Marrett 2000). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than that of a "traditional" teacher. Rhodes and Bellamy (1999) believed that a teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners. They further argued that a facilitator should also be able to adapt the learning experience "in mid-air" by taking the initiative to steer the learning experience to where the learners want to create value. For all that to be possible, Di Vesta (1987) argued that the learning environment should also be designed to support and challenge the learner's thinking. While constructivist learning is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. Generally, the critical goal is to support the learner in becoming an effective thinker. This can be achieved through teacher's/facilitator's assumption of multiple roles, such as consultant and coach.

Amineh and Asl (2015) argued that in constructivism teachers and peers support and contribute to learning through the concepts of scaffolding, cognitive apprenticeship, tutoring, and cooperative learning and learning communities. In a constructivist classroom, teachers create situations in which the students will question their own and each other's assumptions.

Therefore, a constructivist teacher needs to create situations that challenge the assumptions of traditional teaching and learning. Gray (1997) cited by Amineh and Asl (2015) reported that at the constructivist level of knowing and thinking, we always re-evaluate our assumptions about knowledge; our attitude towards "the expert" is transformed; we do not have any problem with ambiguity but are enticed with complexity; and we take on a never-ending quest for truth and learning where truth is seen as a process of construction in which the knower participates.

A constructivist teacher is a good observer who pays attention to details. Hence their perception of expertise in the classroom is based on the experience of his or her students in interaction with each other and with their teacher. Furthermore, his or her tolerance of ambiguity is high as evidenced in the tendency to create complexity (Amineh and Als 2015). Lester and Onore (1990) indicated that teachers' personal beliefs about teaching (their construct systems) are important and determine the kinds and extent of changes they are able to make. Lester and Onore (1990) also stated that teachers view teaching and the situation through the lens of their personal construct system. Thus, the main construct affecting a teacher's ability to teach in a transactional, constructivist way is the belief that knowledge is constructed by human beings. Furthermore, teachers would need to make a shift in thinking and change what they believe about knowledge in order to really change their teaching.

According to Amineh and Als (2015), the constant evaluation of a teacher's skills and capabilities to teach in a learner-centred curriculum is necessary. This is supported by an expert in transformation theory, Jack Mezirow, who argued that reflecting on teaching practice contributes to the teacher's ability to cross the bridge in terms of what he or she thinks and believes about teaching (Mezirow1990). This enables the teacher to move, for example, from a transmission instructional practice which is common in traditional teaching to a constructivist and transactional one (Mezirow 1990).

2.6 School libraries and constructivism

Atherton (2005) argued that when teacher librarians understand different learning theories, they will be better able to design effective user education sessions for their library users. Generally, one cannot use a standard approach that will suit all users since there is no one-size-fits all approach when it comes to library user needs. With this in mind, Arp (2003: 11)

argued that "learning theory can transform what we teach, how we teach, and when we teach". This means that if librarians are aware of different learning styles user education programmes can be adjusted to cater for these.

Librarians themselves have many different ways of learning. Recognising that library users also have different personalities and learn in many different ways, often in a different way to themselves, will help them to have successful reference interviews that take into consideration the user. Even though learning style is linked to the individual student, Gerdy (2001: 72) pointed out that understanding the concept of learning styles is important to the teacher, and their application can dramatically improve teaching.

Constructivism theory is an effective choice for library instruction as it recognises that users have their own mind and thought processes and relate things to previous experience (Bopp and Smith 2011). For example, library users often experience the frustration of being unable to locate books before they approach the reference librarian or circulation desk. Librarians can then seize on this experience and conduct an information session as part of the reference service whereby they construct questions around how a book can be found. The user is often eager to learn from their experience and could be more receptive to the new information.

2.6.1 Resource-based learning

Jonassen (1994) argued that constructivism has often been misconstrued as a learning theory that compels students to "reinvent the wheel". In actual fact, constructivism 'taps into and triggers the students' innate curiosity about the world and how things work. Constructivists emphasis on learners' pre-existing knowledge suggests that the availability of a variety of different resources could greatly impact learners' future learning. Figure 2.4 above highlighted inquiry-based learning as a learner-centred process in which new knowledge is constructed based on what is already known. Arko-Cobbah (2004) argued that resource-based learning (RBL) is learner-centred learning (LCL) in which learners are actively involved and more responsible for their own learning. RBL is an educational model in which learners, teachers and teacher librarians are actively involved in the effective and meaningful use of a wide range of print, non-print and human resources (MDET 1994). The RBL Model is said by Simba (2014) and Kilemba (2016) to have been developed by the Manitoba Department of Education and Training, in the Province of Manitoba, Canada. The model was developed to

facilitate understanding and its implementation in schools' curricula was a response to the changing information needs of learners in an information-rich society.

RBL is premised on libraries no longer being perceived as quiet places, rather, they are the centres of activity. The library is the centre for this kind of learning and teacher librarians are the facilitators. Teacher librarians coordinate the sharing of resources with other information centres in the school system (Simba 2014). As in a reference interview, teacher librarians can ask the initial questions that assist learners to develop a focus for inquiry. Arko-Cobbah (2004) was of the view that the RBL's advantage is that both the teachers and librarians become facilitators and motivators working in collaboration with administrators and learners to ensure the success of the system. Both teachers and teacher librarians are acquainted with school resources and have the technology skills to expose learners to resources in a variety of media. The importance of this collaboration cannot be over-emphasised as it allows for easy assistance and support for students in their efforts to develop technology-enhanced products and presentations. Arko-Cobbah (2004) indicated that the crucial features of RBL are its flexibility and ability to be used in various learning styles and subject areas, and these act in its favour especially in promoting student learning autonomy.
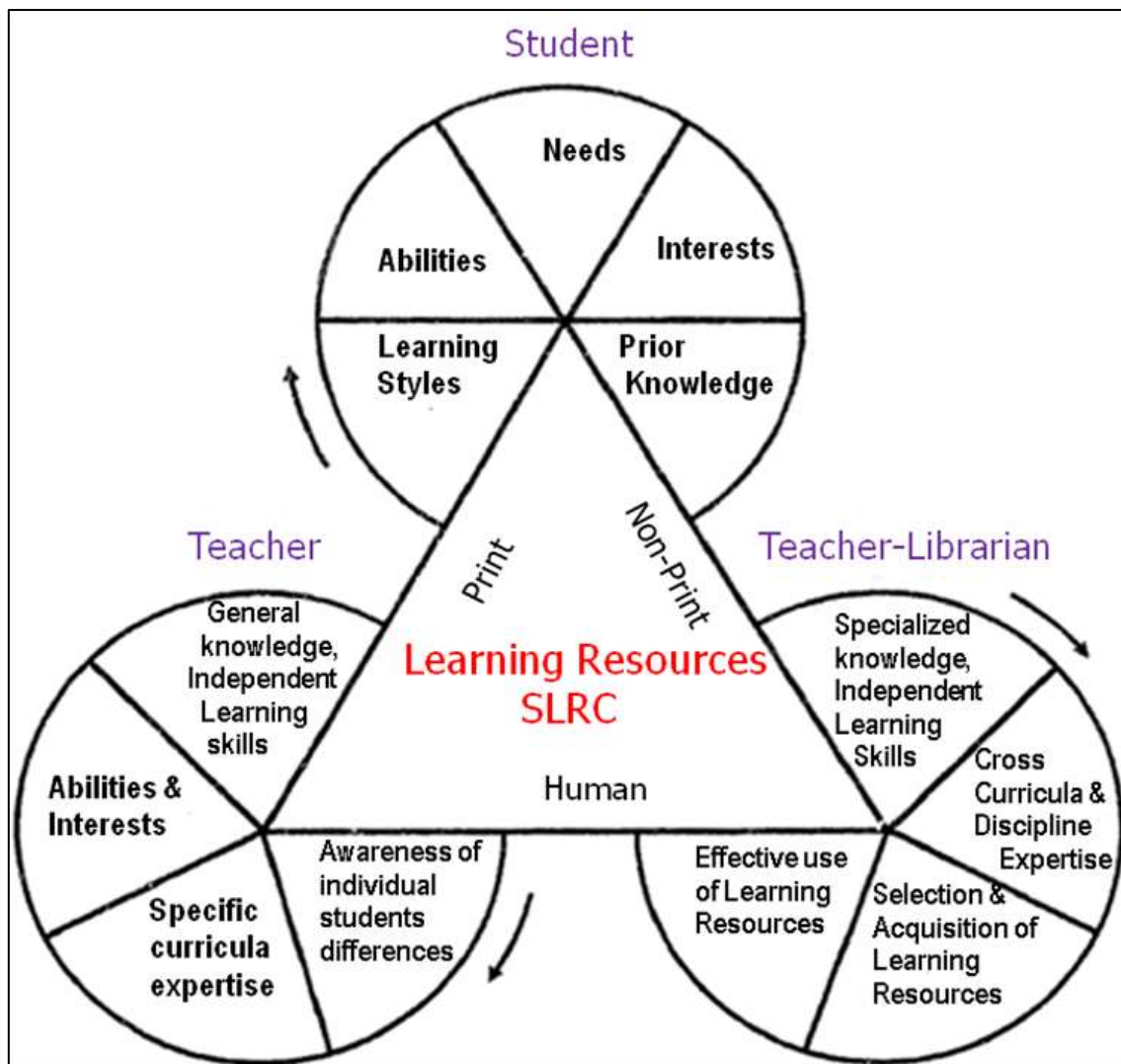
Figure 2.5: Resource-based Learning Model

Source: MDE (1994)

Figure 2.5 above, adapted from the Manitoba Department of Education and Training, provides a good illustration of the Resource-based Learning Model. Hill and Hannafin (2001) argued that RBL is an educational instructional strategy that is pedagogically neutral as it supports varied approaches to teaching and learning. Hannafin and Hill (2007: 526) defined RBL as "the use and application of available assets to support varied learning needs across context". Resources comprise media, people, places and ideas that have the potential to support learning (Hill and Hannafin 2001). The assets can broadly incorporate teaching and learning resources such as traditional print resources, non-print resources such as digital resources, human resources and other tools that facilitate teaching and learning. The

Australian School Library Association (2001) stated that the school library is a place where various resources, predominantly for teaching and learning, are found. It then categorised them into print media, graphic media, audio-visual media and electronic media. The school library is usually associated with print media (books in particular) for various reasons including the fact that the term "library" has its origin in the Latin name for a book. Simba (2014: 20) argued that "this understanding of RBL is consistent with the Manitoba Education and Training (1994) statement that defines RBL as an educational model designed to actively engage teachers, learners and teacher librarians in meaningful exploitation of a wide array of appropriate print, non-print and human resources".

Figure 2.5 above shows that while teachers, teacher librarians and learners differ in many respects, RBL identifies them all as important in making learning happen and ultimately in enhancing quality education for learners. RBL, as an instructional strategy, empowers learners with the needed skills to inquire, discover and construct meaning. This is possible through teachers and school librarians' facilitation of the learning process and learners' interaction with varied and appropriate resources. The outcome of these processes is the development in learners of independent learning abilities, critical thinking and tendencies towards lifelong learning.

2.7 IFLA-UNESCO School Library Manifesto

The IFLA-UNESCO School Library Manifesto (2010) provides a framework which guides the development of school libraries. The Manifesto highlights the significance of a clearly structured policy framework to effectively manage the library mindful of school community needs; hence all stakeholders should be involved when the document is developed. According to the Manifesto, school librarians should be qualified professionals who are well trained and equipped with the necessary skills to train others on the use of the library. Teachers and teacher librarians should collaborate in order to ensure that libraries are utilised to their maximum potential. Furthermore, this collaboration should also result in the formulation of a committee that will assess and address the information needs of the school community by keeping circulation records with the aim of maintaining a relevant collection.

Schultz-Jones and Oberg (2015: 12) pointed out that the Manifesto states that "Governments, through their ministries responsible for education, are urged to develop strategies, policies,

and plans that implement the principles of this Manifesto." They further pointed out that the guidelines in the document have been produced to inform decision-makers at national and local levels around the world, and to give support and guidance to the library community. These guidelines have been written to assist school leaders to implement the principles expressed in the Manifesto. However, Schultz-Jones and Oberg (2015) warn that because schools and school libraries vary a great deal from country to country, the guidelines will need to be read and used with an awareness of, and sensitivity to the local context. The IFLA/UNESCO School Library Manifesto adds another dimension by pointing out that the development of school libraries depends on legislative and policy frameworks (Du Toit 2010). However, in SA the development of school libraries has been guided by the Library and Information Services (LIS) Charter and the National Guidelines for School Library and Information Services in the absence of national legislative and policy frameworks.

2.8 IFLA/UNESCO School Library Guidelines

Schultz-Jones and Oberg (2015) stated that the first edition of the IFLA/UNESCO School Library Guidelines was developed in 2002 by the School Libraries Section of IFLA, then called the School Libraries and Resource Centres Section (SLRCS). The guidelines were developed as an implementation tool of the principles articulated in the IFLA/UNESCO School Library Manifesto. They thus assist school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library programmes and services, delivered by qualified school library personnel (Schultz-Jones and Oberg 2015). Basically, for the Manifesto and Guidelines to be enforced they should be governed by a clearly structured and comprehensive policy framework. The policy should take into account all aspects of the education system ensuring proper management of school library resource centres (SLRCs) (IFLA/UNESCO 2002).

A report by Saetre and Willars (2002) stated that the IFLA/UNESCO School Library Guidelines contain information literacy guidelines with the following outcomes: Information literate students should be competent independent learners. These learners should be aware of their information needs and actively engage in the world of ideas. They should display confidence in their ability to solve problems and know what relevant information is. They should be able to manage technology tools to access information and to communicate. They should be able to operate comfortably in situations where there are multiple answers, as well

as those with no answers. They should also hold high standards in their work and create quality products. Information literate students should be flexible, able to adapt to change and able to function both individually and in groups.

According to the Guidelines as per Saetre and Willars' (2002) report, for SLRCs to offer the best services to users, they should have dedicated, adequate and sustained funding for the various activities and services. The Guidelines, therefore, recommend that a school library should be managed by professionally qualified (preferably teacher librarian) staff whose primary responsibilities are to plan, develop and manage the school library. The programmes and activities of SLRCs should be responsive to, and an integral part of the educational process (Saetre and Willars 2002). The Guidelines stipulate that the activities, services and other facilities provided by the SLRCs need to be marketed, creating awareness of what is provided (collection and other services) and motivating users to visit the library. The SLRCs should strive to encourage the users to make optimal use of their services and facilities through continuous provision of user education and information literacy programmes as well as library collection displays (IFLA/UNESCO 2002).

According to Schultz-Jones and Oberg (2015), the IFLA/UNESCO Guidelines are basic tools for planning, management and evaluation of SLRCs. Given this, SA should consider adopting and implementing these guidelines to promote the country's school libraries and by so doing make a massive contribution towards the provision of a high standard of education to learners. Simba (2014) argued that the Guidelines are not only tools for implementation of the School Library Manifesto, but also a measure for the provision of state-of-the-art SLRCs in the country. The Guidelines can be considered an authoritative resource to be used for the development and management of school libraries in both KZN Province and the country as a whole.

2.9 National Guidelines for School Library and Information Services

The South African National Guidelines for School Library and Information Services (Department of Basic Education 2012: 3) stipulates that school library and information services must provide learners and educators with access to a wider variety of curricular support resources, exposing learners to diverse ideas, experiences and opinions. This would be in line with the vision of the Department of Basic Education (DBE) which is that the

schools should have a well-resourced and functioning school library and information services, which will contribute towards ensuring that all learners and teachers are information literate and independent lifelong learners and readers. Furthermore, according to the National Guidelines (Department of Basic Education 2012: 3), the school library and information services must instil a culture of reading and writing, promote respect for intellectual property and support the acquisition of information literacy skills, that is, the ability to access, process and use information resources in various formats, including digital formats, where accessible and appropriate.

In order to realise or fulfil the DBE's vision, Du Toit (2008) pointed out that for learners to be information literate, they must interact with different information sources and be less reliant on textbooks. Given Du Toit's (2008) point (and to realise the DBE's vision), one could, therefore, argue that the school library is a vital instrument supporting teaching and learning in the school and one which affords all learners equal opportunities. However, crucial fundamentals needed for the school library to realise its full potential are physical facilities, a team approach and collaboration (Du Toit 2008). Du Toit (2008) went on to add that a clear view is needed of the kind of learning required as well as careful planning and structuring of the learning activities.

The 21st century is regarded as an information era and requires people to have unlimited access to information and knowledge, making for a more informed and reading society, a more efficient and effective workforce and a more responsive and responsible citizenry. The National Council for Library and Information Services recently (5 March 2018) completed a final draft of the National Policy for Library and Information Services. The Policy suggests that:

> We should rethink the library as an institution, as a place for everybody, as accompanying all South Africans throughout their lives. It should be systematically integrated into the economy as the preserver and transmitter of knowledge and information (National Council for Library and Information Services 2018).

For the majority of South Africans, the lack of information and knowledge is an obstruction to their own development. The policy interventions (as suggested in the draft) are, therefore, based on a careful examination of all the evidence available to assess what

is required to augment the library and information sector's capacity to contribute, in a sustainable way, to the elimination of inequality and poverty (National Council for Library and Information Services 2018).

2.10 ELITS KZN School Library Policy

The ELITS KZN School Library Policy (2003) states that curriculum integration and promotion of reading are essential tasks required of teacher librarians and other stakeholders involved in the development and management of school libraries. According to the KZNDoE (2003: 8), the primary aim of the KZN School Library Policy is to ensure the development and evaluation of reading and information literacy skills across the whole school, using an appropriate or contextualised learning approach. The Policy recommends that the teacher librarian, or a trained manager of the school library collection, should work with all teachers to ensure the creation of a comprehensive and holistic information literacy policy for the school. The Policy further recommends that teacher librarians must take a leadership role in the school, have knowledge and understanding of library establishment, planning and management, have an imaginative and innovative approach to promote the library and its resources and have the ability to work collaboratively with educators in the development of learner support materials and other innovative library resources.

2.11 Equal Education

The non-governmental organisation, Equal Education (EE) (2010), argued that the provision of school libraries in all South African schools was not only necessary but feasible. The central argument and indeed key demand in EE's campaign for school libraries is the urgent need for the DBE to provide a national policy on school libraries and to develop an implementation plan. EE (2010) stated that "one school, one library, one librarian" was not just a slogan. This was supported by various concerns including the fact that the Schools Act, which governs education in SA, makes no mention of libraries. EE (2010) further argued that since 1994, many of the schools in former non-white areas which had libraries have lost them because of a lack of funding. The South African School Library Survey conducted by the Human Sciences Research Council in 1999 found that while 32% of schools nationwide had an "onsite library", most were shut because full-time teachers were expected to be librarians too. Further research on the state of school libraries in SA carried out by EE (2011) revealed

that only 7.71% of public ordinary schools in SA had functional libraries, most of which were situated in former Model C schools. It was earlier estimated that more than R12 billion was needed to address this backlog (Equal Education 2010: 2). SA's learner outcomes rank poorly when compared with learners from developed countries as well as with those from less developed parts of sub-Saharan Africa, and illiteracy has been cited as a major factor in these dismal rankings (Equal Education 2011). Therefore, there is an urgent need for the development of fully functional school libraries not only in KZN but in SA as a whole in order to improve learning standards and outcomes. This would not simply be for an improvement in the above rankings but rather, more importantly, for the betterment of learners' development including literacy.

2.12 Summary

This chapter described and discussed the conceptual framework (constructivist learning theory) upon which the study was constructed. The chapter further examined the international and local literature (in the form of policy documents) that promotes the development and management of school libraries and also acknowledges the significance of libraries in supporting teaching and learning. These documents supported the chosen conceptual framework when constructing the key research questions as well as provided a lens for the analysis of the data collected.

In the following chapter the literature relevant to the study is reviewed.

Chapter Three

Literature review

3.1 Introduction

Having identified and discussed the conceptual framework that underpin the study in the previous chapter, this chapter covers the literature that is related and relevant to the study. Ramdhani, Ramdhani and Amin (2014: 47) stated that a literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time period. On the other hand, Gash (2000: 12) defined a literature review as "a systematic and thorough search of all published literature in order to identify as many items as possible that are relevant to a particular topic". Usually, the publications reviewed include materials such as theses or dissertations, books, reports and journal articles. However, in some instances, material such as newspaper articles, speeches, conference presentations and other grey literature (for example, government publications such as legislation) can be deemed relevant and important to the topic at hand.

According to Thody (2006), a literature review aims at justifying the research by showing that other researchers have researched the topic or researched it in another way. The literature review pays homage to those who have gone before the researcher and whose work has influenced his/her thinking. Thody (2006) pointed out that a further purpose of the literature review is to reveal the current researcher's topic. For example, a person's work will be moderated in comparison with that of others, hence the significance of the literature review in terms of the explanation of the urgency of a person's research topic and the appropriateness of the data gathering methodology. A literature review also assists in showing how the researcher chose his/her conceptual or theoretical framework and provides a general overview of the area of his/her research.

Kaniki (2006) argued that "a literature review involves identifying relevant literature or sources of relevant information (*bibliographic access*), physically accessing the most relevant literature (*document delivery*), reading and analysing these works". With this in mind, reading the literature helps the researcher focus on important issues and variables that

influence the research question/s. This study, therefore, reviewed the literature that relates to the training of teacher librarians and the development of school libraries, the policies/guidelines that influence the governance of school libraries, and the literature that addresses curriculum-related issues. The documents referred to in the review were also used to evaluate the teacher librarians' contribution to the ELITS' policy imperatives, particularly Goal 20 (Towards schooling 2025), which was highlighted by Dubazana (2012) and which aims at increasing access amongst learners to a wide range of media thereby enriching their education.

3.2 Brief overview of library and information services in Africa

As has been noted by many scholars and researchers, one of the major reasons for conducting a literature review is to locate the current study within the context of other related studies and to discuss the gap that the study addresses. Although the focus of this study was on school libraries, it was considered important to briefly look at the establishment of libraries in general in Africa as doing so would provide an important context for the discussion of school libraries in SA.

3.2.1 Development of library and information services

As noted in the previous chapter we are in what is known as an information era or age, one in which information is regarded as a valuable national resource and its flow is critical for the effective functioning of modern society. Despite this, as both Du Toit (2012) and Rosenberg (2001) have observed, there has not been much progress in the development of libraries in Africa in the past decades.

Looking at what has been done on the subject of the development of library and information services (LISs) on the continent, Simba (2014) argued that the literature shows that prior to 1981, no comprehensive studies had been done on the history of LISs in Africa. Clyde (1981), in his study, also pointed to the paucity of such studies and this appears to be the case until today. However, there are studies (some of which are dated) which do provide a brief picture of the history of SLRCs in individual countries in Africa. Examples of such studies include Frost (1970); Kaungamno (1973); Rosenberg (1998); Kargbo (2000); Chipunza (2001); Otike (2004); World Bank (2008) and Simba (2014). Apart from the few studies that looked at the history of LISs, some focussed on describing the status of LISs in terms of

infrastructure, staffing, funding, technology, information resources and services (Adeoti-Adekeye 1997; Otike 1998; Hart and Zinn 2007; Du Toit 2008, 2012; Ajegbomogun and Salaam 2011; Simba 2014). What is notable about studies done in Africa is that most of them found that the status of school libraries is poor as a result of the absence of national school library policies, inadequate funding, lack of qualified staff (teacher librarians) and lack of standards and guidelines for school library development and management.

Research shows that there has been growing interest in the role played by librarians and the importance of school libraries in education. Such studies point to the significance of school libraries in providing information resources and services that promote critical thinking, independent study and lifelong learning amongst learners as demanded by the modern constructivist learning approach (Dubazana and Karlsson 2006; Hoskins 2006a; Abba and Dawha 2009; Anderson and Matthew 2010; Kilemba 2016). What has also emerged are studies which show the importance of libraries and the role played by librarians in the learners' learning and performance. Various studies (Lance and Loertscher 2001; Williams and Wavell 2001; Williams 2002; Lonsdale 2003) on the impact of school libraries on learners' achievements have been conducted which indicate that there is a positive relationship between SLRCs and learners' achievements provided that service delivery by the SLRCs is effective and efficient. Dent (2006) focused on the connection between the presence of school libraries in rural Uganda and learners' academic achievement, reading and study habits, and library use patterns and it was found that there was a positive correlation between the school library and learners' learning outcomes. Similar findings were revealed in a study by Adeyemi (2010) on the school library and learners' learning outcomes in secondary schools in Ekiti State, Nigeria. However, very few of these studies on libraries and learners' achievements have been based in Africa, while a significant number reflected the situation in Canada and the United States of America.

Understanding how these studies were conducted is of importance since this will determine if the current study was in line with the common methodological procedures followed. Apart from contextualising the study within the existing body of knowledge, a literature review is also essential in providing an understanding of what the dominant research procedures adopted by previous studies were. The literature reveals that although the methodological approaches used by studies on school libraries tended to vary, quantitative (as opposed to

qualitative) approaches predominated. However, as in the current study, many of the studies employed a mixed method approach with the view to collecting well-balanced data to address the research problem, respond to the research questions and fulfil the research objectives. Also, in support of this approach is Ngulube (2010: 255) who argued that the use of multiple methods increases the overall confidence in the findings of the study.

The brief overview of research conducted on the development of LISs above was meant to provide an insight into what has been done on the topic. A clear insight of what has been done on the topic helps to locate the study within the context of previous studies and also assists in determining if there are any gaps in the literature. The brief overview demonstrated that most research on LISs has been done internationally and has focused on school libraries' impact on learners, school library policies, the status of school libraries, history, information literacy and staffing for school libraries. Although there has been some focus on staffing, the overview indicates that there has not been any focus on tracer studies addressing or evaluating the training of teacher librarians and other library personnel especially in the African context. With this in mind, apart from its possible influence on the training of teacher librarians, the development and management of school libraries and the drafting as well as implementation of the long-awaited national school library policy, one of the major contributions that this study should make is to fill the identified gap in the literature.

3.3. Overview of school libraries

This section provides a broad overview of school libraries. The focus is, however, on the African context and, more specifically, on SA.

3.3.1 History of school libraries

When discussing the history of the school library, one has to take into consideration the issues of civilization and human development as well as cultural practices. It is a known fact that cultures that were literate were more cohesive compared to those cultures which relied on the oral tradition. Hence the importance and value attached to libraries differed amongst these cultures.

The library profession has become aware of the need for continuous training because of the increasing variety of information formats and the increasing dependence on automated

systems. The changing nature of library users and the demand for managers with appropriate skills have added to the need for training. These developments and pressures have had a profound impact on academic librarianship. University libraries have been significantly influenced by such transformations (Abba and Dawha 2009).

It is also important to note that developed and western cultures have a long tradition of libraries as opposed to other cultures. It is therefore not surprising that much has been documented about the history of school libraries and their development in the USA and the United Kingdom whereas there has not, as pointed out earlier, been much documentation on the origin and development of school libraries in Africa. Clyde (1981) argued that a survey on the history of school libraries in Africa revealed that there is little, if any, writing on the topic. Thirty-nine years later not much has changed although there has been brief coverage of school libraries in a few individual countries. However, the need for a comprehensive history of school libraries in Africa remains. Simba (2014) argued that this state of affairs suggests that the writing of school library history in Africa has not been taken as seriously as writing on other aspects of school libraries. For this reason, this study should contribute (although this is not its main purpose) to filling this gap by providing baseline data and stressing the importance of documenting the development and implementation of school libraries. Nonetheless, the little that has been documented thus far offers baseline data and a foundation for future historical studies on school libraries on the African continent.

It is worth noting that the emergence of school libraries is relatively recent making their history a limited one especially in the African context. The situation with other types of libraries is, however, different in that much has been documented on their history (Wolls and Loertscher 2005; Simba 2014). While school libraries which closely reflect the school curriculum date back as early as the eighth century in England (Clyde 1981), Peterson (2001) described the school library with the supportive role of devoted professional librarians who managed the collection and provided instruction to learners as a post-World War II phenomenon. The development of school libraries in Africa could be dated to the colonial era (Peterson 2001). Rosenberg (2001) argued that this is why during the late 1950s and early 1960s after the independence of some African countries, school libraries mirrored the colonial model being either a centralised and/or a class collection at the primary or secondary school level.

3.3.2 Role of school libraries and their importance in education

Earlier studies noted that if students were to pursue knowledge on their own and if they were to study/learn independently, then they must be provided with the facilities to do so (Ellsworth and Wagener 1970). A logical starting point in this regard was the school library, the only academic area ordinarily planned for individuals rather than groups. Ellsworth and Wagener (1970) argued that an accurate barometer of the intensity of interest in knowledge was the kind of library service provided by the school. Todd (2002), in support of this notion, advised that effective engagement with information resources enables the construction of knowledge. He underlined the importance of the school library and school librarian in this process and stated that the reason for their existence is "making actionable all the information and knowledge that a school possesses or can access so that students can construct their own understanding and develop their ideas in rich ways".

Donaldson (2004) wrote that "school libraries are places that bring learning to life and encourage the development of vital research and study skills that learners can take with them to further and higher education and the workplace". Good experience in the school library can encourage enthusiasm for lifelong learning. In a similar vein, Hoskins (2006: 239), citing the International Association of School Librarianship (2003), argued that

> 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:
>
> o **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.
> o **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.
> o **Cultural** - to improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity, and development of positive human relations.

- o **Recreational** - to support and enhance a balanced and enriched life and encourage meaningful use of leisure time through provision of recreational information, materials and programmes of recreational value, and guidance in the use of leisure time.

Based on the school library functions highlighted above, it is worth noting that school libraries are essential to the development of the human character as well as the spiritual, moral, social, cultural and socio-economic development of the society (International Association of School Librarianship 2003). Hoskins (2006: 238) is of the view that "the changing role of the school library in democratic SA indicates that the library, being a social institution, is set up by society to serve its needs". However, in most cases, school libraries are often considered a routine requirement (if considered a requirement at all) without recognising their importance in the teaching and learning process.

The IFLA/UNESCO School Library Manifesto (2006: 4) views the mission of the school library as follows:

> The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. This equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.

The current study viewed "good" school libraries as those that are furnished with current curriculum supporting collection/resources and qualified teacher librarians. Such libraries are, therefore, essential to the success of the CAPS education system used in SA. Budhu (2018) investigated grade eight learners' information needs and information-seeking behaviour in a South African secondary school and noted that international research provided unequivocal evidence to support the positive impact of school libraries on improved learner performance. Two such studies were conducted by Baughman (2000) and Smith (2001) in Massachusetts and Texas respectively where it was found that learners from schools with libraries serviced by professional librarians generally achieved higher literacy and information literacy scores, positive academic performance and better social cohesion. Wessels' (2010) study further confirmed that international research has indeed provided convincing evidence of the contribution of school libraries to quality education and learner achievements, and advised

that access to books fosters learners' reading habits, and learners who attend schools with high-quality library collections tend to have higher reading comprehension scores than those schools without such collections.

Effective engagement with information resources enables the construction of knowledge (Todd 2002). Todd (2002) underlined the importance of the school library and school librarian in this process stating that the reason for their existence is to make "actionable all the information and knowledge that a school possesses or can access so that students can construct their own understanding and develop their ideas in rich ways".

Given the strong correlation between functional school libraries and improved learner outcomes, Equal Education, perhaps unsurprisingly, advocates for "One School, One Library, and One Librarian". Hart (2006), however, argued that even though SA's National Schools Act of 1994 was widely expected to include the explicit mission of the school library, that is, to provide information literacy and encourage critical thinking within the curriculum, this vision remains unfulfilled and school libraries are in a conundrum given that most schools do not have libraries. The Library and Information Services Transformation Charter (2009) identified the key challenges facing school libraries:

- o Fewer than 10% of schools have functioning school libraries;
- o There is no national school library policy;
- o There is a lack of provision of school librarian posts;
- o The lack of a unit in the national education department to take on a leadership role; and
- o The weak capacity of the provincial education department school library support services.

It seems that the major issue with policies governing education is their implementation rather than their absence. Evidence of this was Equal Education's (2011) investigation which concluded that the lack of school libraries was the result of three poor policy choices, namely:

- o The introduction of an out outcomes-based education (OBE) curriculum which did not prioritise basic literacy and therefore failed;

- o The removal of specialist educator posts including that of school/teacher librarians; and
- o The lack of priority given to the establishment of school libraries.

Equal Education (2011) through their paper "Do we need to fight for school libraries, we can't afford not to" aptly captured the crises of school libraries and highlighted the absence (as well as the impact) of a national policy on school libraries. The organisation further argued that the provision of school libraries was not only necessary but feasible, which corroborates with international literature that indicates that school libraries lead to improved learner and teacher outcomes.

Wessels (2010) in her study pointed to the Draft National School Library Policy which clearly states that school libraries must "promote literacy and reading in schools through the development and encouragement of reading for recreation, enjoyment and personal development" (South Africa. Department of Education 2005). However, Wessels (2010: 28-29) maintained that the question "Where are such libraries?" remains. It must be noted that the Draft National School Library Policy was never put into effect due to the Government's lack of will to inject the funding needed to implement the policy. Du Toit and Stilwell (2012) critically assessed the KwaZulu-Natal School Library Policy implementation and noted that in 2002 ELITS, which was responsible for school libraries in KZN, argued that it could no longer plan and deliver appropriate services in a vacuum[6].

It must be noted that the present challenges that school libraries face are a result of ineffective school library policy, at the national level, and that it is important to acknowledge that whatever the cost of providing school library services is arguably less compared to the cost of not providing such services.

3.3.3 School library development in Africa

Looking at the available literature on school library development in Africa one is tempted to say that the status or state of such libraries is, and has not been, favourable. The question is not only about their development but also about their lack of existence. Issak (2000)

---

[6] Vacuum, in the context of the study, refers to the lack of a national school library policy.

described libraries in general in Africa as weak, with several problems including financial constraints, lack of human resources, outdated materials and poor use. With regards to school libraries Rosenberg (1998; 2000), Kargbo (2000) and Otike (2004) pointed out that when looking at the available literature on school libraries in Africa it is very apparent that they are of recent origin. As Rosenberg (1998: 5) noted, in Sub-Saharan Africa, "the concept of school library service was introduced to Anglophone countries at the time of independence and was linked to the establishment of the public library systems". According to Rosenberg (1981: 1), school libraries have always been the usual and ideal solution to making available additional reading materials for students. Ajegbomogun and Salaam (2011: 1) were of the opinion that given the high level of illiteracy in Africa, school libraries face a heavy responsibility to provide services that would satisfy the educational and recreational information needs of society. Although this might be perceived or expected to be the responsibility of public libraries, their absence leaves school libraries with the huge challenge of serving the broader society. However, it is important to note that a report of the World Bank (2008) echoed the same sentiments as those of Issak (2000), arguing that with the exceptions of a few private schools, school library provision in sub-Saharan Africa was very poor.

Simba (2014) argued that the development of school libraries was marked by profound differences between developed and developing countries as well as by the national philosophies regarding education and the provision of library services through government support. Adeyemi (2010) also emphasised the differences in the development of school library services by acknowledging that the development varied from one country to another and from school to school. Literature reveals that a functional library programme is one of the strong factors in furthering education and economic development. The school library offers learners life-long learning skills for future ventures. This, therefore, means that the school library is essential in the life of the school and the learners since it provides academic information for the school, which in turn enables learners to become responsible individuals in society. Arkro-Cobbah (2004) argued that since it is the hub of information flows within the school, the school library needs to be a central player in making learners information literate. He further noted that challenges faced in secondary schools (more specifically in Namibia) include libraries being "invisible" in public schools, the shortage of qualified teacher librarians, the lack of specific library budgets, limited library hours for research and

study purposes, limited or no access to the Internet, and book donations being outdated and not supportive of the syllabi. These challenges are clearly negatively affecting service delivery in the school libraries which exist in Namibia.

Looking at the development of school libraries in Tanzania, Simba (2014) cited Dahlgren (1994) who stated that the first president of Tanzania, Julius Kambalage Nyerere, envisioned the importance to the nation of a national central library as a great umbrella under which all types of libraries would be encompassed and developed, in towns and villages throughout mainland Tanzania. Simba (2014) pointed out that Nyerere wanted libraries to be educational and cultural centres in which readers and writers could be nurtured. He was optimistic and enthusiastic that through these centres, books in the national language, Kiswahili, would be published to fill the library shelves and address the diverse needs of all Tanzanians (Simba 2014). Simba (2014) stated that the history of school libraries in Tanzania cannot be separated from the history of the Tanganyika[7] Library Service (TLS). He supported his statement by citing Frost (1971) and Ilomo (1978) who noted that Sidney W. Hockey was commissioned in 1960 by the British Council to assess the needs and make recommendations to develop library services in East Africa. The subsequent report envisaged the development of school libraries as an arm of the TLS (Simba 2014).

According to Omenyo (2016), there is evidence that many African governments are reluctant to establish and develop school libraries in the public basic schools. Agwaranze (2004) argued that various African governments have not been serious about school libraries and this accounted for their unwillingness to release funds to establish and maintain libraries in the basic schools. Currently, this still appears to be the case since the development of school libraries in Africa is yet to catch up with that of the rest of the world. In support of this notion were Endra (2001), Rosenberg (2001), Mswazi (2003) and Khumalo (2006) who attested to the fact that school libraries in Africa are woefully neglected. Cramer (2014) argued that African governments do not place much premium on libraries as they attached to other sectors such as health and securing necessities such as food, water and electricity. Further

---

[7] Tanganyika was a name used for the country before merging with Zanzibar to form the United Republic of Tanzania in 1964 (Simba 2014).

reflecting this neglect is the finding by Cramer (2014) that both public and school libraries were full of mostly irrelevant and poor-quality books, frequently acquired through donations.

In SA, Hart (2014) argued that a glimmer of hope regarding school libraries came in 1998 when the South African Government released the National Policy Framework for School Library Standards. The policy was widely applauded but barely two years later it was realised that the Government had failed to implement it (Library and Information Association of South Africa 2000). Hart (2014: 4) indicated that after the 1998 policy there were three further school library policy discussion documents (in 2000, 2001 and 2005) but they were also added to the list of failed attempts. Boekhorst and Britz (2004) noted that most schools in SA could not afford to run libraries and this was confirmed by Hoskins (2006) who found that functional libraries were limited to those schools that had the ability to manage them.

Literature states that the policy issue (and in particular its lack of implementation) is not unique to SA but is and has been an issue across the continent. For example, the National Policy on Education in Nigeria (1981 and 1986) highlights the importance of libraries in educational services. The policies emphasised the importance of libraries from pre-primary education to the tertiary level and recommended that every state's ministry of education should provide funds for the establishment of school libraries in all the basic schools and the training of librarians and library assistants (Ajegbomogun and Salaam 2011: 2). However, neither policies have been able to support the libraries as expected because the Nigerian Government did not commit the serious financial backing needed to support the policies. Obayemi (2002) stated that libraries in the basic schools were in a deplorable state due to the Government neglecting to provide funds. Furthermore, Adeyemi (2010: 1) observed that most school libraries are run by untrained personnel.

As is the case with most African countries, the state of school libraries in Ghana is not good. Omenyo (2016) pointed out that since the beginning of formal learning in the then Gold Coast, now Ghana, the authorities which established schools did not find it necessary to add libraries to every basic school. Omenyo (2016: 24) further stated that:

> The idea of a school library service scheme began as part of Ghana's second
> development plan after independence. It was in the years 1939, 1949 and 1950 that
> libraries were established in schools. Expansion of libraries took place when the 1951

Accelerated Development Plan and the Ghana Education Trust Schools in 1954 were established which led to the provision of school libraries (Alemna, 2000: 3). The government of Ghana in 1967 set up a working committee on school libraries made up of representatives from the Ghana Library Authority, the British Council and Ministry of Education. Its mandate was to examine the state of libraries in the various schools in the country and make recommendations (Alemna, 1998). The reason for the establishment of school libraries was to support teaching and learning in the schools. They were therefore intended to support the curriculum of the various public basic schools to enhance the teaching and learning process. However, this laudable idea of establishing school libraries in schools particularly at the basic level has not been fully realised due to the numerous challenges associated with the implementation of libraries in all the educational institutions in the country.

According to Alemna (1998), the lack of recognition by institutional and governmental authorities of the importance of school library and information services in diverse human activities in society is the most serious challenge to library development in Ghana. In 2007, the Government contracted a committee to review the educational situation and make recommendations. Among the recommendations made was the need to establish school libraries in all public basic schools in the country (Committee of Inquiry into a Review of Education Reforms in Ghana, 2007). Alemna (1998) warned that until we orient our minds and make a concerted effort to develop libraries and information resources for our children, society cannot reap the benefits of the school library. Ghana, like the other African countries mentioned above, also faces the problems of funding and a lack of government commitment to establishing and, importantly, implementing library policies and guidelines. This disinterest on the part of government has understandably had an adverse effect on the role which school libraries could play in the teaching and learning process in the public basic schools.

As noted above and similar to Ghana's situation, Omenyo (2016) argued that the Nigerian Government has always paid lip service to school library development, and thus many policies remain on paper and are never implemented. Thus, based on the above discussion, the implementation of drafted policies governing the development and maintenance of school libraries seems to be an African problem.

The situation of school libraries in Lesotho does not differ from that of Nigeria, Ghana and many other African countries. Kakomo's (1999: 2) study discovered that most schools in Lesotho do not have libraries, and even in the schools where libraries exist, they are not treated as an important component of the school curriculum. It was also found that a number of Lesotho citizens lacked access to books given that the schools with libraries usually catered for their learners only.

Looking at the school library situation in Uganda, Magara and Batambuze (2009: 142) noted that there have been several legal and policy frameworks, including the 1992 Government White Paper on Education, which have presented guidelines on the provision of libraries in schools. However, the study found that school library development in Uganda continues to suffer from underfunding, neglect and the lack of a specific policy for school libraries (Magara and Batambuze 2009).

The above analysis of the state of school libraries in selected African countries has provided a general overview of the situation. All the countries mentioned have not been able to develop and maintain school libraries because of financial constraints and the unfavourable attitude of governments toward school libraries reflected in underfunding and the failure to implement policy. It should be noted that the absence of school libraries has a negative effect on the quality of teaching and learning and perpetuates illiteracy which, in turn, promotes the lack of a reading culture among learners. Furthermore, the absence of school libraries has an undesirable impact on the future of learners who enter higher education with low levels of information literacy.

3.3.4 School library development in South Africa

Before 1994, schools in SA were divided according to race with white schools being provided with libraries and teacher librarians (IFLA 2015). Black secondary schools that fell under the South African Government had libraries but no library staff, while some Black primary schools had classroom collections. Schools in the so-called "Homelands" had no library provision whatsoever. After 1994, as has been mentioned, all teacher librarian posts were abolished and as a result, many existing school libraries were closed and some even dismantled. According to the IFLA (2015), school libraries did not feature on the educational agenda for a variety of reasons including unrealistic expectations of the role of information

and communication technologies (ICTs), the lack of understanding of the role of libraries, and the many other urgent demands on government funds. Mojapelo (2018) pointed out that in SA, owing to the inheritance of apartheid, educational transformation is essential to deal with physical infrastructure in all schools. In addition to adequate classrooms, laboratories and libraries are critical, particularly in the disadvantaged rural communities, for needy learners to access information resources for homework, assignments and projects. The only schools that maintained and even expanded well-functioning libraries were those ex-white schools where parents, through school fees, could support the library and pay for a teacher librarian.

Hart and Nassimbeni (2013) warned that despite the years of advocacy from librarians and Equal Education, the reality is that the present South African school library sub-system is close to extinction. The school library crisis was escalated by the announcement by Minister of Basic Education (Motshekga 2012) that "it will take thirty years to build adequate school infrastructure including libraries at a cost of six billion rands". However, according to the 2015 IFLA report on the state of libraries in SA, in the 21 years since 1994, the library services of most provincial education departments as well as private initiatives have worked hard, with the minimum of official support, to ensure that as many schools as possible had some form of access to library resources. There have been many inspiring examples of schools setting up and running libraries under very difficult circumstances. These libraries are mostly managed by teachers who do so in addition to their ordinary teaching duties. Contrary to the IFLA report is Tsebe's (2016) argument made in his keynote address to a Library and Information Association of South Africa (LIASA) Public and Community Libraries Interest Group (PACLIG) pre-conference workshop that:

> School libraries in South Africa are virtually non-existent, in terms of a space, funding for reading and learning resources and staff. Other challenges include an absence of national policy and lack of provincial support services.

He suggested that the dire shortage of school libraries and the curricular and information needs of SA's youth required the urgent intervention (and collaboration) of two government sectors, namely, Library and Information Services and School Library Services as both share a role in education. Tsebe (2016) further stated that the "absence of LIS and literacy education in schools leaves the learners ill-prepared for their project work and Public Library

staff are forced to intervene." An article in *The Journalist* (2019) reporting on the crisis facing the development and management of libraries in SA, stated that the challenges are arguably more acute for public and school libraries. It further reported that:

> Many of these are intended to service learners and are often the sole (potential) source of relatively reliable internet services, print media and reading resources. Here too – public libraries have a significant role to play in reducing the unequal access to ICT and bridging the 'digital divide' that characterises South African communities.

Much has been written on the importance of school libraries in SA and related guidelines, policies and strategies have been designed at both national and provincial levels (Hart 2002; Dubazana and Karlsson 2006; Hoskins 2006; Hart and Zinn 2007; Equal Education 2010; Du Toit and Stilwell 2013; Evans 2014; Hart and Zinn 2007: 92). The South African Schools Act (South Africa 1996), which marked the beginning of SA's new education system, described the governing body of a school as a mechanism for ensuring outstanding education. However, as has been noted earlier, the Act made no mention of libraries and thus has not helped in developing libraries in schools (Le Roux 2003). Evans (2014) echoed the same sentiments as Equal Education (2010: 1) advocating for improved quality education standards and stating that functional school libraries and trained teacher librarians are considered essential investments in SA basic education. The establishment of well-resourced school libraries to provide collections of print, visual, audio-visual and electronic information sources, offering young learners a range and depth of learning materials appropriate to their social, emotional and intellectual needs (KZNDoE 2010: 1) are a clearly needed educational intervention. This is particularly evident in the light of Hart (2014: 3) pointing to the 2011 National Education Infrastructure Management System (NEIMS) report which revealed that only seven percent of schools had a library with a collection and 13% only had a library room available. Most of the schools were thus deprived of libraries. However, Hart (2014) did acknowledge the fact that in SA there are some positive developments concerning school libraries. These included, for example, the development of the LIS Transformation Charter and the launch of "One School, One Library, One Librarian" campaign by Equal Education.

Silbert and Bitso (2015) argued that to have functional school libraries, a multi-level support strategy is required for teachers working in the library who are new to the field and have not undertaken professional librarianship education and training. To ensure that this is achieved

Silbert and Bitso (2015) recommended that the Cascading Support Model which was conceptualised by the University of Cape Town's (UCT) Schools Improvement Initiative (SII), the UCT's Library and Information Studies Centre (LISC) and The Bookery, a Western Cape non-profit organisation, be implemented. The authors pointed to the Model being a context-driven initiative that combined elements of university-community-school partnerships and communities of practice (Silbert and Bitso 2015).

While a number of studies have been conducted on school libraries in SA few have scrutinised the establishment and management of school libraries as a way to analyse and improve the training and development of teacher librarians. A study conducted by Radebe (1994) which focused on the training of school librarians in KZN, was intended to give insight on how teachers were trained rather than giving a comprehensive report on the state of school libraries. The current study intended to do the same. Studies conducted on the training of teacher librarians show that there are similarities between the practice of processes worldwide. According to Yaacob and Samsuri (2003), the importance of libraries was recognised in schools where the practice of training teachers to be in charge of the library was permitted together with decreasing their workload. A similar practice was followed by the ACESLD Programme which offered the second (school library) qualification in the absence of a librarian post in local schools. This is supported by Mojapelo (2008) who pointed to the Australian School Library Association recommendation that teacher librarians should have dual qualifications, that is, qualifications in both the teaching and library profession. A noteworthy advantage of this dual qualification is that the teacher librarian has a whole-school curriculum perspective in addition to their library management training and experience. Mojapelo (2008) also emphasised that in order for the library to support teaching and learning a qualified teacher librarian is required. Hence, and as argued by Radebe (1994), teacher librarians must understand their roles as information professionals and for them to obtain support they have to collaborate well with other educators in the school.

A study similar to the current one was conducted by Zinn (2006) who traced students who were trained as teacher librarians between 1976 and 2000 at the University of the Western Cape (UWC). The study aimed at ascertaining how teacher librarians have been influential in the development of their school libraries and reading programmes. It has to be noted that the training of these teachers took place during a crucial period when the curriculum was under

reconstruction and some school libraries were closing down due to the absence of funds to pay librarians. Zinn (2006) mailed questionnaires to all the trained educators (who had completed the school library course) and who were still active in the service. Some of the questions asked in the questionnaire were related to educators' qualifications, the role they played in their schools' literacy programmes, the library facilities and programme activities and the influence they had in school library orientation matters (Zinn 2006). Despite the low response rate Zinn (2006) was able to conclude that the UWC trained librarians had minimal influence in library matters although they had high ranking roles in their schools. Zinn (2006) nonetheless, argued that the teacher librarians do tend to play a crucial role in their school's reading and ICT programmes.

Hoskins (2006) investigated the status of libraries in schools from which the ACESLD educators had come and the use of ICTs in those libraries. Her study found that very few schools had well-resourced libraries with adequate ICT resources. Hoskins (2006) concluded that the training offered by the ACESLD Programme should assist educators with the necessary knowledge and skills to develop and manage a school library. Furthermore, the training should also provide educators with basic computer skills. She argued that it is the principal's responsibility to ensure that a dedicated teacher librarian was appointed to each library and a sufficient budget was allocated to the library (Hoskins 2006).

Mojapelo (2014) investigated the provision of school libraries in the Limpopo Province and noted that with well-stocked and functional school libraries, teachers and learners can access the library-based resources for curriculum support. His study was limited to public high schools in both urban and rural communities of the Province. Similar to the current study, Mojapelo' s (2014) study was based on constructivist teaching and learning theory which emphasises the use of different resources to stimulate progressive and constructivist teaching and learning styles in schools. A multi-case study research design was adopted for data collection using both qualitative and quantitative research approaches. Data were collected through questionnaires administered to 163 teacher librarians or principals of the sampled 306 public high schools. In addition, education officials, that is a senior manager and two chief education specialists were interviewed face-to-face. The findings of the study established that more than 33% of the participating public high schools in the study had a library facility. However, the findings also indicated that the majority of the school library

facilities were non-functional because the fundamentals of school library development, such as a legislated school library policy, were not in place. Like most studies on the topic, Mojapelo (2014) cited the absence of an overarching library policy as a major challenge which leads to a lack of strategic direction, inadequate provision of resources, compromised functionality as well as the poor standing and value of school libraries. Mojapelo (2018) pointed out that the disadvantaged schools in mostly rural provinces such as Limpopo, KZN and the Eastern Cape are still characterised by resource constraints negatively affecting teaching and learning accomplishments.

The study most similar to the current one was conducted by Evans (2014). It aimed at assessing the establishment, management and sustainability of public school libraries in KZN in order to recommend ways to improve the appropriateness of training and development of teacher librarians at the University of Zululand. Evans (2014) study embraced both interpretive and critical research paradigms while a case study method and inductive reasoning were followed. The findings indicated that most of the public-school libraries surveyed were neither fully functional nor properly resourced. They lacked full-time teacher librarians trained to manage and integrate their collections into the curriculum. The findings further revealed that the quality of library services which did exist differed markedly between urban and rural schools. The study recommended that the Provincial DoE School Library Services (ELITS) selectively award teacher librarian bursaries to suitable candidates and then combine these awards with the provision of core collections of books and technologies. Doing so would link the establishment of their school libraries to the practical outcomes of the two-year university-based training programme.

It has been noted that school libraries in developing countries do not reach acceptable standards due to problems and challenges that exist in their environment. This is supported by Siwakoti (2003) and Yaccob and Samsuri (2003) who pointed out the common problems experienced, namely, lack of space, lack of library materials, financial constraints, lack of trained library staff, conflict between library management and teaching duties, lack of appropriate government policy and general lack of awareness of the importance of school libraries. Among these problems, the most notable was the lack of trained and skilled library staff and there have been numerous studies conducted to address this challenge. Researchers like Williams, Wavell and Coles (2001), Hoskins (2006), Zinn (2006) and Wessels (2010)

have focused their studies on the role of the library and the teacher librarian in teaching information literacy and the need to improve their training in the understanding and delivery of information literacy.

In 2004, the KZNDoE partnered with the UKZN to train teacher librarian, through the ACESLD Programme. Since the inception of the Programme, a number of qualified teacher librarians equipped with the skills and knowledge to develop and maintain school libraries have been produced. Some of the educators who had enrolled in the Programme were from schools with functioning libraries whereas some came from schools with minimal or no library resources at all. The researcher (as part of the teaching staff) and his colleagues had little or no knowledge of the situation regarding library development and management in the schools subsequent to the teacher librarians completing the Programme. This study thus offered the researcher the opportunity to investigate the influence of the ACESLD Programme in the development and management of school libraries in the Province.

In filling this knowledge gap, the study also attempted to determine the successes and failures of the Programme. Such findings would be useful for the UKZN staff (especially those who were closely involved in the development and running of the Programme) in terms of future curriculum transformation of a similar Programme. Importantly, the findings would not only benefit the UKZN but also the KZNDoE ELITS Directorate who funded the educators as it would obtain insight into whether the funding provided for the training was a good investment or not. Furthermore, the study has the potential to influence both the UKZN's and the ELITS' policies regarding the various extended learning programmes (of which the ACESLD is a part) which are intended to improve the skills and knowledge of professionals (educators) who are already in the field. The study could also help determine the role and importance of the qualified teacher librarian in the development and maintenance of school libraries in the Province (as discussed in the next section). Finally, the findings of the study could be useful to institutions (both public and private sector) within and outside the Province, who are involved or have an interest in the development and management of school libraries.

In addressing the issue of quality education in our schools, the DoE (2016) annual report revealed that key gaps were identified in terms of infrastructure across the system and in all the provinces. One of the glaring key gaps identified was the provision of school libraries,

considered crucial for quality teaching and learning in schools (DoE 2016). The report indicated that based on the number of competing demands on infrastructure budgets, the sector will need a concerted effort both in strategy and financial resources to address the provision of libraries. The Department took the initiative to provide at least two libraries in each of the nine provinces, utilising the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) allocation (DoE 2016).

Given the various reports on the country's poor literacy levels and low reading skills the Minister of Basic Education, Angie Motshekga (2016), in her annual report stated that the DoE had started the "Read to Lead Campaign" to create a national focus on improving the reading abilities of all South African children. She argued that the Campaign sought to provide energy, direction and inspiration across all levels of the education system, in homes and the public domain, to ensure that all learners can and do read by 2019. The 1,000 School Libraries Per Year in Schools Project that was committed to in the 2015/16 budget vote had, according to the Minister, been implemented with resounding success. Existing spaces in schools were converted into school libraries with conventional and technology-mediated reading platforms. Motshekga (2016) in her report also outlined that more than 3000 school, mobile and trolley libraries as well as classroom reading corners had been provided to schools – due to the generous donations and direct involvement of the private sector, non-governmental organisations (NGOs) and individuals.

3.4 Teacher librarians and their importance in education

If school librarians are not needed, then we need to look at the philosophy shaping our schools. This would require finding teaching methods that do not require better libraries, that provide adequate learning resources, good physical infrastructure, higher expectation of students' effort, and a host of other factors that have nothing to do with the capabilities of teacher librarians (Ellsworth and Wagener 1970). An appropriate school library operating in the right kind of instructional relationships would encourage good school librarians to do the kind of work they know they should be doing, and that others expect them to do.

Kinnell, Feather and Matthews (1994) argued that most researchers interested in the role and importance of teacher librarians commonly found that the role of the librarian was in itself similar to that of the researcher: defining the problem, finding information, questioning its

validity and assessing its relevance to the problem, and then moving on to yet further questions arising from the information, as a means to redefining the problem. These tasks are considered the day-to-day realities of librarianship. This was argued on the basis that the essence of skilled reference and enquiry work is similar to that of academic research. Kinnell, Feather and Matthews (1994) further argued that the librarians were therefore readily able to see themselves in the role of researchers without any apparent role conflict; their professional skills were an important resource when analysing their projects. The ACESLD curriculum, through practicals and action research activities given to students (teacher librarians), encouraged a systemic record keeping so that librarians could chart their progress. In project-related work, support was provided throughout the project by means of consultations, when the assumptions and propositions put forward by the students (teacher librarians) were discussed and related to the emerging findings from the project as a whole.

In the school setting, although curriculum changes often occur, students' need for information will always exist. Riedling, Shake and Houston (2013) argued that while students' dependence upon the Internet to find answers to their questions has increased, the school librarian's role as a provider of quality information resources and as a guide for using information resources effectively will always be important. They further argued that what the school librarian does with regard to reference services is fundamentally to assist students in finding the answers to their questions and to help them become independent users of information and ideas. Hence to fulfil this role, the school librarian must have the ability to translate student questions into terms that can be understood by aligning them with proper resources. In essence, these activities, knowledge and expertise constitute what is referred to as the reference service. Riedling, Shake and Houston (2013) stated that the fundamental purpose of the reference and information service, as explained by Whittaker (1977: 49), is to align information to flow efficiently from information sources to those who need it. Hence, it is important to note that without the teacher librarian bringing sources and learners together, the flow would be inefficient or never happen at all. In principle, the teacher librarian acts as a mediator between the confused learner and either information overload or information scarcity. Being a mediator the teacher librarian, therefore, has to evaluate the collection in order to identify, locate and retrieve accurate sources to meet the information needs of learners and to also assist learners in determining what they need out of the ever-growing masses of electronic and print information.

There has been a fair amount of research done on students and information skills instruction, some of which tie media centre and information literacy instruction directly to student achievement. Riedling, Shake and Houston (2013) noted that a comprehensive review of research done on school libraries and achievement in the USA indicates that there is a significant relationship between the quality of information services provided in the media centre and school library (where applicable) and student learning as demonstrated by state and national tests. The results of these studies indicate that there is a significant positive relationship between the quality of reference sources and services provided in the school and student learning and that effective school library programmes provide a broad range of reference materials. In line with this is Dronkers and Robert's (2008) who noted that a number of studies indicate that when students receive regular instruction in information literacy, when information literacy is an integral part of the school curriculum, and when information literacy is taught in collaboration with teachers, students' achievement increases. Since this can be seen as a result of the library programmes advocating for effective use of reference and information services, teacher librarians should, therefore, clearly understand the core elements of the reference process. These core elements were argued by Riedling, Shake and Houston (2013) to be knowledge of the library collection (both print and digital), effective communication skills (both verbal and nonverbal) and competence in selecting, acquiring as well as evaluating resources to meet learners' information needs.

Johnston and Green (2018), examining school library research over the period 2004 through 2014, found that the elimination of school librarians or the reduction in the hours spent in the school library became prevalent professional concerns. Studies were thus conducted to determine the value of having a full-time school librarian to support students' learning (for example, Farmer and Safer 2010). Results demonstrated that the presence or the absence of a school librarian influenced the rate at which students met annual yearly progress goals for proficiency (Johnston and Green 2018). These studies concluded that schools with at least one full-time school librarian might achieve higher reading proficiency, higher scores in critical literacies such as the ethical use of information, and higher scores in English language, arts and science. However, findings also indicated that more than just the presence of a certified full-time school librarian was necessary. For example, Johnston and Green (2018) argued that the improvements in students' learning were fostered by the activities the school librarians actually undertook, especially activities related to collaboration with

classroom teachers (Dow, Lakin and Court 2012; Knapp 2013; Mardis 2007; Small and Snyder 2009; Small, Shanahan and Stasak 2010; Small, Snyder and Parker 2009).

Johnston and Green (2018) pointed out that the American Association of School Librarians 2009 publication, *Empowering learners: guidelines for school library programs*, identified the roles of the school librarian as: instructional partner, information specialist, teacher and programme administrator. These are the same roles listed in *Information power* (1998), but *Empowering learners* added a fifth, namely, that of leader (see Figure 3.1 below).
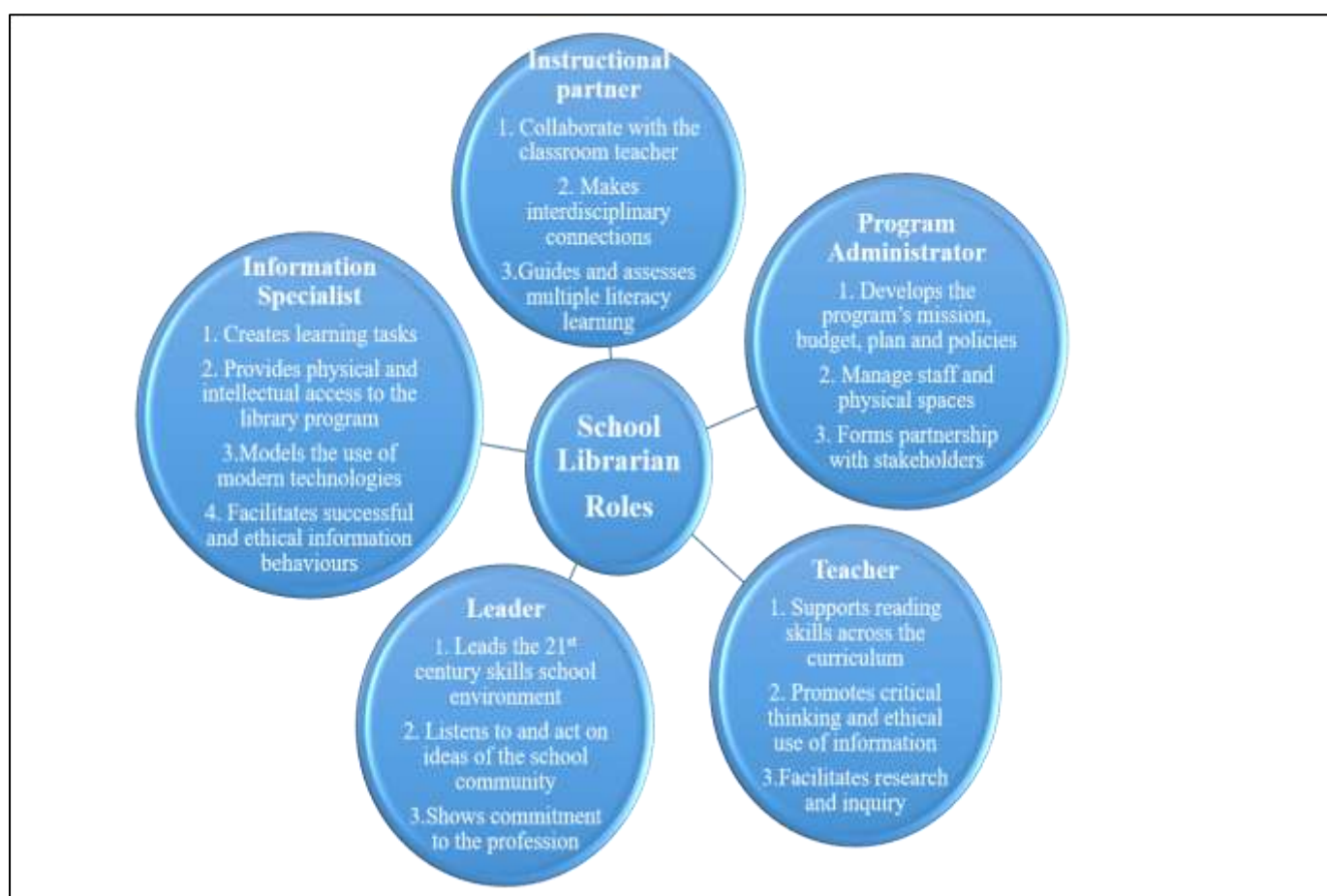
Figure 3.1: Roles of the school librarian

Source: Adapted from Subramaniam, Ahn, Waugh, Tylor, Druin, Fleischmann and Walsh (2013)

Based on Johnston and Green's (2018) analysis the instructional partner role of a school librarian participating in learning is best defined by the actions of collaboration with the teachers. Collaboration is emphasised in the relationship between the librarian, the teachers,

and the students; between the administration, the teachers, and the librarian; and between schools (Kurttila-Matero 2011). The need to develop the curriculum in a more integrative direction emerged in several studies. It appears that teachers were criticised for their lack of pedagogical skills in using inquiry-based learning methods (Kurttila-Matero 2011). Hence the development of school libraries must be part of a comprehensive development of the whole school culture. Johnston and Green (2018) argued that while instructional partnerships could lead to the teacher librarian being an instructional leader, Moreillon (2008) explained that future school librarians must be educated on how to first develop instructional partnerships "before parlaying these into leadership opportunities".

Bruce (2004) suggested that information literacy education is part of a broad shift in educational change, which is moving the orientation of teaching from a teacher-centred to a learner-centred view of learning. Oberg (2009) has conducted several studies with emphasis on the school's organisational and cultural change within the context of integrating school library programmes in teaching and learning. Oberg (2009) stressed the role of the teacher librarian as an agent of change as well as the importance of collaboration at all levels from administration to working in the schools at the grassroots level.

The importance of information literacy can never be overemphasised. As Wessels, Mnkeni-Saurombe and Knoetze (2014) pointed out, it is accepted in educational circles that literate individuals who have learned how to learn and who become information literate and lifelong learners in the process, will ultimately succeed in the workplace.

Schools with libraries and teacher librarians have an opportunity to offer information literacy and reading skills to learners that help them to initiate learning on their own. This is in line with the learner-centred learning approach supported by the Resource-based Learning Model. Given their expertise in teaching information literacy skills, reading for understanding and digital literacy skills, if the teacher librarians were allowed to dispense with their duties of empowering people with such skills it would be easier for learners with such skills, in the context of the COVID-19 pandemic, to learn from home as compared to those without the skills.

According to the KZNDoE (2003: 3), the KZN School Library Policy states that:

If the school is to give recognition to the school library being at the core of its academic function it is equally important that all the educators accept responsibility to further the aims of the school library. A whole-school information literacy policy engages all the educators and gives a structure to the different responsibilities they might hold.

The teacher librarian, or a trained co-ordinator of the library collection in the school, should work with the educator team to ensure that a comprehensive and holistic information literacy policy is created for the whole school. The aim of the policy is primarily to ensure continuous structured development and evaluation of reading and information literacy skills across the whole school, within a contextualised learning approach (KZNDoE 2003: 3). Some issues to be considered in developing a whole school literacy policy are highlighted in Figure: 3.2 below:
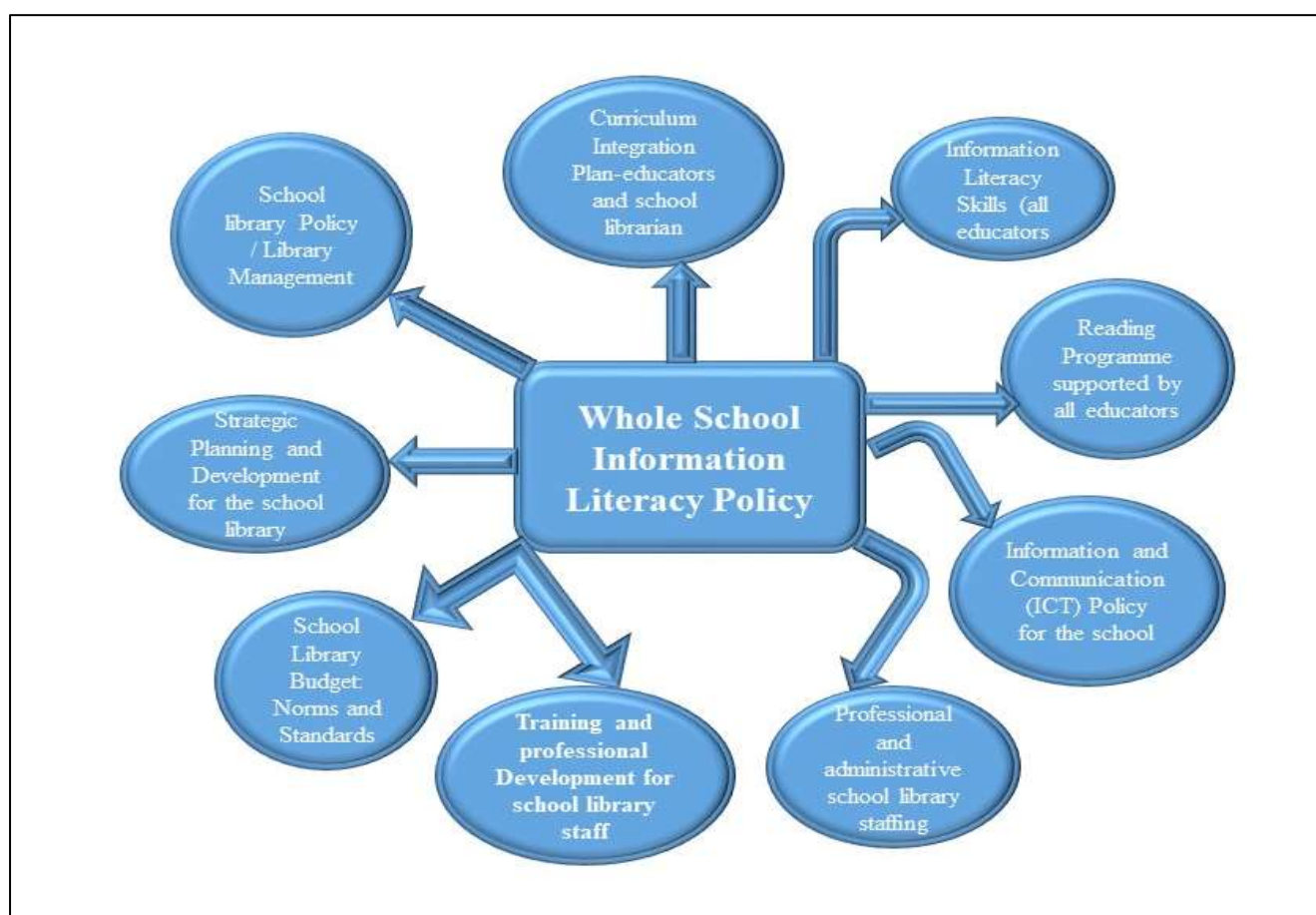
Figure 3.2: Whole school information literacy policy

Source: Adapted from ELITS School Library Policy (2003)

According to Bush and Jones (2010), school librarians most frequently identified "teacher" and "collaborator" as essential professional dispositions. School librarians play the role of teacher of information-literacy, technology, critical-thinking and ethical skills to young people. Indeed, according to Johnson and Green (2018), school librarians perceived themselves as teachers who enabled student learning, claiming that factors such as state-mandated standards were beneficial and led to an increase in collaboration, as well as the potential enactment of librarians' instructional roles. Ziarnik (2003) argued that teachers and students, as well as the general public, tend to be unfamiliar with research issues. It is, therefore, the librarian's duty, given their knowledge and expertise, to teach and assist the school community in this regard. Collaboratively, teacher librarians and teachers should design the curriculum by having a constant discussion on the research projects that the students should work on and encourage them to acknowledge each step taken to complete the project. As students write their stories, they have to make sure that they cite their resources (demonstrate ethics), be able to share them and apply technology skills (Johnston and Green 2018). Whenever possible, the librarians should facilitate the students' learning of information literacy skills in the after-school sessions.

Shannon (2009) pointed out that some researchers investigated school librarians as instructional leaders in a context in which principals still held traditional views of school librarians as programme administrators only. In their role as programme administrators, school librarians typically ensure that resources and technology are available to all students and meet the variety of their needs and interests, thereby leveraging their knowledge of the needs of students. A group of studies (Harada 2005; Hunt and Luetkehans 2013; Hughes-Hassell, Brasfield and Dupree 2012; Mardis 2013) found school librarians acted as informal instructional leaders when collaborating with teachers on inquiry approaches to learning and when providing in-house staff development. Even so, while instructional partnerships could lead to being an instructional leader, Johnston and Green (2018) explained that future school librarians must be educated on how to first develop instructional partnerships before turning these into leadership opportunities.

The importance of information literacy is increasingly stressed, yet a Scholastic (2016) report stated that resources and support for the programmes and people who are best-suited to teach and facilitate information literacy have dropped in too many schools and districts across the

globe. The Scholastic (2016) report further revealed that although the demand for accountability grew and increasing evidence continued to affirm that school libraries operated by qualified teacher librarians made a measurable difference on student achievement, library resources were too-often reduced or removed from budgets altogether.

Stressing the importance of teacher librarians in teaching and learning are Johnston and Green (2018) who reported that:

> While students participated in science identity[8] (Sci-Dentity), they increased their use of librarians as guides to finding science resources; this reliance on school librarians highlights the role of the librarian as an information specialist. For example, one of the teacher librarians described Sci-Dentity participants' increased interest in scientific subjects, resulting in her students' showing more interest in the science books in the catalogue.

Librarians' involvement in the roles discussed above usually encourages them to begin seeing themselves as leaders or pioneers in teaching and learning at their respective schools. Some of the librarians in Johnston and Green's (2018) study revealed their aspirations for innovative programmes in their respective schools. In this regard, one librarian suggested that she would like to bring aspects of the Sci-Dentity programme to summer school, and another wanted to emphasise elements of the programme in clubs or evening activities. The study further reported that the librarians revealed that their involvement in science learning is now being "noticed" through their participation in Sci-Dentity and that the science teachers were seeing the school librarians as potential contributors to science learning.

3.5 Principals' views of teacher librarians and their importance in education

Teacher librarians tend to think of school administrators as people who have been trained in methods rather than educated in the liberal arts. They consider that administrators are not "book people" and therefore are not interested in school libraries. Librarians further claim that administrators impose limiting conditions on the library that prevent them from making the contribution to the instructional programme they know they should be making. Ellsworth

---

[8] The science identity programme is related to students' interest in science, their persistence or tenacity in a science discipline, their intention to pursue a scientific career, and even their decision to enter a graduate science program (Lee 1998; Merolla and Serpe 2013).

and Wagener (1970), therefore, argued that the resulting frustrations, well known in the profession, represent a barrier that interferes with the recruitment of sufficient school librarians.

The school administrator, on the other hand, tends to think of the librarian in the stereotypical way portrayed by Ellsworth and Wagener (1970) as a "Victorian maiden lady" whose major interest is to see that all the library books are safely on the shelves at all times and who likes to preside in the middle of a reading room with a sharp-edged ruler poised for use on any student who makes a noise or disturbs the tidiness of the school library. Ellsworth and Wagener (1970) were, of course, writing just on 50 years ago and perceptions of both parties have, for the most part, changed. Principals' influence has, however, remained constant.

Due to the overarching influence a school principal can have on all aspects of a school library programme, many studies investigated the perspective of the school principal on the instructional roles of the school librarian (Church 2008, 2010; Morris and Packard 2007; Shannon 2009). Studies conducted by Church (2008, 2010) and Shannon (2009) found that principals supported and valued the school librarian as a teacher of information-literacy skills and as an instructional partner who proactively worked with teachers. Church (2008) further argued that principals set the tone and established the learning environment within their schools. For full implementation of the library media programme to occur, principals must establish a culture of collaboration and set the expectation with teachers that the library will make an active contribution to instruction (Shannon 2009).

According to Church (2008), research indicates that it is the principal who establishes a culture of collaboration and is critical in providing the support necessary to successfully implement the instructional roles of instructional partner and teacher. These conclusions compare with earlier findings where principals rated "managerial skill, technology know-how and application, and sociability" as the most valued characteristics of a school librarian (Roys and Brown 2004: 9), as well as studies (in line with the perspective outlined by Ellsworth and Wagener (1970) above) that logged administrator's limited views of the school librarian and school library programme in the educational mission of the school.

3.6 Training and competencies

The America Library Association (ALA) explains that school libraries exist for the purpose of information and enlightenment. It is important to note that for this to happen a qualified teacher librarian has to be in place. As Riedling, Shake and Houston (2013) argued, accurate and appropriate provision of information will occur when the teacher librarian has complete and accurate knowledge of the library collection, alongside competence in selecting, acquiring and evaluating that collection. Literature informs us that the school is an agency of communication, with constant interactions between librarians, teachers, learners and information. Due to all these communication exchanges, providing guidance is vitally important. Instruction or guidance in the use of information sources by the teacher librarian is dependent upon effective communication skills. In essence, instruction or guidance reference services teach or direct learners to locate information themselves. They further assist learners in the identification and selection of relevant and appropriate materials relating to a given task or information need. The task of the teacher librarian in this process is to lead learners to information so that learners can construct knowledge.

Poole (2018) argued that the goal of the Chartered Institute of Library and Information Professionals (CILIP) is to put library and information skills at the heart of a democratic, equal and prosperous society. He further stated that CILIP does this by being the best membership body it can be for everyone working in knowledge, information, data and libraries. According to CILIP (2018), library employees at all levels can be more effective and engaged when they are familiar with the basic principles and core values of librarianship, as well as the role of their library within the community. In this regard, the *ALA essentials for library workers* is a series of pre-recorded training and informational sessions in these areas that can help new employees and provide important refreshers for current staff (CILIP 2018).

According to Erasmus et al (2013), education and training create circumstances in which an employee can acquire and apply the skills, knowledge and attitude that will satisfy organisational objectives. The fundamental belief is that education creates a general basis that prepares the individual for life, while training prepares the individual to perform specific tasks in a particular job (Erasmus et al 2013: 20). In SA, official education (except education in households) is mainly the task of the Government and these programmes are offered by schools, colleges and universities as well as by private training institutions. With regard to the

training of teacher librarians in SA, such training has been offered by four institutions of higher learning namely, the University of Kwa-Zulu Natal (UKZN), the University of the Western Cape (UWC), the University of Free the State[9] (UFS) and the University of Zululand (UniZul).

The curricula offered by each of these institutions were similar with minor variations depending on the mission and goals of the individual institutions. A brief discussion of the curriculum used by the UWC and the UniZul to train teacher librarians is presented below (the UKZN ACESLD curriculum has been described in Chapter One Section 1.2).

The UWC offered the Advanced Certificate in Education School Librarianship Programme comprising eight modules and aimed at providing teacher librarians with the necessary knowledge and skills to establish and maintain school libraries:

DSL131 School Library Management aimed at enabling teacher librarians to describe the mission of a school in terms of the educational programme of the school and the broader national and international context of school librarianship. Upon completion of the module, the teacher librarian should be able to analyse the position of the school library in the school's educational programme. Furthermore, the module enabled teacher librarians to describe their various roles in the school: an administrator, information specialist, reading specialist and information literacy educator. The module also aimed at providing teacher librarians with the skills and knowledge to describe resources, and identify sources and support structures in the immediate community, the school system and other library systems.

DSL143 Information Sources and Reference Services was developed to provide teacher librarians with the knowledge that would enable them to analyse the information search process using models such as the Big6 Model or Kulthau's ISP Model. In addition, teacher librarians should be able to search for information in a systematic way; select and evaluate retrieved information; use information sources in the library; use information services and

---

[9] University of Free State offered a certificate for Library Assistants at NQF level 5 while UKZN, UWC and UniZul's qualifications were at NQF level 6.

networks outside the immediate school environment; use web-based information resources and evaluate information sources for the school library.

DSL144 Cataloguing for School Libraries was a module designed to provide teacher librarians with knowledge and skills to enable them to use the AACR2 rules to catalogue library material; convert cataloguing contents into machine-readable language; use cataloguing programmes for the school library and build a database to organise and provide access to collections of cuttings and other material not provided for in the catalogue.

DSL152 School Library Management was designed to provide theory and knowledge that would help teacher librarians explain the history and development of school libraries in their social and educational context in SA. In addition, the module gave teacher librarians the knowledge and skills to draw up strategic plans for a school library; apply human resources management and functions in the context of a school library; design and set up customer-friendly library services and programmes; market the school library programme inside and outside the school and assess the outcomes of the programme.

DSL145 Classification and Indexing for School Libraries was designed to provide teacher librarians with the knowledge and skills to demonstrate an understanding of the analysis of subject matter in a book or any other document; match keywords from a document with terms as presented in a classification scheme or list of subject headings; and assign classification notation and index terms to documents.

DSL162 Information Literacy Education aimed at helping teacher librarians identify an information need, to locate, evaluate, synthesise and communicate information. The module also encouraged teacher librarians to work collaboratively with other learning areas/subject disciplines/phase specialists to design, implement and assess learners' independent research assignments. Successful completion of this module enabled teacher librarians to champion the integration of ICT with the curriculum and use the information search process to both scaffold information skills and continuously assess learners' development as information users.

DSL171 Children and Youth Literature provided teacher librarians with theory and knowledge that helped them to explain the links between children's literature and social

development and culture and between children's literature and a society's view of childhood. The module also provided teacher librarians with the knowledge to describe the attributes of children and youth literature and its main genres; read, select and review a wide range of children's and or youth books of all genres; outline the position of children's literature and publishing in SA; plan school's reading campaign and explain the value of children's books for child development.

DSL174 ICT Applications in the School Library was designed to provide teacher librarians with knowledge and skills that enabled them to describe and use communication tools like weblogs, listservs, wikis and social networking; review a variety of e-books available for school level; design and create websites and apply knowledge about ICT in decision-making.

The UniZul also offered an eight-module qualification comprising:

AISD111 Computer Literacy for Information Studies I introduced teacher librarians to operating systems, the Internet and email. It was offered through a Learning Management System (LMS) that required the learner to navigate all the e-resources provided.

AISD112 Computer Literacy for Information Studies II introduced teacher librarians to Microsoft Word and Excel. This was also offered through the LMS and also required the teacher librarians to navigate all the e-resources provided.

AISD121 Development and Management of School Libraries provided teacher librarians with insight into and knowledge on the historical development and management of school libraries.

AISD122 Cataloguing and Classification provided teacher librarians with the theory of cataloguing and classification and a brief introduction to their practice.

AISD211 Information Literacy was designed to equip teacher librarians with a comprehensive understanding of information science and information literacy in an information society. Teacher librarians were introduced to a manual and computerised skills in locating, accessing and processing information according to the information need.

AISD212 Media and User Studies provided teacher librarians with theory, skills and knowledge that equipped them with a comprehensive understanding of school library media resources, readership, children's literature and school library user studies.

AISD221 Collection Development aimed at providing teacher librarians with the ability to build collections for their libraries and media centres.

AISD222 Setting up a School Library was a practical module that required teacher librarians to set up and develop a school library in their respective schools.

Ocholla and Bothma (2007:153) argued that university-based LIS schools in SA typically offered general or theoretical education programmes with minimal practicality. Training teacher librarians, however, often requires a more practical approach to prepare students for the work of establishing and managing their own libraries. Evans (2014) argued that although the AIDIP2 Programme acknowledged this requirement by including relevant practical outcomes in Computer Literacy, Cataloguing and Classification and Setting up a School Library, there was a need to identify new practical outcomes for modules, such as Development and Management of School Libraries, Information Literacy, Collection Development and Media and User Studies (see the UniZul curriculum above), which were still theoretically orientated. This was also the case with the UKZN and the UWC's curricula which tried to address the practicality of the Programme through some of the modules with a similar vision or objectives as those outlined by Evans (2014) above.

3.7 Summary of the chapter

This chapter provided an overview of school library and information services with more emphasis on the African as well as the South African context. While also giving a historical background a number of factors affecting the existence of the school library and its importance in education were also discussed. The chapter also looked at the importance of teacher librarians in education and how other role players such as principals viewed their impact and influence in education. It should be noted that some of the key issues identified and discussed in this chapter will be looked at again when results are interpreted and discussed in Chapter Six.

Chapter Four, the research methodology adopted for the study, follows.

Chapter Four

Research methodology

4.1 Introduction

The first chapter described the objectives and the research questions guiding the study. The objectives were twofold: to determine the influence that the ACESLD Programme has had on the development and management of the school libraries in the KZN Province; and to determine the role played by the ACESLD teacher librarians in the development of school libraries in KZN. This chapter presents the research methodology used in this study. It includes the paradigm, approach and research design adopted. Also described and discussed are the population of the study and sampling procedures as well as the administration of the data collection instruments used. The issues of reliability and validity of the instruments are also addressed in this chapter as well as the ethical issues underpinning how the study was conducted. Before the chapter closes with a summary, the analysis of the data collected is described.

Research, as a process of systematic inquiry with the purpose of gaining more insight based on empirical evidence (Bertram and Christiansen 2014: 6), is usually guided by a theory and hypothesis about presumed relations among the phenomena being studied. It has been noted that there are several approaches to research and Neuman (2000: 2) argued that these approaches may involve the study of people, their beliefs, behaviour, interaction and institutions. According to De Vos et al., Strydom, Fouche and Delport (2011: 5) the following beliefs, which are normally referred to as paradigms, have a number of approaches of which the positivist, the postpositivist, constructivist, interpretative and critical are best known.

4.2. Research paradigm

Bertram and Christiansen (2014: 22) defined a research paradigm as "a method or procedure that has characterized natural science since the 17th century, consisting of systematic observation, measurement and experiment and the formulation, testing and modification of hypotheses." Plowright (2011: 177) argued that a research paradigm as a system of ideas is critically important as it determines, maintains and reinforces a researcher's way of thinking

about an issue or a topic and is an essential road map of a researcher's actions. The paradigm describes the type of research, the nature of the world and how to investigate it. This simply means the way in which we see the world would influence the way in which we investigate or research it. Working with a particular paradigm greatly influences the kind of questions asked, what is to be observed and investigated, how data are collected and how the findings are interpreted.

4.2.1 Postpositivism

Given that the study sought to determine if teacher librarians made any contribution to the development of school libraries in KZN after completing their ACESLD qualification, a postpositivist approach was deemed appropriate. This methodological stance involves hypothesis testing but also emphasises context. Such a stance is, therefore, both quantitative and qualitative (Pickard 2007: 7). Glicken (2003: 28) commended postpositivism as an open and flexible paradigm, which allows for the development of alternative research strategies that may be able to find information in the most improbable and creative ways. In line with Glicken's (2003) praises of the paradigm is Creswell's (2007: 20) view that postpositivists generally believe in numerous perspectives from participants rather than a single reality. Therefore, postpositivism provides the researcher with the freedom to use more subjective measures of gathering information. This is regardless of the population or sample size since the researcher is at liberty to create any suitable instrument/s that will help collect data in a given circumstance. However, it is important that all researchers are able to explain and defend their research methodologies and make provision for replication of the study (Glicken 2003: 29). Glicken (2003) further stated that if done correctly, postpositivist research offers social scientists the ability to do research on a small scale using very creative methodologies.

The study, therefore, adopted the postpositivist paradigm because of its emphasis on the research problem being investigated, as explained by stating the research questions, identifying the theory behind the problem, outlining how data were collected, and how the results were analysed and presented. To investigate the problem both qualitative and quantitative methods were used, although the overall or dominant approach was a quantitative one (see 4.3 below). The postpositivist paradigm allows for both methods to be used to collect data.

4.3 Research approaches

Creswell (2003) argued that there are two types of approaches to research, that is, qualitative which involves interviews and documentary sources and quantitative, which involves the collection of numerical data using questionnaires. For this study, the researcher opted for triangulation or a mixed methods approach where, as noted above, both qualitative and quantitative research approaches were used as mandated by the postpositivist paradigm.

4.3.1 Qualitative approach

According to Terre Blanche and Durrheim (1999), qualitative research is more commonly used to inductively explore phenomena, and provide thick (that is, detailed) descriptions of phenomena. Qualitative research requires careful thought at the outset. It demands mental agility, flexibility and alertness during data collection and calls for advanced skills in data management and text-driven creativity during the analysis and write-up (Davies and Dwyer 2007). On the other hand, Babbie and Mouton (2001) argued that qualitative research is more subjective, being more in-depth, exploratory, interpretive and open-ended in nature. Creswell (2012) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant′s

setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

When using a qualitative research approach, researchers generally identify important leads in the early phases of data analysis and pursue them by asking new questions, observing new situations or previous situations with a slightly different lens, or examining previously unimportant documents. Furthermore, in qualitative studies, the researchers are at the centre of the study as they are involved in the collection of various empirical data, which they interpret in different ways so that they can obtain a better understanding of the data at hand (Denzin and Lincoln, 2003). Therefore, a qualitative research approach was deemed relevant to the study since it best addressed the purpose of the study through its open, fluid and changeable features as pointed out by Terre Blanche and Durrheim (1999).

4.3.2 Quantitative approach

Quantitative research, as noted by Mouton (2001), generally refers to an objective study that is statistically valid and is normally associated with numeric data. Quantitative methods were originally developed in the natural sciences to study natural phenomena (Creswell 2012). Quantitative research requires imagination, patience and discipline at the planning and design stages. While data collection may present technical problems and require tenacity, it is often straightforward. Furthermore, the tasks of data analysis and write-up are largely, although not entirely, determined by the way the research project was set-up. Neuman (2000) argued that this type of epistemology aims at explaining and predicting what happens by looking for relationships between the elements involved. Kim (2003) stated that the methodology is characterised by the use of empirical methods that will validate and not influence that which is being examined. This form of research is logical and involves objective analysis. Kader (2007) argued that more often than not, the quantitative technique is applied in the positivistic approach.

4.3.3 Mixed methods approach

A considerable number of scholars (for example, Terre Blanche and Durrheim (1999), Babbie and Mouton (2001), Creswell (2003), Leedy (1997), Leedy and Ormrod (2010)) and many others who have written on research methods have argued that research methodologies generally revolve around two major approaches, namely, quantitative and qualitative (as discussed earlier). Although Creswell (2009) acknowledged quantitative and qualitative research as two commonly accepted approaches, he is of the view that a mixed methods approach has made ground and is becoming more popular in social science research. Simba (2014) argued that the mixed methods research design had recently gained popularity and significance in social research by accommodating the insights of both qualitative and quantitative approaches to research. In line with Simba's (2014) assertion was the current study's adoption of a mixed methods approach as a suitable and relevant one allowing for the collection and analysis of both qualitative and quantitative data.

A mixed methods approach has been variously defined. Tashakkori and Teddlie (2003: 711) defined it as "a type of research design in which qualitative and quantitative approaches were used in types of questions, research methods, data collection and analysis procedures, and/or

inferences." A similar definition was provided by Johnson and Onwuegbuzie (2004: 17) and Ivankova et al. (2007: 261). De Vos et al (2011: 434) described mixed methods research as "the class of research where the researcher mixes or combines qualitative and quantitative techniques, methods, approaches, concepts or language into a single study." According to Bazeley (2008), the term "mixed methods" has developed currency as an umbrella term applying to almost any situation where more than one methodological approach is used in combination with another, usually, but not essentially, involving a combination of at least some elements drawn from each of the qualitative and quantitative approaches to research.

Creswell (2012) justified his praise for the mixed methods approach arguing that "if we further assume that each type of data collection has both limitations and strengths, we can consider how the strengths can be combined to develop a stronger understanding of the problem or questions (and, as well, overcome the limitations of each)". He further argued that a mixed methods researcher could use one of the following types of approaches in data collection:

- **Convergent** (includes the collection of qualitative and quantitative data simultaneously, with the purpose of merging or integrating the data),
- **Explanatory** (begins with quantitative data collection and analysis followed by qualitative data collection and analysis),
- **Exploratory** (reverses the data collection procedure, with the researcher first gathering qualitative and then builds on the analysis of it using quantitative data), or
- **Embedded** (includes collection of the primary form of data and then a secondary form of data that plays a supportive role in the study. Both forms of data are often collected simultaneously).

The current study opted for the last-mentioned type of mixed methods approach in which primary data was collected from the teacher librarians (who were the units of analysis) and then supported by secondary data collected from the ELITS Director and the ACESLD Coordinator.

4.4 Research design

Research design is the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way, thereby ensuring he/she will effectively address the research problem (Welman and Kruger 2001: 224). The design to use in a study is determined by the research problem and greatly influenced by the research paradigm as well as the research approach chosen. Hopkins (2000) and Creswell (2003) stated that the research design clarifies the process followed in examining the main objective and ensures that the findings obtained are aligned to the sub-objectives (and thus the main objective). However, Bertram and Christiansen (2014) argued that although the research design is an important plan of how data are collected and analysed, it is not a fixed plan that proceeds in a very structured linear way, but a flexible and non-linear process that is influenced by practical considerations.

4.4.1 Survey research design

The study used the survey research strategy. As one of the widely used research methods, the survey method obtains data at a particular point in time in order to describe the nature of existing conditions (University of KwaZulu-Natal, Faculty of Education 2010). Surveys collect data on a once-off basis, represent a wide target population and are, therefore, economical. Generally, surveys collect or generate quantitative data although qualitative data are generated when there are open-ended questions that require the respondent/s to provide their opinions rather than selecting from a range of prescribed responses. As the current study traced the graduates of the ACESLD Programme guided by an embedded mixed methods approach it was cross-sectional which, according to Fraenkel, Wallen and Hyun (2012: 394), gathers data from a sample drawn from a predetermined population (teacher librarians) and collected on a once-off basis.

Generally, a survey design best suits studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population. These studies are useful in obtaining an overall picture as it stands at the time of the enquiry. Creswell (2012) argued that the purpose of the survey (regardless of type) is to describe the characteristics of the population studied, estimate the proportion in the population, make specific predictions and test relationships. Fowler (2009) noted that the survey method is used

to gather contemporary data but does not allow a researcher to manipulate the independent variables. Hence it is considered to be less rigorous. Creswell (2012: 376) was of the opinion that although a descriptive survey seems to be less rigorous than experimental research it can, however, be "strong in testing relationships among variables." According to Babbie (2007), the survey is the most frequently used research design in the social sciences.

Kumar (2005: 93) argued that survey designs are intended to study some phenomenon by taking a cross-section of it at one time and these studies are cross-sectional with regard to both the study population and the time of the investigation. Hence, the survey research strategy was chosen for this study because its objective was to describe, compare, contrast, classify, analyse and interpret the influence that the ACESLD Programme has had on the development and management of school libraries in the KZN Province. Moreover, Creswell (2012), argued that survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. This, it can be argued, means that the current study could successfully gather data on the knowledge, attitudes and opinions of the teacher librarians. Furthermore, and importantly, surveys are the least expensive design and allow for the quick collection and reporting of data. Finally, surveys enable the analysis of large quantitative data sets using computer analysis software (such as SPSS) and content thematic analysis for open-ended questions or qualitative data sets.

Thody (2006: 99) argued that surveys should be able to demonstrate:

- o **Attraction**: which gives readers a feel of what it was like to be the researcher;
- o **Applicability**: which indicates how far the methodology is generalizable;
- o **Credibility**: which shows that other researchers have used similar methods or that the researcher has built on other researchers' methods;
- o **Limitations**: which humbly admit to a few difficulties but don't undermine the research by overwhelming self-criticism;
- o **Reliability**: which demonstrates whether the researcher has not invented or mispresented the data, or been careless in their recording or analysis;
- o **Replicability**: which includes enough detail to enable other researchers to check the researcher's findings by repeating the method; and

o **Validity**: which shows the foundation in truth through the justification in other literature and similar research projects.

4.5 Population and sample

Here, the researcher provides a description of the participants who formed the population of the study. This is done by describing the characteristics of the participants, stating how they were selected and giving a rationale for selecting those who were chosen (sample size) from the larger group.

4.5.1 Population

Population, according to Creswell (2012), is a group of individuals who have the same characteristic. These entities may be people, such as all the clients comprising a particular worker's caseload, or things such as all the research books housed in a particular library (Strydom and Venter 2002: 198). Similarly, O'Leary (2010: 161) defined population as the total membership of a defined class of people, objects or events. On the other hand, Troachin (2000: 1) and Fraenkel, Wallen and Hyun (2012: 92) defined population as a larger group of people, objects, or institutions that interest the researcher and from which the sample to be studied is drawn and to which the findings of the study are generalised.

In the present study, the population surveyed comprised teacher librarians who had graduated with the ACESLD qualification from the UKZN Pietermaritzburg Campus between 2006 and 2014. A total of 943 teacher librarians were identified. If the targeted population consists of a large number of units (as was the case in this study), then sampling needs to be done because the researcher cannot survey the entire population. Table 4.1 below reflects the number of ACESLD graduates according to the DoE districts in KZN they were from.

Table 4.1: Population of KZN teacher librarians graduated between 2006 and 2014

District	Number of graduates (2006-2014)
Amajuba	83
EMpangeni/ Uthungulu/ King Cetshwayo	40
ILembe	54
Obonjeni/ Umkhanyakude	35
OThukela	110
Pinetown	121
UGu	68
UMgungundlovu	118
UMlazi	121
uMzinyathi	35
Sisonke/ Harry Gwala	72
Vryheid / Zululand	86
KZN Province	**943**

4.5.2 Sampling frame

As mentioned, the population of the study was too large to include all the "units" in the survey, hence a sample had to be drawn from what is referred to as a sample frame. Babbie and Mouton (2001: 647) defined a sampling frame as a "list of units composing of the population from which the sample is selected". Kilemba (2016) cited Simba (2014: 101) who argued that a list of the population is vital for survey research projects because it is from this list that a sample can be drawn. He further argued that such members must be clearly identified and should be able to be contacted. Therefore, the researcher must ensure that all sectors of the population are represented in the data pool of the working list, which is referred to as the sampling frame.

According to Hall (2008), a good quality sampling frame lists every member of the study population once and includes only the members of the study population. For the purpose of this study, various databases such as the Student Management System (SMS), Examination Report System (ERS) and the UKZN College of Humanities graduation ceremony

programmes (2006 to 2014) could have been used as sample frames. However, the latter was the most reliable since it categorised graduates according to their qualifications. Thus, all the teacher librarians who had completed the ACESLD Programme were listed by their names in the year they graduated.

4.5.3 Sample size and sample unit

A sample is defined by Creswell (2012) as a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population. The researcher has noted that the ever-increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. There is no clear-cut answer to how big the sample should be. However, Rea and Parker (2005: 142) argued that determining the size of the sample is essential in survey research for the purpose of gaining an insight into how many observations are needed in a sample so that generalisations about the population can be made. Creswell (2012) argued that in research the population of the study is determined by the nature of the study but that it is generally accepted that the larger the sample the better.

Given the population of 943 teacher librarians, using stratified random sampling and guided by Krejcie and Morgan's (1970) sample selection table, a sample of 274 teacher librarians was drawn. As noted above, the units of analysis were teacher librarians who had qualified with the ACESLD from the UKZN between 2006 and 2014. Also as reflected in Table 4.1 above, these teacher librarians were from the 12 KZNDoE districts: Amajuba, Empangeni/ Uthungulu/ King Cetshwayo, Ilembe, Obonjeni/ Umkhanyakude, Othukela, Pinetown, Ugu, Umgungundlovu, Umlazi, Umzinyathi, Sisonke/ Harry Gwala and Vryheid/ Zululand. Table 4.2 reflects the number of teacher librarians randomly selected from each stratum (or district) to participate in the study. The sampling technique is elaborated on below.

Table 4.2: Sample size of KZN teacher librarians graduated between 2006 and 2014

District	Sample size	Percentage % from total population
Amajuba	24	8.8%
EMpangeni/ Uthungulu/ King Cetshwayo	12	4.2%
ILembe	16	5.7%
Obonjeni/ Umkhanyakude	10	3.7%
OThukela	32	11.7%
Pinetown	35	12.8%
UGu	20	7.2%
uMgungundlovu	34	12.5%
Umlazi	35	12.8%
uMzinyathi	10	3.7%
Sisonke/ Harry Gwala	21	7.6%
Vryheid/ Zululand	25	9.1%
Total sample size	**274**	**100%**

4.5.4 Sampling technique

Having determined a sample size and sample unit, the researcher has to choose a sampling technique to carry out the sampling process. According to Kumar (2005: 164), sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. For this study, a stratified random sampling technique was deemed relevant given the nature of the population of teacher librarians who were spread all over KZN. Random sampling means that every member of the population being studied has an equal chance of being included in the sample.

In a statistical survey when sub-populations (districts) within an overall population vary, it is advantageous to sample each subpopulation (stratum) independently. Stratification is the process of dividing members of the population into homogeneous subgroups before sampling. In this study the strata were mutually exclusive: every element in the population was assigned

to only one stratum. As it is generally recommended that the strata should also be collectively exhaustive, no population element was excluded. Simple random sampling was then applied within each stratum as reflected in Table 4.2 above. This improved the representativeness of the sample by reducing sampling error.

4.6 Data collection technique and instruments

This section describes the instruments that were used to collect data and the type of questions that were asked of respondents. Since the researcher used a mixed methods approach for the study, triangulation was considered the most effective. This is because the study included a mixture of both quantitative and qualitative research strategies and a variety of data collection methods, namely, questionnaire, semi-structured interview schedules and documentary analysis. This section further describes the process of peer reviewing and pre-testing of the questionnaire and semi-structured interviews and an evaluation of the validity and reliability of the instruments used. The section concludes with a description of the questionnaire and semi-structured interviews, a brief discussion of the types of questions used in the instruments, the administration of the questionnaire and response rates.

According to Chinyemba (2003), once the researcher has identified the information that is required to answer the research question, the next step is to design or adopt an appropriate instrument with which to collect information. Ngulube (2003: 204) stated that it is in a quantitative approach to instrumentation that data and findings are controllable, predictable, consistent and replicable. Therefore, in order to get consistent answers to consistent questions, questionnaires should be appropriately designed to collect data for the survey. Constructing appropriate and accurate instruments for measuring and collecting data is absolutely necessary. Table 4.3 reflects the matrix of mapping the research objectives and questions with the sources of data.

Data was obtained from teacher librarians, the ELITS Director and the UKZN ACESLD Programme Coordinator. Data was collected on the nature of the ACESLD Programme's objectives and outcomes, the support provided by ELITS on the training of teacher librarians and the development and management of libraries, the influence of the ACESLD qualification on the establishment and maintenance of school libraries, the challenges facing

the training of teacher librarians in developing and managing libraries, and the strategies that could be adopted to overcome such challenges.

Table 4.3: Mapping objectives and research questions with sources of data

Objective	Research questions	Sources of data
The objectives of the study were to: 1. Determine the influence that the ACESLD Programme has had on the development and management of the school libraries in the KZN Province. 2. Determine the role played by the ACESLD teacher librarians in the development of school libraries in KZN.	How did the ACESLD Programme provide the teacher librarians with the necessary knowledge and skills to develop and manage school libraries?	Interviews and questionnaire.
	How did the support provided by ELITS assist the teacher librarians with developing and managing school libraries?	Interviews and questionnaire.
	How have the teacher librarians used the knowledge and skills to develop and manage school libraries?	Interviews and questionnaire.
	What are the factors that prevent teacher librarians from developing and managing school libraries?	Interviews and questionnaire.
	What are the strategies that can be adopted to overcome such challenges?	Interviews and questionnaire.

4.6.1 Self-administered questionnaire

The main technique for data collection in the current study was the self-administered questionnaire which was distributed to the teacher librarians. The questionnaire has been defined by Creswell (2012), as a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. A questionnaire is also defined by

93

Moyane (2007: 36) as a "technique of data collection in which each respondent is asked to give answers to the same set of questions and statements in a predetermined order, in the absence of the researcher". As mentioned, the questionnaire is the primary data collection tool used by social science researchers. Bless and Higson-Smith (1995: 111) pointed out that it is a very useful tool in that it can cover both small and large populations within a short time and with minimum cost.

Swisher and McClure (1984: 80) noted that the questionnaire is a very flexible data gathering tool which allows both open-ended and closed questions to be used simultaneously, and it also affords the researcher the opportunity to collect enough information from the respondents. In a similar vein, Creswell (2012) argued that collecting data through a self-administered questionnaire is more efficient since it requires less time, is less expensive and allows the collection of data from a large sample. Supporting this are Babbie and Mouton (2001: 259) who noted that a self-administered questionnaire seems to have fewer limitations, for instance, it has a higher completion rate when compared to other techniques, such as the mail questionnaire.

Given the above, it can be argued that the self-administered questionnaire eliminates interview bias, as it provides a fixed format of questions which eliminates variation in the questioning process. This has Fowler's (2009) backing who stated that once the questions have been written in their final version and included in the questionnaire, content and originality will not change. He further contended that the self-administered questionnaire tends to promote frank answers due to possible anonymity since the respondents can complete the form without being in the presence of the researcher. Similarly, Bless and Higson-Smith (1995: 112) pointed out that self-administered questionnaires, if they have to be returned later without the respondents' names being recorded, assure anonymity which in turn encourages the respondents to be honest in their answers. Finally, questionnaires can be constructed so that data are relatively easy to analyse and they also provide respondents with time to think before answering the questions asked (Creswell 2012).

Although self-administered questionnaires have been praised for their flexibility and ability to collect data cheaply from a large population within a short period, they also require some level of literacy and familiarity with the language used. Bless and Higson-Smith (1995: 112) were of the view that sometimes when researchers send out questionnaires, they may not

easily discover in advance whether or not respondents have the minimum level of literacy required to answer the questions posed. However, given the characteristics of the respondents (teacher librarians) in this study the researcher was certain that their literacy levels would not be a problem when responding to the questionnaire. Gay, Mills and Airasian (2005) noted that unlike the interview protocol in which ambiguities can always be easily clarified, it is impossible to enlighten or clarify in the case of self-administered questionnaires since they are sent or mailed rather than administered directly as in an interview. In a self-administered questionnaire, there is the possibility that respondents may not understand the questions asked or may give answers that they think the researcher wants to hear rather than honestly responding to the questions. Peer reviewing and pre-testing (see below) of the instrument/s are important considerations in this regard.

For this study, a six-page questionnaire (see Appendix 2) consisting of four sections was constructed and administered to the sample of 274 teacher librarians from the 12 KZNDoE districts. The questionnaire's first section (Q1 to Q3) was aimed at collecting biographical information of the respondents. The second part (Q4 to Q10) obtained information relating to respondents' education and training as well as the position they occupied before and after obtaining the ACESLD qualification. The third section (Q11 to Q20) gathered information about the schools at which the teacher librarians taught, their involvement in the development of school libraries, challenges faced, strategies used to overcome those challenges and the extent to which the ACESLD influenced them to develop school libraries (those who had done so). The final section (Q21 to Q43) collected information on the school library information services ranging from the teacher librarian's responsibilities with regard to the library collection to the format of the library system.

4.6.2 Format of questions

Generally, survey research questions take two forms – they may be closed-ended or open-ended. Closed-ended questions are defined by Bertram and Christiansen (2014) as those which require respondents to choose answers from a list of answers provided by the researcher, while open-ended questions allow the respondents freedom to answer a question in their own words in whichever way they think appropriate. In this study, a combination of both open-ended and closed-ended questions was deemed necessary in order to collect both objective and subjective data.

Closed-ended questions were used to collect structured responses which allow for the quicker availability of the research results. Furthermore, this form of question was used because it allows respondents to better understand the meaning of the questions posed, questions can be answered within the same framework, and responses can consequently be compared with one another (De Vos et al 2002: 180). However, it is argued that using only closed-ended questions can result in important information being missed since they can never completely provide for the variety of response options that may exist on a particular subject (De Vos et al 2002: 180).

One of the reasons for using open-ended questions was to gain respondents' spontaneous views and opinions. According to De Vos et al. (2002), the open question has an advantage when a variable is relatively unexplored or unknown to the researcher. The authors further argued that in such cases the open questions will enable the researcher to explore the variable better and obtain some idea of the spectrum of possible responses. However, Fitzgibbons (2003) pointed out that these types of questions require more thought and time from the respondents before they can answer and, as a result, respondents may ignore answering the question. Furthermore, the responses cannot easily be tabulated using statistical analysis. On the other hand, the importance of using an open-ended format was emphasised by Merriam and Simpson (1995) who believed that they help investigators avoid predetermining the subjects' responses, and hence their views of reality.

4.6.3 Semi-structured interviews

As has been mentioned earlier, the study's unit of analysis was the teacher librarians to whom a self-administered questionnaire was distributed. However, the researcher also wanted to obtain supporting data from the partners who provided training and support (namely, the KZNDoE Director and UKZN ACESLD Coordinator) and to do so semi-structured interviews were conducted. Merriam and Simpson (1995: 106) defined an interview as a "conversation with a purpose". Terre Blanche and Durrheim (1999) argued that conducting an interview is a more natural form of interacting with people as researchers get an opportunity to know people quite intimately, so as to really understand how they think and feel.

The literature reviewed indicates that a semi-structured interview is probably the most used method of data collection in qualitative studies in adult education and training. De Vos et al (2002) argued that semi-structured interviews contain elements of both structured and unstructured interviews. Generally, in structured interviews, there is strict adherence to the wording and the order of questions, while unstructured interviews consist of open questions (discussed in more detail in 4.6.1.2) which may be presented in any order. However, Sarantakos (2005) noted that the extent to which the interview is structured is usually dependent on, among other factors, the topic and the type of information required to respond to the research problem being investigated. Wyatt-Smith, Castleton, Freebody and Cooksey (2003) argued that semi-structured interviews begin with a predetermined set of questions but allow some latitude in the breadth of relevance. Sarantakos (2005) added that semi-structured interviewing begins with more general questions or topics; these questions then become the basis for more specific questions which may or may not be prepared in advance. It can also be argued that semi-structured interviews are guided only in the sense that part of the interview is directed by the prepared schedule. Therefore, one could conclude that the researcher may pursue what he or she thinks is relevant to the study during the course of the interview. Although the interview is said to be semi-structured (which provides the researcher freedom to pursue what is deemed relevant), it is essential to use the guide because, as Cohen, Manion and Morrison (2002) pointed out, it increases the richness of the data and makes data production fairly systematic for each participant. Niewenhuis (2007) also promoted the use of semi-structured interviews given their value in allowing the space for researchers to clarify the participant's answers and to probe further into specific lines of enquiry.

4.7 Peer review and pre-testing of instruments

As a researcher, it is very important that one designs and develops the questionnaire properly in order to ensure that the respondents comprehend what is being asked so they can easily respond. It is also essential that the researcher ensures that the questions asked do not have multiple meanings. In line with the above, Fowler (2009) emphasised the importance of pre-testing as it enables the researcher to identify items from the questionnaire that might not be understood by the respondents. The process of pre-testing, therefore, assists the researcher in determining if there are any equivocal or missing questions. In support of this line of reasoning is Williams (2003) who argued that for a questionnaire to mean the same thing to

all types of respondents, it should be clear, succinct and unambiguous. To ensure that this does happen, Creswell (2012) stressed that the questionnaire needs to be pre-tested or evaluated to improve the standard of questioning before it is used in a survey. Babbie and Mouton (2001) are also of the view that peer review and pre-testing of instruments before administering them to the sample population are a prerequisite. The reasons being that this process can allow preliminary testing of the hypothesis, point out a range of problems (if any) not anticipated relating to design and methodology, facilitate a practice run of the statistical procedures to be used, and possibly even indicate that the final study may not produce any meaningful results and therefore should be rethought or abandoned.

The questionnaire was pre-tested on 12 practicing teacher/school librarians (registered for the Postgraduate Diploma in Library and Information Science) who were not part of the 2006 to 2014 cohort to ensure that all the questions in the questionnaire were closely related to the research questions and that closed and open-ended questions, as well as scaled items, were appropriate. In addition, pre-testing was done for the purposes of verifying the clarity of instructions and the layout of questions; identifying ambiguous and unclear questions; determining if relevant questions had been omitted; eliminating difficult questions; and collecting comments from the respondents (Saunders, Lewis and Thornhill 2009: 394).

With regard to the interview schedules, a critical review was done by the supervisor, other academics in the Information Studies Programme of the UKZN, and a reviewer appointed by the Development Cluster Committee of the School of Social Sciences. Final approval was given by the Research and Higher Degrees Committee.

4.8 Administration of research instruments

In this section, the process of seeking permission to conduct the study, and the administration of the research instruments (both questionnaire and semi-structured interviews) are outlined. A description of the questionnaire response rate is also provided.

4.8.1 Permission to conduct the study

When conducting a study one of the things that the researcher needs to consider is the feasibility of data collection. Generally, the process of conducting any type of research (especially if it involves people as subjects) requires one to obtain permission from relevant

gatekeepers which should be in writing for record purposes. In the context of this study, prior to the data collection process, permission to conduct the study was sought from the KZNDoE and the UKZN. A letter to the Department describing the nature of the study and its purpose was written seeking permission to conduct the study on teacher librarians within the 12 KZNDoE districts and also interview the ELITS Director. A second letter was written to the UKZN Registrar's Office seeking permission to interview the UKZN ACESLD Coordinator (see application letters in Appendices 4 and 5). The researcher was granted permission in each instance. The letters granting permission were then forwarded to the UKZN Ethics Committee which in turn granted the researcher permission (see Appendix 5 for the Ethical Clearance Certificate) to collect data and proceed with the study on condition that the researcher adheres to the regulations provided in the Certificate.

4.8.2 Administration of questionnaire

The questionnaire was distributed and collected through the network of subject advisors from ELITS. This approach made things easier for the researcher since the subject advisors interact with the teacher librarians (educators) in their districts on a regular basis. However, most of the questionnaires were not returned on the due date and this could be attributed to the respondents' (teacher librarians) departmental work commitments. This resulted in a delay in the collection of data. The researcher is of the view that there were subject advisors who did not understand the importance of the study since some districts showed no interest in participating in the study as no questionnaire were returned from those districts.

In order to improve the response rate, the researcher sought assistance from the ELITS Director who subsequently encouraged her colleagues to ensure that the teacher librarians were reminded about the importance of participating in the study and returning the questionnaires. In addition, the researcher's supervisor also contacted ELITS staff emphasising the importance of the study to both the University and the KZNDoE. In certain instances, a second set of questionnaire copies were printed and redistributed to some respondents who claimed that they had misplaced or lost the instruments initially distributed. Understanding the importance and value of the study, the researcher had to be patient and try all possible mechanisms to ensure that a desirable number of questionnaire copies were returned in order to have sufficient data to work with.

4.8.3 Questionnaire response rate

Babbie and Mouton (2001: 261) argued that the response rate of a questionnaire survey is vital in research in that it is a guide to the representativeness of the sample of respondents. Rea and Parker (2005: 264) defined the response rate as the percentage of potential respondents who were contacted and completed the research instruments. The principle that a higher response rate prevents a significant non-response bias in the findings has been agreed upon by most scholars (Babbie and Mouton 2001: 261). Saunders, Lewis and Thornhill (2000: 158) argued that response rates in surveys can be as low as 40% and that a response rate of approximately 30% is reasonable. In contrast, Babbie and Mouton (2001: 261) argued that a response rate of 50% is fairly good, while that of 60% and 70% is very good.

Table 4.4: Questionnaire response rate

District	Sample size	1st response	2nd response	Total
Amajuba	24	14	0	14
EMpangeni/ Uthungulu/ King Cetshwayo	12	0	0	0
ILembe	16	0	13	13
Obonjeni/ Umkhanyakude	10	0	0	0
OThukela	32	18	7	25
Pinetown	35	25	5	30
UGu	20	14	4	18
uMgungundlovu	34	13	10	23
Umlazi	35	30	0	30
uMzinyathi	10	0	0	0
Sisonke/ Harry Gwala	21	13	4	17
Vryheid/ Zululand	25	0	0	0
Total sample size	**274**	**127**	**43**	**170**
Total Response rate percentage		**46.%**	**16.%**	**62%**

The above table shows that the distribution of questionnaire was done in two phases in order to achieve an acceptable response rate. Given the reasons outlined in Section 4.6.4.2, the first phase yielded a reasonable 46% response rate which was agreed by both the researcher and his supervisor to be insufficient for the study; hence the second phase of questionnaire distribution was administered. In the second phase, a further response of 16% was obtained. The overall response rate was thus 62% with a total of 174 questionnaires having been completed and returned. The response rate achieved could thus be described as "very good" as per Babbie and Mouton (2001: 261).

4.8.4. Administration of semi-structured interviews

As outlined earlier, to collect data from the Director of ELITS and the ACESLD Programme Coordinator two semi-structured interview schedules were used. The interviews themselves took place at the participants' places of work at a time convenient to them. With regard to the ELITS Director, the interview lasted for approximately 30 minutes. Prior to conducting the interview, the researcher issued an informed consent form, briefly outlined the purpose of the study and explained the ethical issues guiding the proceedings of the interview. Although the Director had no problem with the interview being recorded, the researcher decided to rather take notes during the interview. The interview schedule (see Appendix 3) had six broad open-ended questions which elicited data on the role of ELITS in the development of school libraries and the training of teacher librarians; the nature of the relationship between ELITS and the UKZN; the challenges faced with regards to development and maintenance of school libraries in KZN; and the possible solutions or strategies that could be employed to address such challenges.

A similar procedure was followed when collecting data from the ACESLD Programme Coordinator. Thus, the interview (also recorded via note-taking) took place in the Coordinator's office at a time convenient to her. The interview also lasted for approximately 30 minutes and, as with the Director, a semi-structured interview schedule made up of six broad open-ended questions was used (see Appendix 4). Questions asked covered the aims and objectives of the Programme; UKZN's relationship with ELITS; the challenges encountered when developing and running the Programme; and the possible strategies that could be used to improve or develop a training programme for teacher librarians in the future.

4.9 Validity and reliability of instruments

Babbie and Mouton (2001: 119) argued that 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. Newell (1993: 106-107) stated that reliability is concerned with the consistency of a measure. Therefore, an instrument that produces different scores every time it is used to measure an unchanging value has low reliability. However, an instrument, which always gives the same score when used to measure an unchanging value, can be trusted to give an accurate measurement and is said to have high reliability.

On the subject of validity, Babbie (2007) noted that the term validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. As described above, pre-testing the questionnaire was used as a tool for content validation. Also as described above, the pre-testing of the questionnaire was done on 12 teacher librarians who were registered for the Postgraduate Diploma in Library and Information Science and who were not part of the ACESLD cohort under study.

4.10 Data analysis

The collected data were processed, prepared, evaluated and cleaned before coding. The purpose of data evaluation was to check for ambiguity, completeness, comprehensibility, internal consistency and relevance. Babbie and Mouton (2001) suggested that completed questionnaires should be assigned a unique number as this facilitates checking the data for errors. The data was then analysed using SPSS version 25, while qualitative data was analysed by sorting, classifying, and arranging information according to thematic content analysis. The advantages advanced by various authors such as Babbie and Mouton (2001) for computer processing of data are that it speeds up the processing and analysis of data thereby saving and eliminating a good deal of tedious and repetitive manual work. As noted, thematic content analysis was used for qualitative data obtained through the open-ended questions in the questionnaire and that obtained from the two interviews conducted.

4.11 Ethical considerations

According to Babbie (2007: 27), the fundamental ethical rule of social research is that it must bring no harm to participants. De Vos et al (2011: 129) defined ethics as a set of widely

accepted moral principles that offer rules for, and behavioural expectations of, the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. In this study, the researcher avoided bringing any harm to participants through the use of informed consent (see Appendix 1). The informed consent guaranteed respondents' confidentiality and anonymity, their voluntary participation and their right to withdraw from the study at any time. The research also complied with the Research Ethics Policy of the UKZN.

4.12 Summary

This chapter presented the key components of the research methodology adopted for the study. In doing so, the paradigm underpinning the methods, the design suitable for the study, the population, sampling technique, instrumentation, data collection, methods of data analysis, and evaluation of the methods used were described and discussed. The research methods adopted were considered appropriate for the research problem investigated.

Chapter Five, which presents the findings of the study, follows next.

Chapter Five

Data analysis and presentation

5.1 Introduction

This chapter presents the results of the data analysis that were used to answer the research questions of the study. The aim of the study was to evaluate the effectiveness of the ACESLD Programme through tracing the educators that had graduated from the Programme and determining the influence the training has had on their work as teacher librarians as well as on the development and management of their school libraries. The investigation was guided by the following research questions:

1. Did the ACESLD Programme provide the teacher librarians with the necessary knowledge and skills to develop and manage school libraries?
2. How did the support provided by ELITS assist the teacher librarians with developing and managing school libraries?
3. How have the teacher librarians used the knowledge and skills gained to develop and manage their school libraries?
4. What are the factors that prevent teacher librarians from developing and managing school libraries?
5. What are the strategies that can be adopted to overcome such challenges?

The five key research questions above, which were in line with constructivist learning, the Manitoba Resource-based Model, the IFLA-UNESCO School Library Manifesto, the National Guidelines for School Library and Information Services, the Equal Education 2010 report and the ELITS KZN School Library Policy, formed the basis for data collection for the study. Moreover, it is worth noting that the data collection tools were developed based on these five key research questions. Data were collected via a self-administered questionnaire and semi-structured interview schedules. The questionnaire elicited demographic information such as gender, age, home language, years spent teaching and the year respondents graduated with the ACESLD. The questionnaire also included, importantly, questions dealing with the influence of the ASCESLD Programme on the development and maintenance of school

libraries; the ACESLD Programme's most useful modules; the challenges encountered when developing school libraries; and finally, the strategies, suggestions and possible solutions that could be used to improve the training of teacher librarians.

Data collected from the questionnaire were coded, cleaned, edited and analysed using descriptive statistics with the assistance of the SPSS Version 23 statistical software package. The data collected using the semi-structured interviews were analysed using thematic content analysis. Findings from the survey questionnaire are presented first and they are followed by the findings obtained from the semi-structured interviews.

5.2 Questionnaire results

This section presents the data collected from the questionnaires distributed to the teacher librarians in the 12 KZNDoE districts.

5.2.1 Response rate for the questionnaire

The researcher distributed 274 questionnaires to teacher librarians via the network of subject advisors from ELITS and a total of 170 were eventually returned as shown in Chapter Four (Table 4.4), resulting in a very good response rate of 62% as argued by Babbie and Mouton (2001: 261).

5.2.2 Demographic profile of respondents

Background information was considered very important for the study not only for setting the scene but also for providing a good perspective on who the teacher librarians were. Generally, demographic data are usually considered as important as data that responds directly to the research questions.

Section A of the questionnaire was concerned with eliciting demographic data from the respondents and the demographic profile of the respondents is presented below.

5.2.2.1 Gender

Question 1 determined the gender of the teacher librarians. The results show that there were 141 (81.7%) female and 29 (18.3%) male respondents. Therefore, most of the sample of teacher librarians who attended and graduated with the ACESLD from UKZN between 2004

and 2016 were female. While the population from which the sample was drawn was not stratified according to gender, it was clearly evident that female teacher librarians comprised the majority of the population and that this was reflected in the sample.

5.2.2.2 Age

Question 2 determined the age range of the teacher librarians. There were four age groups ranging from the youngest group which was 20 to 29 years to the oldest age group which was 50 years and above. Figure 5.1 below shows the respondents' age ranges.

N=170
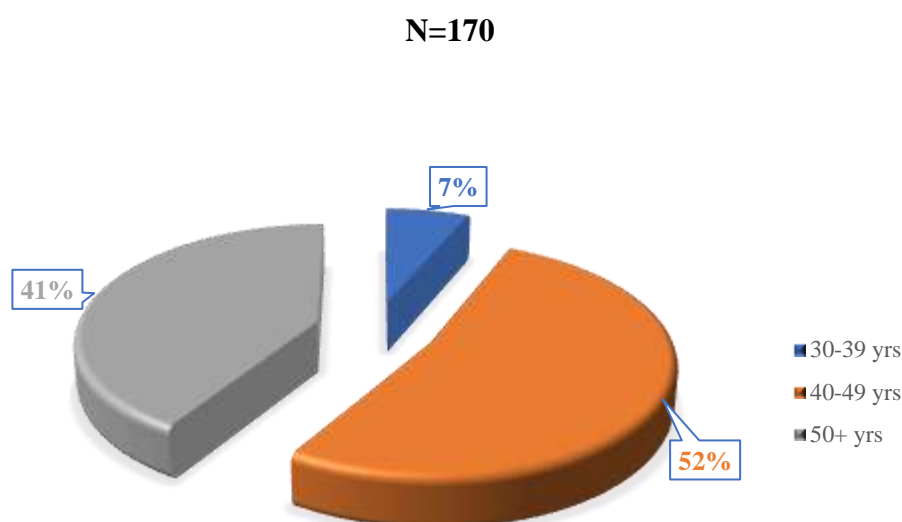
Figure 5.1: Age range of respondents

A majority, 89 (52.4%) of the teacher librarians were between the ages of 40 and 49 years, followed by 70 (41.2%) who were 50 years or older. There were no respondents under the age of 30 years.

5.2.2.3 Home language

Question 3 asked the teacher librarians to indicate their home language. The options were Zulu, Xhosa, English and Afrikaans. If none were applicable respondents were asked to specify what the language was. The findings are depicted in Figure 5.2 below.
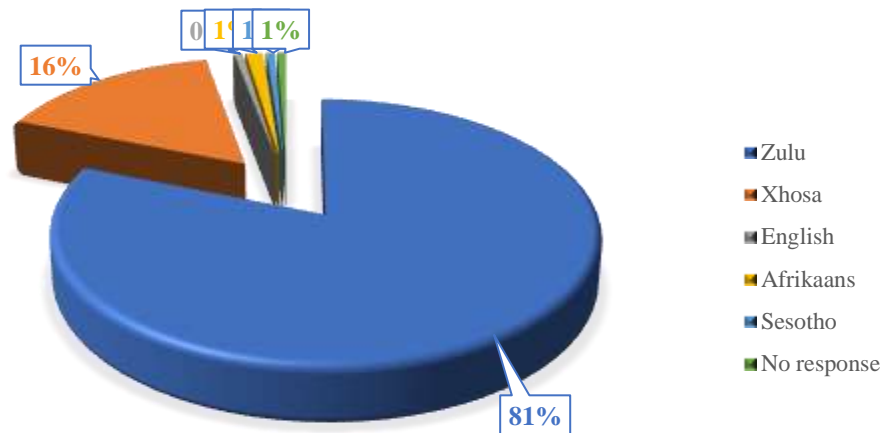
Figure 5.2: Home language of respondents

The vast majority, 138 (81.2%), of the respondents indicated that Zulu was their home language. This was followed by 27 (15.9%) who indicated Xhosa as their home language. Other home languages listed by a very small minority (less than two percent) of respondents were Afrikaans, English and Sesotho.

5.2.2.4 Professional qualifications

Question 4 asked the teacher librarians to list their professional qualifications. The details are depicted in Figure 5.3 below.
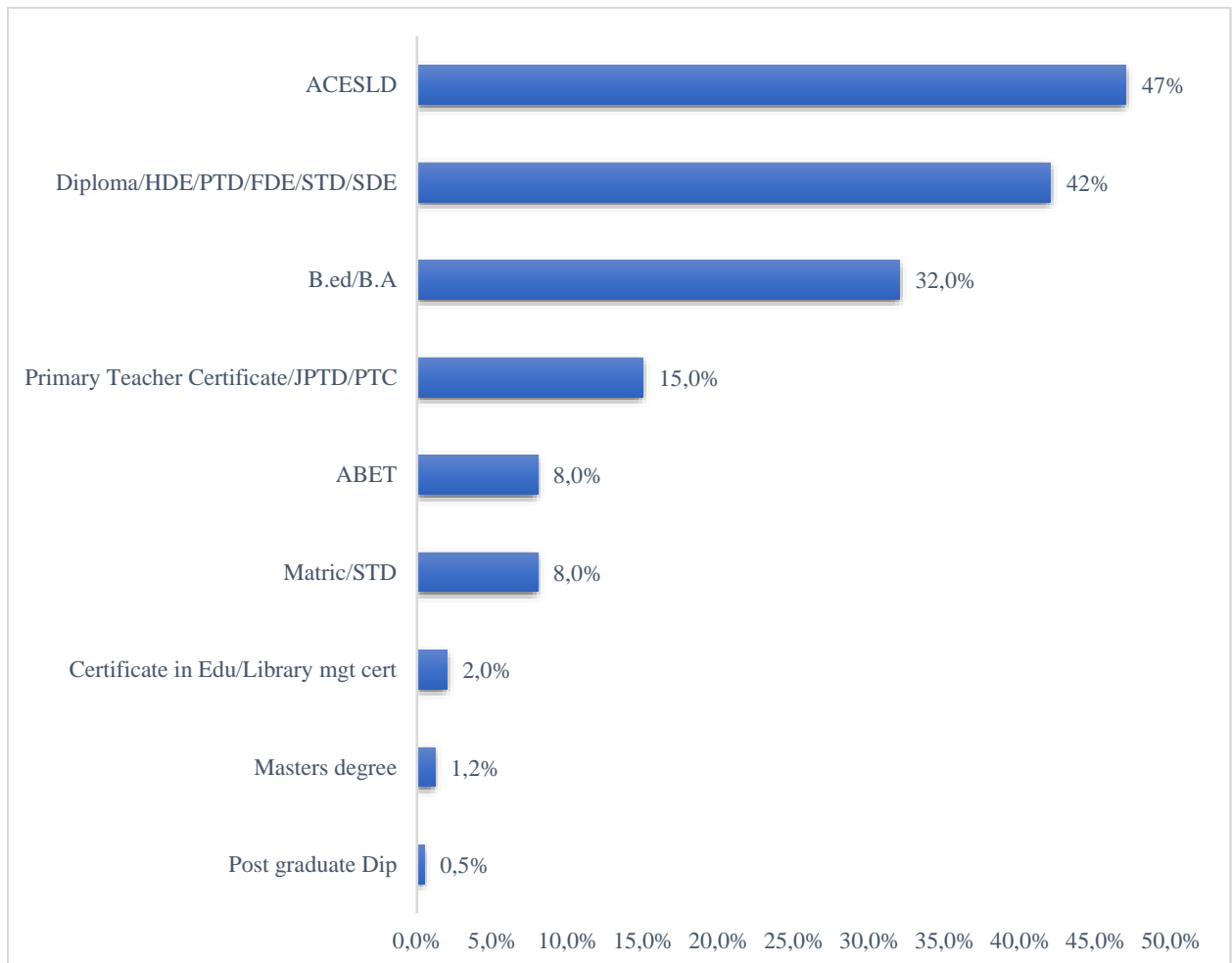
Figure 5.3: Professional qualifications held by respondents

The results in Figure 5.3 shows that from the listed qualifications, the highest number of respondents, 80 (47%) have an ACESLD, followed by 72 (32%) with Diplomas and 54 (32%) with first degrees (BA, B.Ed.). Respondents with Primary Teaching Certificates (PTC), Matric and Adult Basic Education and Training (ABET) accounted for 26 (15%), 14 (8%) and 14 (8%) respectively. Those with Certificates in Education, Masters Degrees, and Postgraduate Diplomas, were the least in number accounting for four (2%), two (1.2%) and one (0.5%) respondent respectively.

5.2.2.5 Teaching experience

Question 5 asked the teacher librarians to indicate the number of years they had spent as educators. Figure 5.4 below shows the number of years respondents spent teaching.
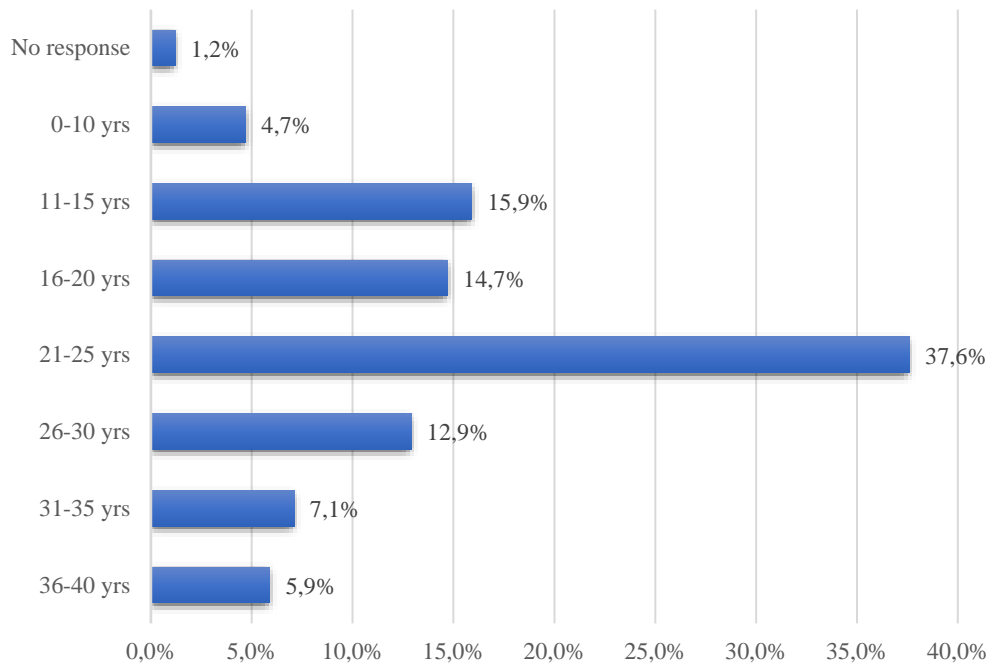
Figure 5.4: Years of teaching experience

The results show that more than a third of the respondents, 64 (37.6%), had 21 to 25 years of teaching experience followed by 27 (15.9%) with 11 to 15 years of teaching experience. This was followed by 25 (14.7%) teacher librarians with 16 to 20 years while 22 (12.9%) had been teaching for 26 to 30 years. The results further revealed that those with 31 to 35 years and 36 to 40 years teaching experience accounted for 12 (7.1%) and 10 (5.9%) respondents respectively. The results also indicate that only a small minority of respondents, eight (4.7%) had 10 years or less experience.

5.2.2.6 Years in which respondents did ACESLD

Question 6 asked the teacher librarians to indicate the years in which they did the ACESLD at the UKZN. Figure 5.5 below shows the results.
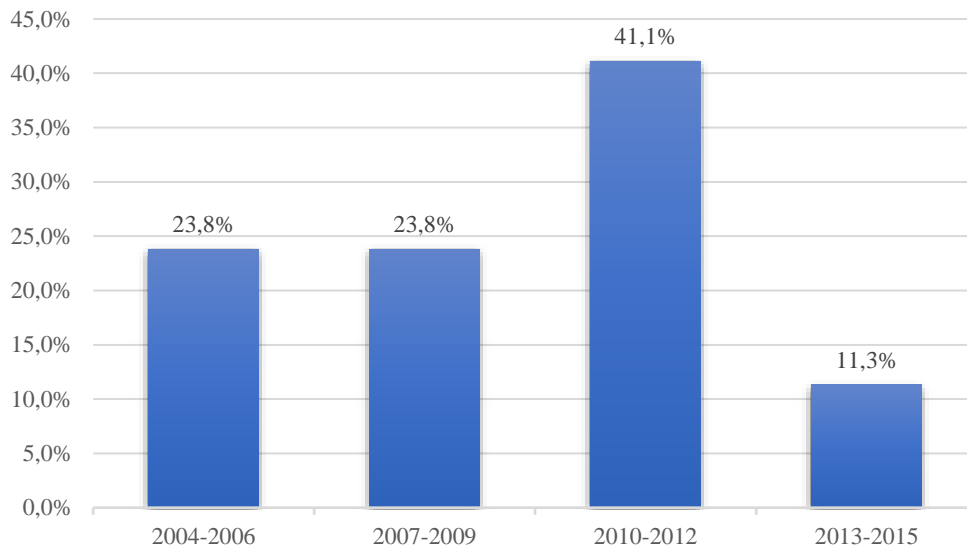
Figure 5.5: Years in which respondents did ACESLD

The results show that less than half of the respondents, 62 (41.1%) did their ACESLD Programme between 2010 and 2012. The numbers of those that did the Programme between 2004 and 2006 and between 2007 and 2009 were the same, namely, 36 (23.8%). The least respondents, 17 (11.3%) did the ACESLD between 2013 and 2015.

5.2.2.7 Year range respondents graduated with ACESLD

Question 7 asked the respondents to indicate the year range in which they graduated with the ACELSD. Findings are depicted in Figure 5.6 below.
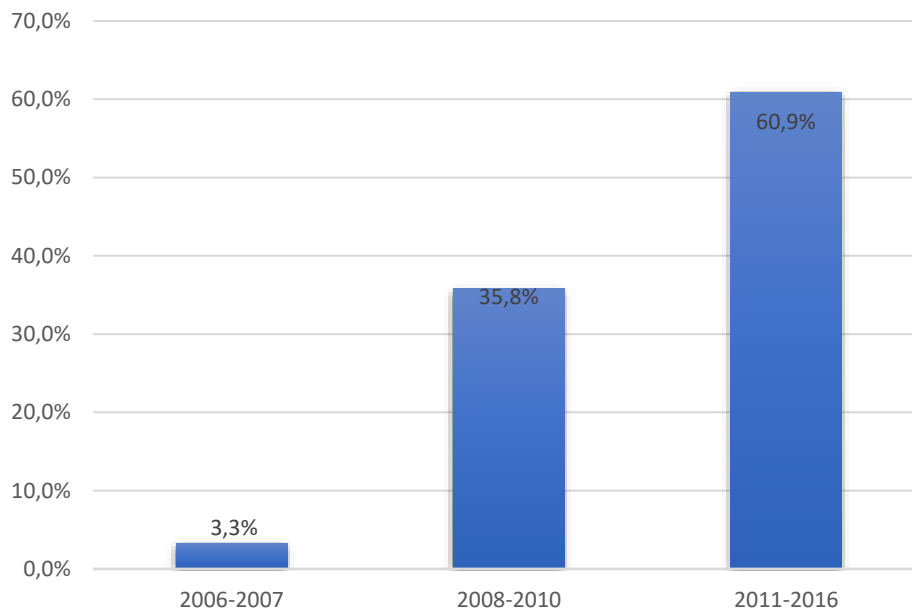
Figure 5.6: Year graduated with ACESLD

As can be seen a majority, 92 (60.9%) respondents, graduated with the ACESLD between the years 2011 and 2016, followed by 54 (35.8%) that graduated between 2008 and 2010. The least number of respondents, five (3.3%) indicated that they graduated between 2006 and 2007.

5.2.2.8 Position within teaching profession

Question 8 asked the teacher librarians to indicate their position within the teaching profession. They were provided with a list to select from and the findings are given in Figure 5.7 below.
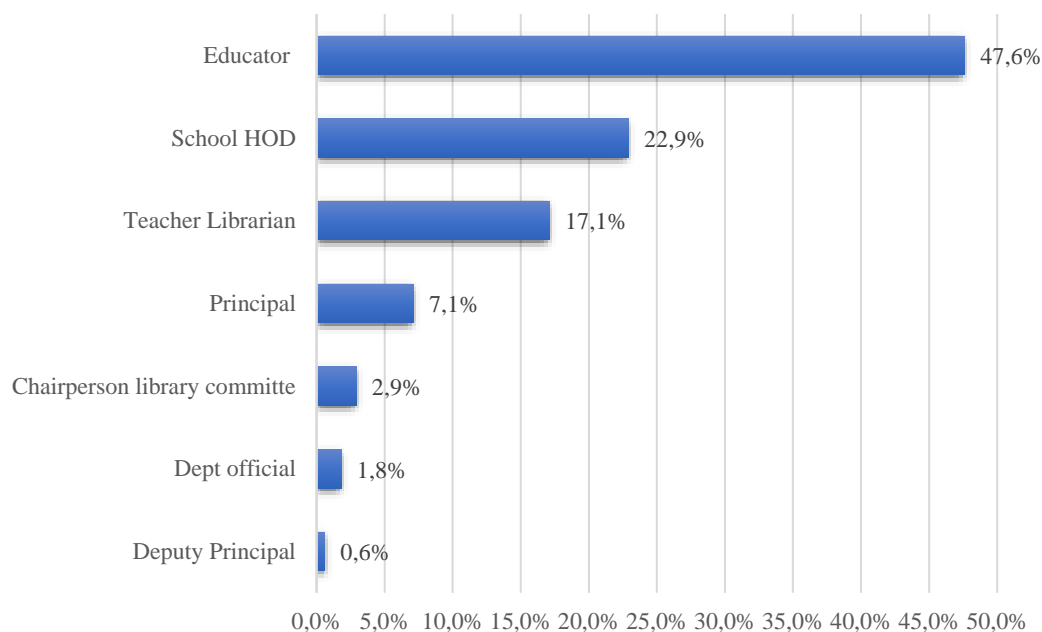
Figure 5.7: Position of respondents

The results show that almost half, 81 (47.6%) of the respondents were Educators, followed by 39 (22.9%) who were School Heads of Department, 29 (17.1%) referred to themselves as Teacher Librarians, and 12 (7.1%) indicated that they were Principals. The results also showed that five (2.9%) respondents were Chairpersons of the Library Committee, three (1.8%) were Departmental Officials and one (0.6%) a Deputy Principal.

5.2.2.9 Promotion after ACESD and new position held

Question 9 asked the teacher librarians to indicate if they were promoted after graduating with the ACESLD from UKZN, and question 10 asked those who were promoted to state their new positions. Table 5.1 below shows the findings relating to being promoted or not as well as the positions promoted to.

Table 5.1: Promotion after ACESLD and new position

N=170

Promotion after ACESLD	Frequency	Percentage
Yes	50	29.4
No	116	68.2
No response	4	2.4
Total	**170**	**100**
Promotion		
Head of Department	30	60
Principal	6	12
Master Teacher	5	10
Senior Education Specialist	1	2
Teacher Librarian	1	2
Deputy Principal	1	2
Acting Deputy	1	2
No response	5	10
Total	**45**	**100**

The results show that only 50 (29.4%) of the respondents received a promotion on completion of the ACESLD compared to the majority of 116 (70.6%) respondents that did not. Amongst those that received a promotion, 30 (60%) were promoted to Head of Department, while six (12%) and five (10%) were promoted to Principal and Master Teacher respectively. Those that were promoted to Senior Education Specialist, Teacher Librarian, Deputy Principal, and Acting Deputy Principal, accounted for one (2%) respondent each.

5.2.2.10 Location of school

Question 11 asked the teacher librarians to indicate where their schools were located. The location of the schools is depicted in Table 5.2 below.

Table 5.2: Location of respondents' school

N=170

School location	Frequency	Percentage
Rural areas	76	44.7
Township	51	30
Informal settlement	15	8.8
Metro city	11	6.5
Town	10	5.9
No response	7	4.1
Total	170	100

The results in Table 5.2 show that the largest number of respondents, 76 (44.7%) had their schools located in rural areas. This is followed by 51 (30%) respondents whose schools were located in townships and 15 (8.8%) in informal settlements. Respondents whose schools were located in a metro city and in a town accounted for 11 (6.5%) and 10 (5.9%) respectively.

5.2.3 Development of a school library

Questions in Section B of the questionnaire were concerned with school library development. Question 12, the first question in this Section, asked the teacher librarians if they had been involved in the development of a school library either in their previous or current school. The results are presented in Table 5.3 below.

Table 5.3 Development of school library

N=170

Involved in the development of a school library	Yes		No		No response	
	Frequency	%	Frequency	%	Frequency	%
	119	70	47	27.6	4	2.4

The results show that majority of respondents, 119 (70%) affirmed their involvement in the development of a library in their school compared to the 47 (27.6%) who indicated that they

had not been involved in such development. While the reason/s for these respondents not being involved was not asked, it could be assumed that a library had already been established in their schools or their schools had not considered the establishment of a library.

5.2.3.1 Ways ACESLD qualification influenced development of school libraries

Respondents who indicated in question 12 that they had not been involved in the development of school libraries were asked to skip questions 14, 15, 16, 17 and 19. Question 14, an open-ended question, asked the 119 respondents who had indicated they were involved in the development of a school library to state the ways in which the ACESLD qualification had influenced the development of the library. Twelve themes emerged from the analysis of the responses given and these are outlined below.

5.2.3.1.1 Knowledge on how to establish a new library and motivation on how to start a library

The first theme to emerge in terms of how the ACESLD Programme influenced the development of the school library was that it provided the knowledge, motivation and ability to start a new library mentioned by 12 (10.1%) of the respondents.

5.2.3.1.2 Encourage others to start a school library and educate others on developing a library

To educate and encourage others was noted by two (1.7%) of the respondents as ways the Programme influenced the development of the school library. This shows that through knowledge transfer to others, the Programme reached beyond the participating individuals.

5.2.3.1.3 Manage, organise and maintain a school library

Thirteen (10.9%) of the respondents emphasised how the knowledge acquired through the ACESLD Programme helped them to manage, organise and maintain a school library.

5.2.3.1.4 Understand accessing and classification of books

The ACESLD Programme had helped two (1.7%) of the respondents to understand accessing and classification of books.

5.2.3.1.5 Help to introduce and to promote reading programmes and reading clubs

The results show that the ACESLD helped three (2.5%) of the respondents to introduce and promote reading programmes and clubs in their schools.

5.2.3.1.6 Assist learners with reading and research skills

Nine (7.6%) respondents mentioned that the Programme enabled them to assist learners with reading and research skills. One can assume that this assistance would have led to the improvement of these skills in the learners.

5.2.3.1.7 Gain knowledge of collection development and knowledge of how to draft collection development policy

Thirteen (10.9%) respondents reported that the ACESLD helped them develop a better understanding of the collection development process and provided the skills for drafting a collection development policy.

5.2.3.1.8 Establish a school library committee

The establishment of a school library committee was noted by just one (0.8%) of the respondents as a way in which the ACESLD had influenced the development of the school library.

5.2.3.1.9 Train staff

The Programme empowered one (0.8%) of the respondents to train other staff members in their school. This theme, although cited by only a single respondent, shows how the knowledge acquired by a staff member can also empower other staff members.

5.2.3.1.10 Learn to use ICTs to access and retrieve information

Three (2.5%) respondents pointed to the ACESLD helping them to learn to use ICTs to access and retrieve information.

5.2.3.1.11 Integrate curriculum and library resources

The Programme helped one (0.8%) respondent to integrate the curriculum and library resources. This may have assisted learners to meet their curriculum needs using the resources available in the library.

5.2.3.1.12 Improvement of language usage, speaking and writing confidence

The last theme to emerge from the responses provided was also mentioned by one (0.8%) respondent. Here, the influence of the Programme was personal in that it helped improve the respondent's language usage and to speak and write with confidence – improvements which would ultimately positively reflect on the development of the school library.

5.2.3.2 Development of school library using knowledge and skills gained from the ACESLD Programme

Question 15, a closed one, asked the same 119 teacher librarians to indicate if they had used the knowledge and skills gained from the ACESLD Programme when developing a school library. Figure 5.8 below reflects the responses provided.
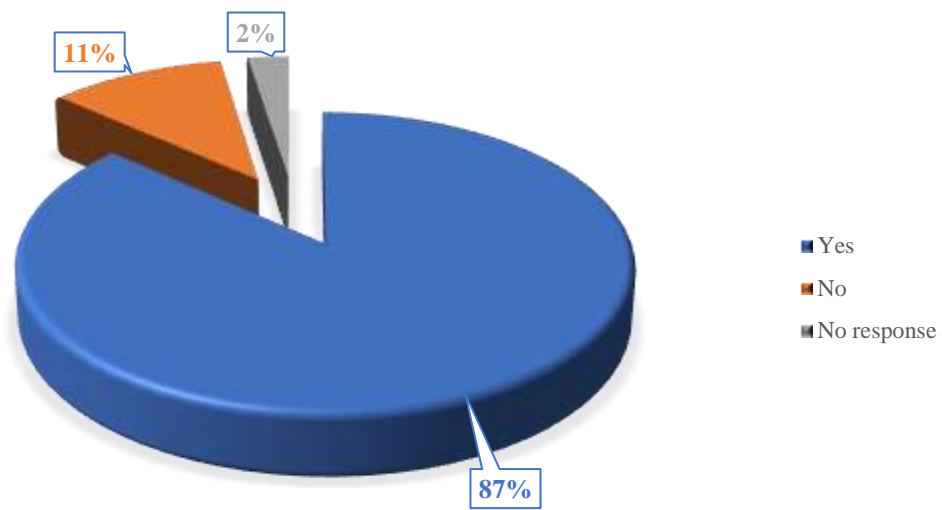
Figure 5.8: Development of school library using ACESLD knowledge and skills

The vast majority 103 (86.6%), of respondents indicated that they did use the knowledge and skills gained from the Programme when developing a school library. Thirteen (10.9%) respondents indicated that they did not do so.

In question 16, a follow-up to question 15, the 13 respondents who replied in the negative were asked to explain why they did not use the knowledge and skills gained. Only one (0.8%) respondent gave a reason. He/she stated that: *The school is in a deep rural place, there are not enough classes and learners learn under trees*.

5.2.3.3 Most useful ACESLD modules

Question 17 was also a follow-up to question 15 and asked the 103 respondents who answered in the affirmative to using the knowledge and skills gained in the ACESLD Programme to indicate the modules that they thought were the most useful. Table 5.4 below presents the modules considered most useful by the respondents.

Table 5.4: Most useful modules

N=103

Most useful modules	Yes		No		No response	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**
EDPD121 School Lib Dev & Man 610	79	76.6	17	16.5	7	6.8
EDPD123 School Lib Dev & Man. 630	73	70.8	23	22.3	7	6.8
EDPD125 School Lib Dev & Man 620	63	61.2	33	32.1	7	6.8
EDPD124 School Lib Dev & Man. 640	62	60.2	34	33	8	7.8
EDPD102 Education Policy & Professionalism	56	54.4	40	38.8	7	6.8
EDPD120 Professional Practices in SLD	53	51.5	42	40.8	8	7.8
EDPD101 Learning and Teaching	50	48.5	45	43.7	8	7.8
EDPD119 Education Studies for SLD	40	38.8	56	54.4	7	6.8

The results show that the EDPD121 School Library Development and Management 610 module was considered the most useful by a majority of 79 (76.6%) respondents. This was followed by EDPD123 School Library Development and Management 630, which was considered by 73 (70.8%) of the respondents as useful. Also considered useful but by smaller majorities were EDPD125 School Library Development and Management 620 (61.2%) and EDPD124 School Library Development and Management 640 (60.2%). The only two modules considered useful by less than 50% of the respondents were EDPD101 Learning and Teaching (50 or 48.5% of respondents) and EDPD119 Education Studies for SLD (40 or 38.8% of respondents).

5.2.3.4 Challenges encountered when developing a school library

Question 18 asked the 119 respondents who indicated in question 12 that they were involved in the development of a school library to indicate the challenges that they encountered when doing so. In response to this open-ended question, 18 challenges emerged from the analysis of the responses provided and these are listed below.

119

5.2.3.4.1 Shortage of books, library materials, resources

Shortage of books and library materials emerged as the dominant challenge hampering the development of school libraries. This challenge was mentioned by 37 (31.1%) respondents.

5.2.3.4.2 Lack of support from school management and teachers

Lack of support from school management and teachers was noted as a challenge by 15 (12.6%) of the respondents. Some of the respondents also pointed to a lack of support from parents.

5.2.3.4.3 Lack of space

Lack of space hindering the development of school libraries was highlighted by 12 (10.1%) of the respondents.

5.2.3.4.4 Lack of funds

The lack of funds was mentioned by seven (5.8%) respondents as a challenge.

5.2.3.4.5 Limited time allocated to library usage

Limited time allocated to the library was expressed in various ways by the seven (5.8%) respondents who indicated it as a challenge. Responses included: *We have little time to work in the library as we are teachers*; *Insufficient time to participate in all activities in the library*; and *Little time allocation for library usage*.

5.2.3.4.6 Shortage of furniture

Shortage of furniture in the library was noted by five (4.2%) of the participants as a challenge. Responses included: *Furniture is not enough* and *Not enough bookshelves*.

5.2.3.4.7 Educators lack of conviction on importance of library

The unwillingness of educators to afford the school library its rightful place in learners' development was expressed by five (4.2%) participants. This lack of conviction on the part of educators on the importance of the library impedes library development. It also links in with the lack of support noted above.

5.2.3.4.8 Lack of participation from other educators

Also linking in with the lack of support was the lack of participation from other educators in managing the school library. Three (2.5%) respondents expressed this as a challenge. Their responses were as follows: *There are no teachers to monitor learners; Lack of participation from other learners;* and *Educators are not helpful.*

5.2.3.4.9 Loss of books

Loss of books was noted by just two (1.7%) respondents as a challenge. While the loss of books through malicious damage of the school library by students or by stealing are of obvious concern, the challenge does appear to be limited in terms of its applicability.

5.2.3.4.10 Lack of computers

Two (1.7%) respondents pointed to the lack of computers as a challenge hindering school library development. Again, while only a small minority of respondents mentioned this as a challenge, this is of concern given the huge strides been made in terms of the Internet and the development of information in digital format.

5.2.3.4.11 Shortage of equipment

Shortage of equipment was seen by two (1.7%) of the respondents as a challenge to school library development. Although lack of equipment may be a broad term, it depicts those essential devices that improve users' satisfaction with the library service. Equipment in this regard could include photocopying machines, printers, Wi-Fi, and radio-frequency identification (RFID) which, when attached to library books, could prevent them from being stolen.

5.2.3.4.12 Organising and managing the library

Organising materials in the library and managing the library were observed by two (1.7%) respondents as challenges. Both are important skills and lack of these skills, as implied by the respondents, could impede the development of the school library.

5.2.3.4.13 Learners misfiling books

Learners not returning books to their proper places were seen by just one (0.8%) of the respondents as a challenge. Not returning books to their original position frustrates other users who may want access to the same book.

5.2.3.4.14 Lack of computer literacy

Lack of computer literacy on the part of students was mentioned by one (0.8%) respondent. Given the developments concerning the Internet and information in digital format mentioned above, computer literacy can be considered a fundamental skill needed by all students.

5.2.3.4.15 Starting a corner library

Starting a corner library (in a classroom) was seen by one (0.8%) of the respondents as a challenge to school library development. Developing a corner library may not be as simple as it sounds, and necessitates a reasonable level of library development experience.

5.2.3.4.16 No library building

Lack of physical infrastructure in the form of a building to house library resources is an obvious challenge and was mentioned by one (0.8%) respondent. In rural schools where funding is a huge constraint, budget allocations to build a school library would be the last development priority of a school management board.

5.2.3.4.17 Too many learners

Large student enrolments were noted by one (0.8%) of the respondents as a challenge to school library development. In schools with large numbers of learners and with small libraries, a lack of space in the library becomes apparent especially during peak times, such as during examination periods when there is usually a large influx of learners into the library.

5.2.3.4.18 Lack of security

Lack of security was identified as a challenge by one (0.8%) respondent. Lack of security could grossly impede the development of the school library. If security is not a consideration, the whole library project could be jeopardised. Lack of security is apparent in cases where

books are easily stolen, equipment is vandalised, and if there are no preventive measures to mitigate a fire hazard.

5.2.3.5 Strategies that can be adopted to overcome challenges encountered when developing a school library

Question 19 asked the 119 teacher librarians to state the strategies that could be employed to overcome the challenges encountered when developing a school library. Analysis of the responses resulted in 18 possible strategies being identified and these are listed below.

5.2.3.5.1 Donations and fundraising

Fundraising and asking for donations were identified as key strategies that could be adopted to overcome the challenges facing the development of the school library. Money from fundraising events, according to the respondents, could be used to buy books and other library materials. Donations, on the other hand, could come in the form of money or materials for the library. This possible strategy was highlighted by 20 (16.8%) respondents.

5.2.3.5.2 Employ full-time teacher librarian

Employing a full-time teacher librarian was seen by 17 (14.3%) of the respondents as a strategy to enhance school library development.

5.2.3.5.3 Training and workshops

Organising training and workshops for educators and learners on the importance of the school library were seen by 20 (16.8%) respondents as a strategy to counter the challenges identified. On the part of the educators, training and workshops would assist their understanding of the aims, functions and management of the school library including the integration of the school library resources into the curriculum. On the part of the learners, training and workshops would, amongst other benefits, enhance their library usage skills.

5.2.3.5.4 Seek support from stakeholders

Seeking support from other stakeholders was seen as a strategy to overcome the challenges encountered by 13 (10.9%) respondents. The respondents were of the view that support from educators and the DoE, in particular, was vital for school library development.

5.2.3.5.5 Develop a corner library

For five (4.2%) respondents, developing a corner library was a strategic step in school library development. In addition to a corner library, some respondents felt that adopting a mobile library could improve and increase access to library services thereby enhancing school library development.

5.2.3.5.6 Library promotion

To overcome the challenges facing the school library, three (2.5%) of the respondents were of the opinion that library promotion was necessary. Library promotion could take the form of awareness campaigns such as "library week", displays and the promotion of reading clubs in schools.

5.2.3.5.7 Timetable to include library periods

Inclusion of library periods in the school timetable was put forward as a strategy to overcome the challenges by three (2.5%) respondents. Library periods in the school timetable may cause a shift in behaviour towards accepting library usage as part of the "culture" of the school.

5.2.3.5.8 Build a new school library

To address the challenge of the absence of school libraries in some schools, three (2.5%) respondents suggested that building a new library was a strategy that could be adopted.

5.2.3.5.9 Involve staff and colleagues

Involving staff and colleagues to assist in the school library was viewed by two (1.7%) respondents as a strategy to enhance library development.

5.2.3.5.10 Introduce reading activities

The introduction of reading activities, whereby learners are encouraged to read more, was viewed by two (1.7%) of the respondents as a strategy to enhance school library development.

5.2.3.5.11 Maintenance of the library

Proper maintenance of the library was also seen by two (1.7%) of the respondents as a strategy in overcoming the challenges faced by the school library. The maintenance of the school library

is vital in ensuring its long-term sustainability. This would include the maintenance of the library's physical infrastructure and ensuring that all information resources are up-to-date.

5.2.3.5.12 Consult experts

Seeking expert advice, mentioned by one (0.8%) respondent, was considered a strategy to help overcome the challenges faced by the school library.

5.2.3.5.13 Security

Ensuring adequate security was also seen by one (0.8%) of the respondents as a strategy. Installing burglar proofing and other security features would help in ensuring that the information resources the library houses remain well protected.

5.2.3.5.14 Motivate learners

Motivating learners to use the library was suggested by one (0.8%) respondent. The essence of the school library is to meet learners' information needs; hence it is necessary to motivate learners to optimise the use of the library for their learning.

5.2.3.5.15 Start a library committee

Starting a library committee was suggested by one (0.8%) of the respondents as a strategy that could help address the challenges faced by the school library.

5.2.3.5.16 Reduce teaching workload

One (0.8%) respondent proposed reducing the teaching workload of the teacher librarians as a strategy. Reducing their workload could free time which could then be devoted to managing the school library.

5.2.3.5.17 Value library resources

Placing value on school library resources is vital to library development. Learners adopting this attitude was seen by one (0.8%) respondent as necessary for addressing some of the challenges faced by the school library.

5.2.3.5.18 Improvisation

Improvise and use what is available was a strategy advocated by one (0.6%) respondent. Using what is available promotes a culture of adequacy in the face of limited resources, while improvising can also promote effective use of available resources (as opposed to a feeling of inadequacy which breeds complacency and ineffectiveness in information service delivery).

5.2.4 Presence of school library

Section C of the questionnaire comprised a series of questions concerning the library at the teacher librarians' schools. Question 20, the first question in the Section, established whether or not the teacher librarians' schools had libraries. The findings are presented in Table 5.5 below.

Table 5.5: Presence of library

N=170

Presence of school library	Yes		No		No response	
	Frequency	%	Frequency	%	Frequency	%
	116	68.2	52	30.6	2	1.2

The results show that 116 (68.2%) respondents had a library in their schools while 52 (30.6%) did not. Those who answered in the affirmative were then asked a number of questions concerning the library.

5.2.4.1 Type of library

Question 21 established the type of library in the schools at which the teacher librarians taught. Figure 5.9 below presents the findings.
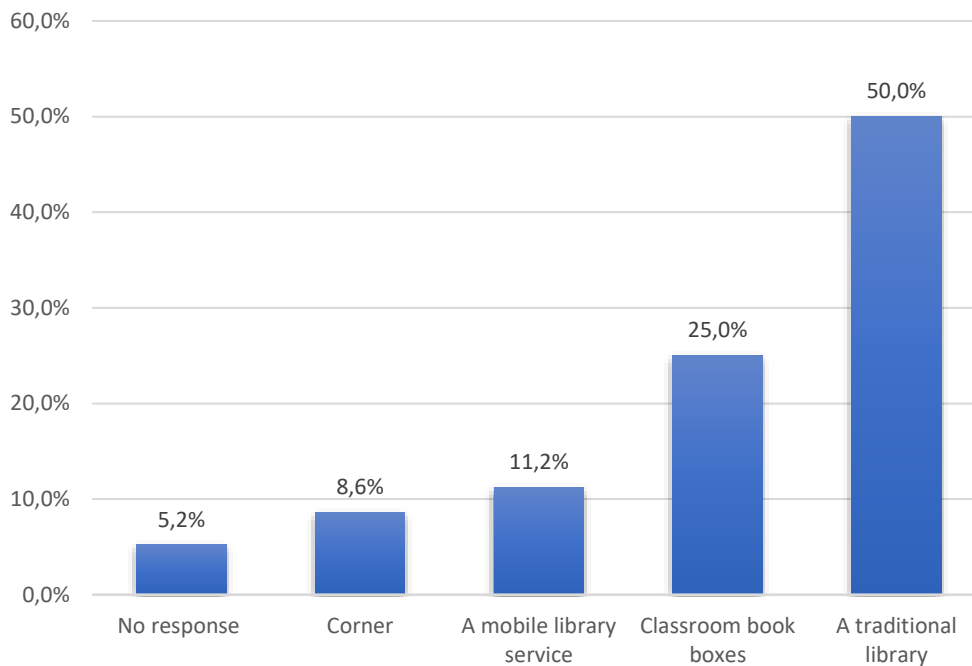
Figure 5.9: Library types

The results show that half, 58 (50%) of the respondents operated a traditional library, while 29 (25%) had a classroom book box library. Thirteen (11.2%) of the respondents operated a mobile library service, while 10 (8.6%) of the respondents had a corner library. It is important to note that six (5.2%) respondents did not answer the question. One can infer that these respondents either did not have a library or were unsure of the type of library their school had.

5.2.4.2 Information literacy programme

Question 22 asked the 116 teacher librarians who indicated the presence of a library in their schools to state if their school library had an information literacy programme for learners. Fifty-eight (50%) of the respondents stated that their school library had such a programme, whereas 50 (43.1%) respondents indicated that their school library did not. Eight (6.9%) of the respondents did not respond to the question and one can infer that they did not know if their school had such a programme.

5.2.4.3 Materials in the library

Question 23, a multiple response question, ascertained the types of materials found in the school library collections. The results are presented in Table 5.6 below.

Table 5.6: Library materials

N=116

Materials in library	Yes		No	
	Frequency	%	Frequency	%
Fiction or story books	102	87.9	14	12.1
Non-fiction books	97	83.6	19	16.4
Newspapers	96	82.8	20	17.2
Magazines	52	44.8	64	55.2
Video	36	31	80	69
CDs	20	17.2	96	82.8
Cassettes	14	12.1	102	87.9

Multiple responses received

Table 5.6 shows that a majority of 102 (87.9%) respondents indicated that their school libraries collected fiction or storybooks and this was closely followed by 97 (83.6%) mentioning that their libraries stocked non-fiction books. Newspapers were also kept by a majority of the libraries, 96 (82.8%), while magazines, videos, CDs and cassettes were stocked by less than 50% of respondents' libraries. Cassettes, which represent old technology, were held by 14 (12.1%) respondents in their school libraries. Interestingly, despite fiction and non-fiction books arguably being fundamental to a library collection, there were respondents who indicated the absence of these types of books in their collections.

5.2.4.4 Book donations

Question 24 asked the teacher librarians if their school libraries received book donations. A majority of the respondents, 84 (72.4%), affirmed that their school library received book donations, as opposed to 32 (27.6%) who reported otherwise.

5.2.4.5 School writing project for learners

Question 25 asked all 170 teacher librarians if there were writing projects in their schools. It was found that a majority of the respondents, 142 (83.5%), did not have a writing project for learners in their schools. Only 20 (11.8%) respondents acknowledged that their schools had a writing project for learners while eight (4.7%) respondents did not answer the question inferring that they were not sure if their schools had such a project or not.

5.2.4.6 Reading and information use school survey

Question 26 also asked all 170 teacher librarians if any reading and information use surveys had been done in their schools. A minority of respondents, 53 (31.2%) stated that such surveys had indeed been conducted. The majority of respondents, 108 (63.5%) replied in the negative. Nine (5.3%) respondents did not answer the question which suggests that they did not know whether surveys had been conducted in their schools or not.

5.2.4.7 Learners' use of public library

All 170 teacher librarians were asked in question 27 if learners from their schools made use of a public library service. The results show that there was little difference between schools whose learners who made use of a public library service, 72 (42.4%) and those who did not, 69 (40.6%). The results also showed that 29 (17.1%) respondents did not answer the question again suggesting that they were not sure whether their learners used a public library service or not.

5.2.4.7.1 Public libraries used by learners

Question 28 asked the 72 teacher librarians to indicate the public libraries that were used by the learners from their schools. Figure 5.10 below shows the findings.
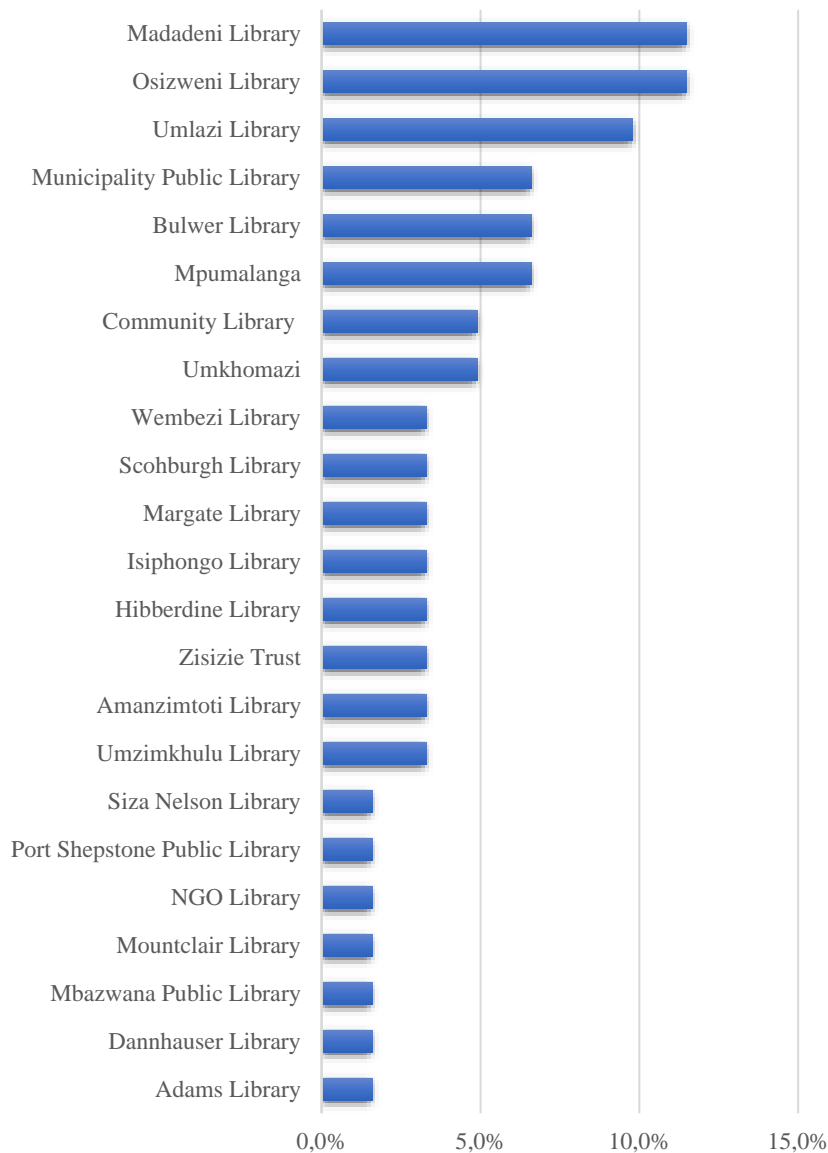
Figure 5.10: Public libraries used by learners

Twenty-three public libraries that were used by learners were named by the respondents. The most mentioned libraries were Madadeni Library and Osizweni Library both reported by seven (9.7%) respondents to have been used by their learners and this was followed by the Umlazi Library, reported by six (8.3%) of the respondents. The majority of libraries were

reported as been used by less than five percent of the respondents and of those, seven were reported as been used by one (1.4%) respondent only.

5.2.4.8. School library committee

Question 29 asked the 116 teacher librarians who said their schools had libraries if their school had a school library committee. The vast majority of the respondents, 96 (87.7%), indicated that their schools had a school library committee. Only 20 (17.3%) respondents reported the absence of a school library committee in their schools.

5.2.4.9 Collection development policy

The 116 teacher librarians were asked if their school libraries had a collection development policy. A majority of respondents, 70 (60.4%) indicated that their school library did not have a collection development policy. The remaining 46 (39.7%) respondents said that their school library had such a policy.

5.2.4.10 Computers in the library

Question 31 asked the 116 teacher librarians if their school libraries had computers. Findings revealed that a majority of respondents, 70 (60.4%) indicated that their school libraries did not have computers while only 46 (39.7%) respondents said that their libraries did have computers.

5.2.4.10.1 Number of computers in school library

The 46 teacher librarians who had indicated the availability of computers in their school library were asked how many computers their school library had. Table 5.7 below depicts the number of computers in the respondents' school libraries.

Table 5.7: Number of computers in school library

N=46

Number of computers	Frequency	Percent (%)
42	1	2.1
37	1	2.1
29	4	8.5
25	1	2.1
22	1	2.1
15	1	2.1
14	1	2.1
12	1	2.1
11	2	4.3
10	6	12.8
9	5	10.6
8	1	2.1
6	3	6.4
5	2	4.3
3	2	4.3
2	4	8.5
1	10	23.4

The results show that out of the 46 schools reported having computers, one (2.1%) school library had more than 40 computers, followed by one (2.1%) with 37 computers. The majority of school libraries, 34 (74%) had 10 or fewer computers while of those, 10 (24%) libraries had only one computer each.

5.2.4.10.2 Use of computers in school libraries

Question 33, a multiple response question, was asked to establish from those teacher librarians whose school libraries had computers, what the computers were used for. The results are shown in Figure 5.11 below.

N=46
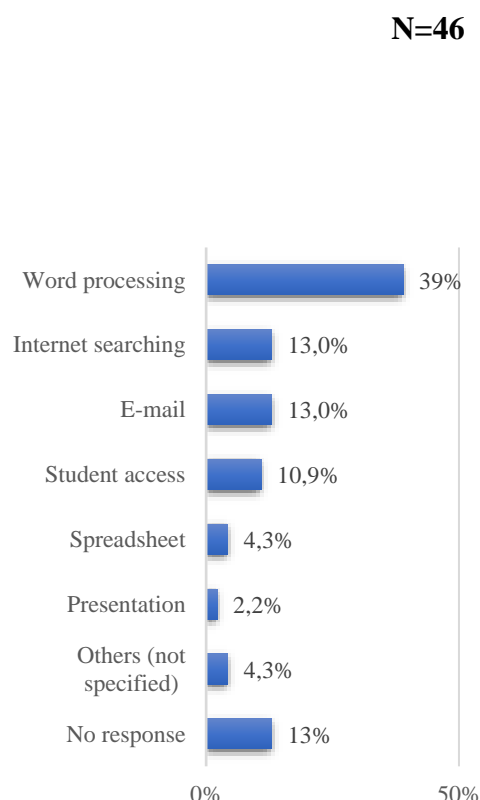
Figure 5.11: Use of computers in school libraries

The most use that computers in the school libraries were put to was for word processing purposes mentioned by 18 (39%) of the respondents. This was followed, at some distance behind, by Internet searching and E-mail each mentioned by six (13%) respondents. Only five (10.9%) respondents indicated the computers been used for student access. Less than five percent of respondents said that computers were used for spreadsheets and presentations. Other uses not listed but mentioned by respondents were the use of computers for teaching and learning as well as teaching basic computer skills.

5.2.4.10.3 Library computerisation

Question 34 asked whether the school libraries with computers were computerised. Just over half of the 46 respondents, 25 (54.4%) stated that their libraries were not computerised. Twenty-one (45.6%) of the respondents affirmed that they had a computerised school library.

5.2.4.10.4 Computerised library system used

The 21 teacher librarians whose libraries were computerised were asked what computerised library system their school libraries used. Figure 5.12 below shows the types of library systems used in the school libraries.

N=21
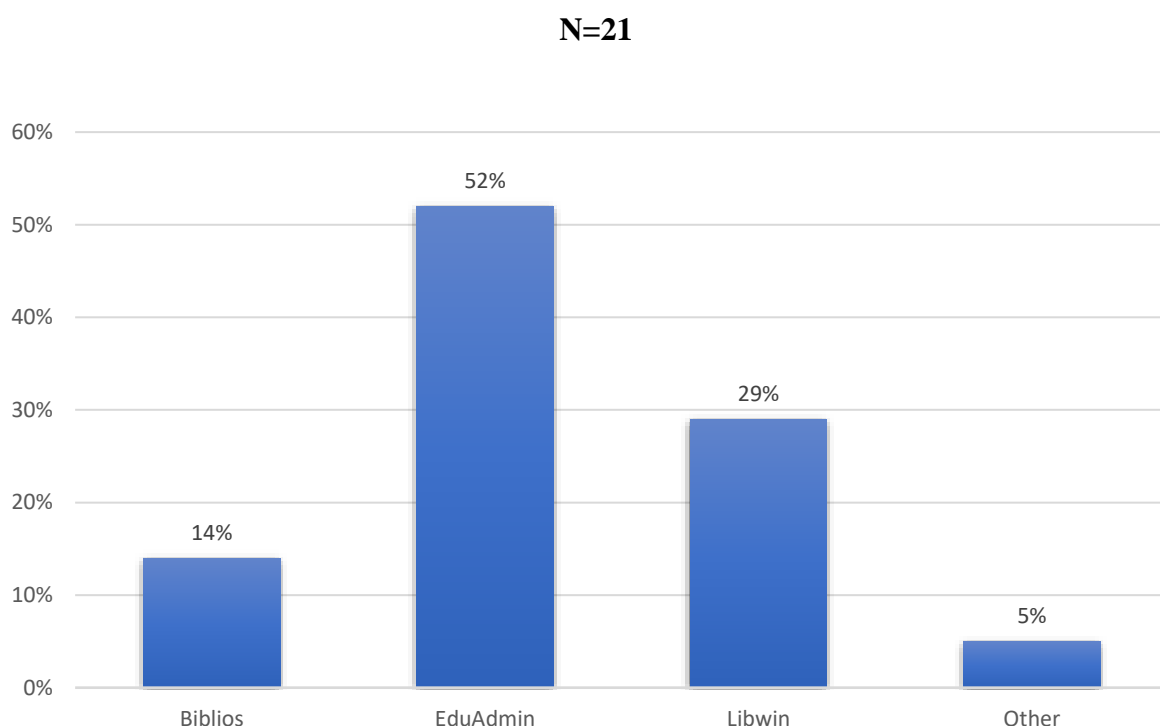
Figure 5.12: Library system used in school library

EduAdmin was the most used library system with just over half of the respondents, 11 (52%) indicating that this was the system their school libraries used. Libwin was used in six (29%) libraries and Biblios in three (14%). One (5%) respondent did not answer the question.

5.2.4.10.5 Internet access

Question 35 asked all 170 teacher librarians if their schools had access to the Internet. The results show that there were more schools with no Internet access, 102 (60%) compared to those with Internet access, 57 (33.5%).

Question 36 asked the 116 teacher librarians who had school libraries whether those libraries had Internet access. Findings revealed that a large majority of respondents, 91 (78.4%), indicated that their school libraries had no Internet access compared to 25 (21.6%) with Internet access.

5.2.5 Responsibilities of teacher librarians

Section D, the final section of the questionnaire, concerned the teacher librarians themselves.

5.2.5.1 Rating of importance of responsibilities of teacher librarians

Question 37 asked all 170 respondents to rate the teacher librarians' responsibilities in terms of their importance. Table 5.8 below presents the ratings.

Table 5.8: Importance of responsibilities of teacher librarians

N=170

Teacher librarian's responsibilities	Very High Frequency	High Frequency	Very High %	High %	Low Frequency	Very Low Frequency	Low %	Very Low %
Teaching skills	85	76	50	44.7	2	-	1.2	-
	161		**94.7**		**2**		**1.2**	
Knowledge of curriculum	71	89	41	52.4	3	-	1.8	-
	160		**93.4**		**3**		**1.8**	
Promotion of reading and literature	96	63	56.5	37.1	6	-	3.5	-
	159		**93.6**		**6**		**3.5**	
Knowledge of the research process	66	87	38.8	51.2	9	-	5.3	-
	153		**90**		**9**		**5.3**	
Interpersonal skills	65	83	38.2	48.8	7	-	4.1	
	148		**87**		**7**		**4.1**	
Personnel management	67	75	39.4	44.1	14	-	8.2	-
	142		**83.5**		**14**		**8.2**	
Service to staff	61	77	35.9	45.3	25	1	14.7	0.6
	138		**81.2**		**26**		**15.3**	
Collection development	59	77	34.7	45.3	15	-	8.8	-
	136		**80**		**15**		**8.8**	
Technological competence	58	64	34.1	37.6	34	6	20	3.5
	122		**71.7**		**40**		**23.5**	

The results show all the responsibilities listed were rated either high or very high by a majority of the respondents (71.7% or more). The only responsibilities which were rated low by more than 10 percent of the respondents were Technological competence (23.5%) and Service to staff (15.3%). Teaching skills (94.7%) was rated as the most important responsibility of teacher librarians, followed by Knowledge of the curriculum (93.4%), Promotion of reading and literature (93.6%) and Knowledge of the research process (90%).

5.2.5.2 Teacher librarians' reading habits

Question 38 asked the teacher librarians if they described themselves as a regular (that is, reading at least once a week) reader. The results show that a majority of 146 (85.9%) respondents described themselves as regular readers compared to 20 (11.8%) who did not. Four (2.4%) respondents did not answer the question.

5.2.5.3 Type of reading done

In a follow-up question (question 39) the 146 teacher librarians who described themselves as regular readers were asked about the type of reading done. Figure 5.13 below shows the findings.

N=146
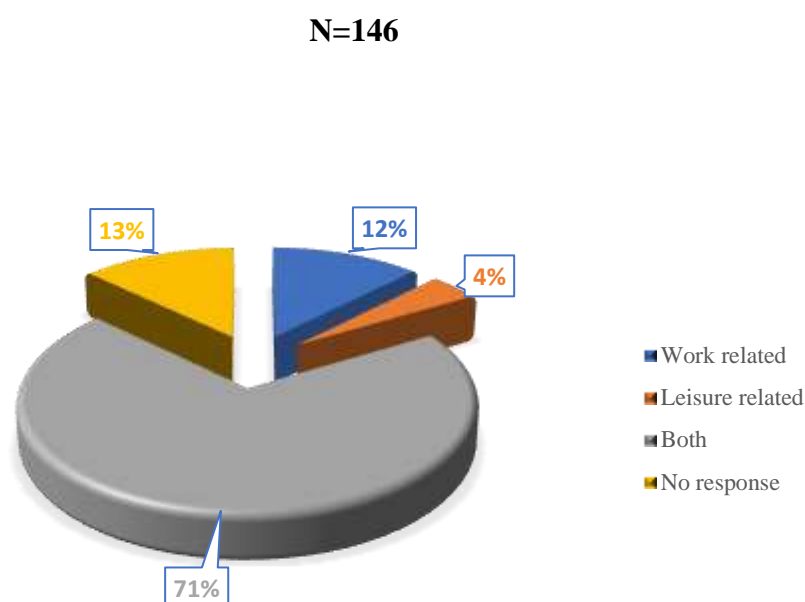
Figure 5.13: Type of reading done

137

A majority of 103 (70.5%) respondents read for both work-related and leisure-related purposes. However, there were three times more respondents, 18 (12.4%) who only did work-related reading than those, six (4.1%) who only did leisure-related reading. Nineteen (12.9%) respondents did not answer the question.

5.2.5.3 Type of materials regularly read

Question 40, a follow-up to question 39, asked the 146 teacher librarians to list the types of materials (with reference to those listed in question 23) they regularly read. Figure 5.14 shows the types of materials regularly read by respondents.

Note: Respondents in the main only provided one type of reading material. In the few instances where more than one type was given, only the first-mentioned was used for analysis.
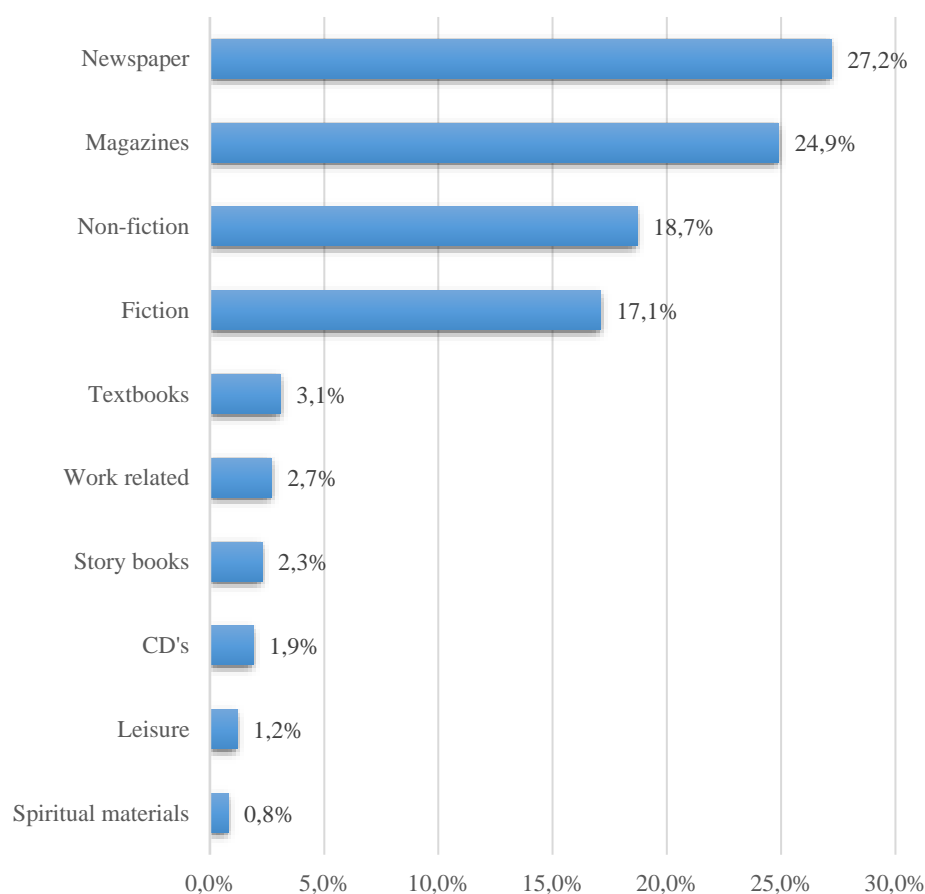
Figure 5.14: Types of materials regularly read

The results show that newspapers were the most regularly read material, being read by 70 (27.2%) of the respondents. This was followed by magazines with 64 (24.9%) respondents and nonfiction and fiction materials being regularly read by 48 (18.7%) and 44 (17.1%) respondents respectively. Leisure and spiritual materials were the least regularly read materials, mentioned only by three (1.2%) and two (0.8%) respondents respectively.

5.2.5.4 Home computer and uses

Question 41 asked all 170 teacher librarians if they have a home computer and, if so, question 42 asked them to indicate what they used the computer for.

More than half of the respondents, 105 (61.8%), indicated that they have a home computer. The uses (they could choose more than one) they put the computer to are reflected in Table 5.9 below.

Table 5.9: Computer uses

N=105

Computer uses	Yes		No		No response	
	Frequency	%	Frequency	%	Frequency	%
Word processing	77	79	22	21	6	5.7
E-mail	28	26.7	72	68.6	5	4.8
Access student information	28	26.7	71	67.6	6	5.7
Internet searching	25	23.8	75	71.4	5	4.8
Presentation	21	20	79	75.2	5	4.8
Spreadsheet	17	16.2	83	79	5	4.8

Word processing was by far the most common use to which the home computers were put – mentioned by 77 (73.3%) of the 105 respondents. This was followed by E-mail and to Access student information mentioned by 28 (26.7%) respondents in both instances. Home computers were least used for Presentations and Spreadsheets – mentioned by 21 (20%) and 17 (16.2%) respondents respectively. Interestingly Internet searching was also quite low, indicated by 25 (23.8%) respondents.

5.2.6 Summary of the teacher librarians' findings

This section presents a brief summary of the results of the questions asked of the teacher librarians.

The majority of the respondents comprising the sample were female and the largest number were between 40 and 49 years old. Most of the teacher librarians enrolled for the ACESLD between the years 2010 and 2012 and as a result most graduations took place between 2011 and 2016. Generally, the teacher librarians were experienced educators with most having taught for more than 20 years. The vast majority spoke IsiZulu as their home language and most of their schools were in rural areas. Of the teacher librarians, 119 indicated that they had

been involved in the establishment of school libraries using the skills and knowledge gained from the ACESLD Programme. The results revealed that 116 schools had a form of school library but only 21 of those libraries were computerised with 11 using the EduAdmin library system. Most of the schools with libraries had a traditional library that collected mainly fiction (storybooks) and non-fiction books.

While the majority of the teacher librarians described themselves as regular readers, most of their schools did not have writing projects and had not done reading and information use surveys. Library committees had been established in most of the schools but only a few schools had collection development policies. A majority of the school libraries did not have computers and one of the few school libraries which did, had a surprising 42 computers. The computers, in those school libraries which had them, were mainly used for word processing followed by accessing the Internet.

A number of challenges regarding the development and management of school libraries were identified and these included: shortage of books, lack of funds, poor infrastructure and inadequate time allocated for library duties. Strategies that could be used to overcome the challenges were suggested by the teacher librarians and these included: fundraising, employment of full-time teacher librarians, training and workshops and library promotion.

5.3 Presentation of the interview results

This section presents the results of the interviews conducted with the Coordinator of the ACESLD Programme and the KZNDoE ELITS Director. Chapter One indicated that the study sought to determine the influence that the ACESLD Programme has had on the development and management of school libraries in the KZN Province. A further objective of the study was to determine the role played by the ACESLD teacher librarians in the development of school libraries in KZN. Although the study traced the teacher librarians who graduated with the ACESLD qualification from the UKZN between 2004 and 2016, the researcher believed it was also important to obtain the views of the KZNDoE ELITS Director and the UKZN ACESLD Programme Coordinator. These views were obtained from the two participants using semi-structured interview schedules each consisting of six broad questions. The interviews which lasted for approximately 30 minutes each, were conducted in the

participants' workplaces and at a date and time specified by them. Thematic content analysis was used for the analysis of the qualitative data gathered through these interviews.

5.3.1 Rationale for the development of ACESLD Programme

The researcher wanted to establish how and why the ACESLD Programme was developed. In response to the question, the Programme Coordinator stated that the Programme was a collaborative effort between the Information Studies Programme and the School of Education both located on the Pietermaritzburg Campus of the UKZN. The Programme consisted of eight modules: Education Policy and Professionalism; Education Studies for School Library Development; Learning and Teaching; Professional Practice in School Library Development and Management; Policy and Practice; Information and Communication Technologies; Resources, Users and Use; and Organisation and Access to Resources.

The Programme was offered on a part-time basis over two years and contact sessions were held on Saturdays and during the April Autumn and July Winter Schools (school holidays). The Programme was developed to give teachers a second qualification which would afford them the knowledge and skills to develop and maintain libraries in their schools.

5.3.2 Aims and objectives of the ACESLD Programme

When asked about the aims and objectives of the ACESLD Programme, the Coordinator responded by saying:

> *The main objective of the Programme was to give teacher librarians all the necessary skills and knowledge that will enable them to develop and maintain a fully functional school library that will enhance the curriculum and support teaching and learning activities.*

The Coordinator further stated that each module was designed with specific objectives and learning outcomes, but all the objectives were aligned with the broader objective of the Programme.

5.3.3 Enrolment requirements

When asked who was eligible to enrol for the Programme, the Coordinator stated that as they were training teacher librarians an initial teacher qualification (at REQV 13 or M+3) was required to enter the Programme. On successful completion of the Programme candidates would move to REQV 14 and have a dual qualification, namely, "teacher librarian".

5.3.4 Relationship between UKZN and ELITS

When asked about the relationship between her office and the UKZN, the ELITS Director stated that:

> *Having realized the importance of school libraries we, therefore, sought partnership with UKZN to train qualified teacher librarians who will develop and manage these libraries.*

On the other hand, when responding to the same question, the ACESLD Coordinator stated that the partnership between the two institutions (UKZN and KZNDoE ELITS) was aimed at training and producing qualified teacher librarians, with the knowledge and skills to develop and manage the school library. This would be done to provide information services that would enhance the teaching and learning activities and also support school curriculum developments in line with the mission and vision of the schools in the Province.

5.3.5 Role played by ELITS in the development of school libraries in KZN

When responding to the question about their role in the development of school libraries in KZN, the ELITS Director stated that they aimed to provide quality library resources, which were classified and processed for targeted schools within the Province. She further stated that part of their role was the establishment of new school libraries in line with equity and redress principles. The Director also said that these school libraries would help encourage reading as a foundational skill for learning, personal growth and enjoyment in all schools. The Director further stated that their role also required them to provide library-related professional development and support for targeted schools. Thus, they provided funding in support of the training of qualified teacher librarians. The Director pointed out that there had been no comprehensive report on the success and failures of this initiative in terms of its influence on the development of school libraries in the Province.

5.3.6 School library development policy

When asked if the Department had any policy documents supporting the development of school libraries in KZN the Director said *Yes, there is an ELITS School Library Policy*. She stated that the policy proposal was initially drafted by a group of specialists and professionals in the school library field in KZN. It was circulated for comment to a range of other specialists in the Province, as well as in other provinces. A smaller task team finalised the policy document. The Director further stated that the policy draws on education legislation and policy documentation that, directly or indirectly, influence the establishment and development of school libraries in SA. The policy identifies three models of library development for the establishment of school libraries in the Province. The proposed models are in accord with the socio-economic realities of KZN and aim to implement equity and redress historical imbalances. The models comprise classroom libraries, including shared classroom libraries; permanent or mobile library collections of various types serving clusters of schools; and centralised school libraries. According to the Director, the policy is a very important guide for the training and development of teacher librarians since it states that they play a key role in the establishment and successful implementation of an information literacy policy within a school, and in the integration of print, non-print and ICT resources in classroom teaching and learning.

5.3.7 Challenges encountered when developing ACESLD Programme

When asked about the challenges faced when developing and running the ACESLD Programme, the Coordinator said that collaborating with the School of Education (who offered two core modules) was not easy especially when educators had to repeat either of the core modules. She further stated

> *I was expected to do all the administration and negotiate the MOU (memorandum of understanding) with the KZNDoE ELITS yet the funds were also used to support other ACE specialisations who did not put much effort running their programmes. Hence the school library specialisation belongs to another faculty and school within UKZN, however, the students graduated with a qualification in education.*

A further challenge was that many of the educators were adult learners who had not been exposed to a university education previously. Much orientation had to be done to prepare them for a university qualification.

5.3.8 Challenges encountered when developing school libraries in KZN

When asked about the challenges encountered regarding the development of school libraries in KZN, the Director said that the issues of school library development were not only unique to KZN but also a country-wide challenge. She then said that

> *It is no doubt that due to the lack of adequate funding for the procurement of resources and materials, provision of specialist librarian posts, infrastructure development and a legislated school library policy from the national Department of Basic Education, all school library developments and initiatives in the country were destined for failure.*

The Director further stated that KZN is one of the three provinces that were classified as predominantly rural given that they incorporated most of the former rural homelands in post-apartheid SA. As a consequence, fixing and improving schools was regarded as more of a priority than building school libraries.

5.3.9 Possible solutions for the future

When asked about the possible solutions to the challenges facing the development of school libraries in KZN, the Director stated that a change of priorities was necessary when drawing the annual budget. She suggested that the development of school libraries should receive a larger percentage of the education budget. She further stated that although the KZNDoE had a school library policy it was necessary for the national Department of Basic Education to develop and implement a legislated national school library policy.

The Coordinator suggested that the ACESLD Programme should be offered without the School of Education partnership. Doing so would alleviate the administrative challenges faced in delivering the Programme.

5.4 Summary

This chapter presented the results of the study, which set out to evaluate the effectiveness of the ACESLD Programme through tracing the educators that have graduated from the programme and determining the influence that the training has had in their work as teacher librarians as well as the development and management of their school libraries. A total of 274 questionnaires were distributed to the ACESLD graduates through the ELITS network and 170 were returned. The results have sufficiently answered the key research questions of the study.

The results presented above are discussed in detail in the following chapter, Chapter Six.

Chapter Six

Discussion and interpretation of the findings

6.1 Introduction

Chapter Five provided a detailed presentation of the results. The data collected from the ACESLD graduates were processed, analysed and graphically presented to reflect the research problem, objectives and the critical research questions as outlined in Chapter One. This chapter provides an interpretation of the findings presented in Chapter Five. The research methodology outlined in Chapter Four guided the discussion with a strong link to the literature reviewed in Chapter Three and the conceptual framework in Chapter Two which provided a lens for the process of responding to the research problem.

Babbie and Mouton (2006:101) argued that the reason we interpret data collected is to draw conclusions that reflect the interests, ideas and theories that initiated the research or inquiry in the first place. A noteworthy submission was made by Olsen (2012) who argued that "to interpret" does not simply mean to describe what people said. Interpretation, as pointed out by Babbie and Mouton (2001: 448), is similar to explanation, except for the time placement of the test variable and the implications that follow from that difference. Kothari (2004: 244) maintained that interpretation is the process through which the factors that seem to explain what has been established by the researcher in the course of the study can be understood better, and can also provide further or new concepts as guidance for further research. Kilemba (2016: 172) argued that "if research just reproduced its sources, there would be little or no value-added. In that case, there would be no such thing as sociological knowledge or scientific expertise".

6.2 Brief overview of interpretation

The purpose of this study was to evaluate the effectiveness of the ACESLD Programme through tracing the educators that have graduated from the Programme and to determine the influence that the training has had in their work as teacher librarians as well as its role in their development and management of school libraries. The ACESLD Programme was made possible by the joint effort of the UKZN and the KNZDoE and the researcher, therefore,

randomly selected teacher librarians from all 12 KZNDoE districts to collect data that would fairly represent teacher librarians in the Province who had graduated from the Programme. In addition, the KZNDoE ELITS Director and the ACESLD Programme Coordinator were interviewed to supplement the data collected from the teacher librarians.

The fundamental objectives of the investigation were to determine the influence that the ACESLD Programme has had on the development and management of the school libraries in the KZN Province and to determine the role played by the ACESLD teacher librarians in the development of school libraries in KZN. The collected data aimed at answering the following key research questions which were developed in line with the research problem:

1. Did the ACESLD Programme provide the teacher librarians with the necessary knowledge and skills to develop and manage school libraries?
2. How did the support provided by ELITS assist the teacher librarians with developing and managing school libraries?
3. How have the teacher librarians used the knowledge and skills gained to develop and manage their school libraries?
4. What are the factors that prevent teacher librarians from developing and managing school libraries?
5. What are the strategies that can be adopted to overcome such challenges?

To respond to the research questions and to provide the conceptual framework, the study adopted a constructivist learning theory, the Resource-based Learning Model, and other policy documents advocating for the development and maintenance of school libraries. The five key research questions, which were in line with constructivist learning, the Manitoba Resource-based Learning Model, the IFLA-UNESCO School Library Manifesto, the National Guidelines for School Library and Information Services, the Equal Education 2010 report and the ELITS KZN School Library Policy, formed the basis for data collection for the study. With the constructivist's emphasis on the importance of pre-existing knowledge in a learning process where knowledge is not a given but a product of shared construction, the Resource-based Learning Model is essential to independent learning and provides the basis for a conducive learning environment depending on the availability of proper resources.

Furthermore, it is worth noting that the data collection techniques developed were based on the five key research questions. A mixed method approach was adopted hence both quantitative and qualitative data were generated. The data collection tools used were self-administered questionnaires which were administered to the teacher librarians across the 12 KZNDoE districts with the assistance of the network of subject advisors from ELITS and semi-structured interview schedules administered to the ELITS Director and the ACESLD Programme Coordinator.

6.3 Demographic data and profiles of respondents

The conceptual framework of the study, as described in Chapter Two, explains the relationship between the research variables and places the teacher librarians as the crucial point among all the variables, making them the unit of analysis. Therefore, it is essential to provide a thorough description of the respondents being surveyed. In the study, a total number of 170 teacher librarians were surveyed. The respondents were described in terms of their gender, age group, home language, qualifications, teaching experience and position, year in which they registered for the ACESLD, the year in which they graduated with the qualification and the location of their schools.

Data presented in Chapter Five reveals that an overwhelming majority of the teacher librarians who attended and graduated with the ACESLD from UKZN between 2004 and 2016 were female (81.7%). The lower number (18.3%) of male teacher librarians did not come as a surprise since there is the notion that librarianship is a female career choice. Indeed, looking at the development of South African libraries, Dick (2007) pointed out that the greatest impact on the growth of readers and libraries in the early 20th century came from several women's organisations.

Findings show that a slight majority, 89 (52.4%) of the teacher librarians were between the ages of 40 and 49 years, while 70 (41.2%) were above 50 years old and 11 (6.5%) respondents were in the 30 to 39 age group. One, therefore, concludes that the ACESLD Programme had mostly older and more experienced educators who graduated as teacher librarians.

Given that the study was based in the KZN Province it was, therefore, necessary to establish the teacher librarians' home language and, perhaps unsurprisingly, an overwhelming majority of 138 (81.2%) teacher librarians were Zulu first language speakers. It was also revealed that 27 (15.9%) teacher librarians spoke Xhosa as their home language, while Afrikaans was spoken by two (1.2%) teacher librarians as a home language. English and Sesotho were spoken as a home language by one teacher librarian each. One may, therefore, conclude that most of the teacher librarians were Zulu first language speakers, and this is not surprising since KZN is one of the three provinces with the most rural schools and is dominated by Zulu first language speakers. It also came as no surprise that almost half, 75 (44.7%) of the teacher librarians said that their schools were in rural areas, while 11 (6.5%) and 10 (5.9%) said theirs were in a metro city and a town, respectively. The KZN School Library Strategy final draft 2009 to 2012 revealed that most KZN schools are in rural areas (KwaZulu-Natal Department of Education 2010).

The study revealed that less than half, 80 (30%) of the teacher librarians indicated the ACESLD as their highest qualification. Seventy-two (27%) had a diploma as their highest qualification while only one (0.4%) had a postgraduate diploma. Having reported that a slight majority of the teacher librarians were aged between 40 and 49, it is unsurprising that more than a third of the teacher librarians, 64 (37.6%) had 21 to 25 years of teaching experience followed by 27 (15.9%) with 11 to 15 years of experience. Only eight (4.7%) of the teacher librarians had less than 10 years of teaching experience.

In terms of when respondents first entered the ACESLD Programme, it was found that less than half, 62 (41.1%) had enrolled in the Programme between 2010 and 2012 while 17 (11.3%) enrolled between 2013 and 2015. In terms of when the respondents graduated with the ACESLD very few, that is five (3.3%), graduated between 2006 and 2007 while the majority, 92 (60.9%), did so between the years 2011 and 2016. The fact that more teacher librarians graduated between 2011 and 2016 could be attributed to the phasing out of the Programme and all those students with outstanding modules (referred to as pipeline students) were given a chance to complete the qualification.

Even though the respondents had graduated with the ACESLD, they still held different positions within the teaching profession. The results presented in Chapter Five show that almost half, 81 (47.6%) of the respondents occupied educator positions and more than a third

(35.3%) of the respondents occupied leadership positions within the profession. Of the latter, 39 (22.9%) were school heads of department, 12 (7.1%) school principals, five (2.9%) chairpersons of the library committee, three (1.8%) departmental officials and one (0.6%) a school deputy principal. The study found that most of these leadership positions were obtained in the form of promotion after the respondents had completed the ACESLD Programme.

Only a minority of 29 (17.1%) respondents actively functioned as teacher librarians. This means that a significant proportion (82.9%) of the ACESLD graduates did not occupy a teacher librarian position in their schools even though they were qualified to do so. This might have been because the specialisation post of teacher librarian was not disestablished.

6.4 Findings based on the key research questions

To respond to the research problem, the study used five key research questions. The discussion of the findings is, therefore, according to the order of the key research questions as they first appeared in Section 1.3.2 of Chapter One.

6.4.1 Knowledge and skills to develop and manage school libraries gained from ACESLD Programme

In the modern era, information, as a powerful resource, is available and accessible through various platforms. This results in a high potential for information overload and libraries gain more relevance in this context due to their ability to organise and control access to information resources. This underscores the importance of developing functional libraries, particularly in an academic environment. In response to the need for the development and management of school libraries, UKZN offered the ACESLD Programme to produce teacher librarians with the knowledge and skills that would enable them to develop and manage school libraries. However, the Programme could not be offered beyond 2014 due to the new HEQF standards for educators.

Chapter One provided a brief background and rationale for the development of the ACESLD Programme and clearly outlined the objectives and learning outcomes that the teacher librarians had to achieve upon completion of the Programme. The Programme was offered at approximately the same time similar programmes were being offered at the UWC, the

UniZulu and the UFS (although the UFS offered their qualification at a lower NQF level). The eight modules comprising the Programme were designed to provide teacher librarians with the knowledge and skills that would enable them to develop and maintain functional school libraries. The literature emphasises the importance of using a practical or general approach when training teacher librarians to better prepare them to develop and maintain their libraries. It has, however, been pointed out that South African universities tended to offer more theoretically-based training with a limited practical component or not one at all (Evans 2014).

To determine if the ACESLD graduates gained the necessary knowledge and skills to develop and maintain school libraries, the researcher had to look at what the Programme offered through the lens of its aims and objectives as well as the rationale for its development. In the interview with the Programme Coordinator, the researcher found that the ACESLD Programme was developed in response to the shortage of school libraries. Although this was a national crisis, the coordinator stated that after several discussions with the ELITS Director, it was recommended that the training of teacher librarians was necessary to help establish school libraries in the KZN Province. Each of the eight modules comprising the ACESLD Programme had specific objectives and learning outcomes that were to be achieved in order to complete the Programme. It is worth noting that all the module objectives were aimed at meeting the broad objective of the Programme, namely, the provision of sufficient knowledge and skills to help teacher librarians establish and maintain school libraries in their respective schools.

As reflected in the literature, international LIS standards emphasise the value of quality training in libraries' provision of quality services. It is, therefore, argued that library employees at all levels can be more effective and engaged when they are familiar with the basic principles and core values of librarianship, as well as the role of their library within the community (CILIP 2018). The researcher wanted to determine if the ACESLD Programme achieved its objectives and learning outcomes, and in order to do so, a tracer study of its graduates was conducted. The results presented in Chapter Five showed that a majority of 116 (68.2%) teacher librarians indicated that they had libraries in their schools. In an earlier question, it was established that 119 (70%) respondents had been involved in the development of their school libraries (this suggests that three of the latter respondents no

longer had a library in their school). It can, therefore, be assumed that the ACESLD Programme influenced the teacher librarians' participation in the development and maintenance of school libraries. The results presented in Chapter Five, Section 5.3.2, indicated that (103) 60.3% of the teacher librarians had used the knowledge and skills gained from the ACESLD Programme when developing their school libraries. However, it is worth noting that (13) 7.6% of the teacher librarians felt that their knowledge and skills would have been of greater use had their schools not been in rural areas and disadvantaged in the sense that there were not enough classrooms and learners were subjected to learning under the trees. Given the influence that the Programme had on the development of school libraries as indicated by the above responses, it is necessary to outline and discuss how the Programme contributed to the teacher librarians' development of school libraries.

6.4.1.1 Ways ACESLD qualification influenced the development of school libraries

From the perspectives of the respondents, 12 themes emerged from the analysis of textual data on the ways in which the ACESLD qualification influenced the development of school libraries. According to the teacher librarians, upon obtaining the qualification they were able to: start a new library since they gained knowledge and motivation on how to establish one; encourage and educate others to start and develop a new library; manage, organise and maintain a school library; understand the accessing and classification of books; help introduce and promote reading programmes and reading clubs; assist learners with reading and research skills and improve learners' literacy skills; gain knowledge of collection development and how to draft a collection development policy; establish a school library committee; train staff; learn to use ICTs to access and retrieve information; integrate curriculum and library resources; and improve their language usage as well as their confidence in speaking and writing. Each theme is discussed below.

6.4.1.1.1 Knowledge and motivation on how to establish a new library

The knowledge, motivation and ability to start a new library emerged as a theme in describing how the ACESLD Programme influenced the development of the school library. The theme emerged from the responses of 12 (10.1%) teacher librarians. The consequences of establishing school libraries are advantageous. As Evans (2014: 107) pointed out, investing in well-resourced and functional school libraries can offer rich dividends, potentially adding

approximately 10 to 25% to the average learner's outcomes (Equal Education 2010: 1). Doing so can also create a blended (Kerres and De Witt 2003: 101) learner-centred environment that nurtures lifelong learners who can effectively join and compete in the increasingly information- and knowledge-based world (Motshekga 2012: 1).

Knowledge and expertise to develop school libraries and media centres are essential tools for teacher librarians to help their schools provide quality education for the learners. Simba's (2014) study found that the school library was regarded as playing a fundamental and significant role in enabling learners to interact with library resources and services and ultimately developing a love for reading and creating lifelong learners. The importance of an effective school library in South African education can never be overlooked given the resource-based curriculum which requires resources for effective learning and teaching.

According to Raseroka (2003), libraries are places of convergence for some communities and may serve as an institution respecting human rights, specifically as they relate to the right of access to information for all, especially for children and youth who are vulnerable to information deprivation through deliberate actions by adults. It is therefore crucial that schools provide platforms such as libraries that are perceived as receptive for the development and availability of ICT infrastructure, print and non-print media and for access to information. This is supported by Simba's (2014) findings which revealed that 83.4% of school librarians supported the view that learners at their schools were exploring a variety of information sources. Likewise, the current study found that some teacher librarians said that they were motivated to start new libraries, given that they had gained knowledge and skills from the ACESLD Programme. It should also be noted that even though slightly fewer teacher librarians indicated their involvement in the development of school libraries, a majority of the respondents indicated that there were libraries in their schools. This means that even if teacher librarians did not establish the school library from scratch, given the knowledge and skills gained from the ACESLD Programme, they might have contributed to the revamp or maintenance of the already existing school libraries.

6.4.1.1.2 Encourage and educate others to start and develop a school library

The findings, as presented in 5.3.1.2, portray the constructivist learning nature of the ACESLD Programme as two (1.7%) of the teacher librarians indicated their willingness to

educate and encourage others to develop school libraries in their respective schools. This shows that the effect of the Programme, through knowledge transfer to others by the participating individuals, was a far-reaching one. The importance of knowledge sharing is recognised and practised world-wide. For example, it was found that the participants in the Glasgow brainstorming session recommended that IFLA should give priority to education and training and make them a major theme of its programmes. It was suggested that IFLA should take steps to enhance the skills and competencies concerning professional service principles and the technical tools that support them (Raseroka 2003). It was further suggested that IFLA should organise workshops to promote its good ideas and expertise and undertake training more vigorously, especially using distance learning (Raseroka 2003). In particular, IFLA should develop a curriculum for free access to information and organise training programmes, workshops or distance learning programmes on this subject (Raseroka 2003). However, the training of teacher librarians should not be IFLA's responsibility alone; hence, all other associations and institutions should play their part as well. This also points to the need for conferences or workshops where teacher librarians would have the opportunity to share ideas and experiences to help improve their skills and become better professionals. This study revealed that there were only a few institutions across the country that offered training such the ACESLD (see Section 3.7) in response to the urgent need to train teacher librarians and contribute to the establishment of effective school libraries.

The points highlighted during the Glasgow Conference[10] suggest the need for, and importance of skills development through knowledge sharing. This is in line with the ACESLD Programme approach, where most of the modules encouraged group work and offered educators a platform to take charge of what was learnt with lecturers facilitating the learning process. This constructivist learning approach also encouraged the teacher librarians to share knowledge and teach the skill to those who were not part of the Programme so that the duty of developing and maintaining the school libraries was commonly understood and supported by other stakeholders within the school community.

---

[10] Glasgow Conference - report on the brainstorming session hosted by Kay Raseroka, IFLA President-Elect, at the 68th IFLA Conference in Glasgow, 21 August 2002.

6.4.1.1.3 Manage, organise and maintain a school library

Managing, organising and maintaining a school library emerged as a theme from the qualitative data in response to how the ACESLD Programme influenced the development of school libraries. This theme was pointed to by 13 (10.9%) respondents who emphasised how the knowledge acquired through the Programme helped them to manage, organise and maintain a school library. One of the teacher librarians stated:

> *Before enrolling for this course, I was very clueless about the library setup and had only thought of it as a book storage warehouse with librarians who facilitate the circulation of those books. However, this course taught me that a library is not just a building, but an institution with great order and that order is created by librarians who manage and organise the library materials using standardized methods that enable the placement of a material on the correct shelf.*

The Programme provided teacher librarians with the basic knowledge and skills to organise resources in the library. This was covered by the School Library Development and Management: Organization and Access to Resources module which introduced teacher librarians to the use of bibliographic control[11] tools, namely the Anglo-American Cataloguing Rules (AACR2), the Dewey Decimal Classification Scheme (DDC), Machine Readable Catalogue (MARC21) and the Library of Congress Subject Headings (LCSH). This module was a practical one, requiring the teacher librarians to use these tools, and at times requiring that they work in a library setting to practice.

No matter how well-resourced the school library may be, if the collection is not well-organised or managed, it will not satisfy its users' information needs. Libraries are known for their good order and bibliographic control, which leads to easy access to information sources, and this gives them the edge over the less organised, and sometimes chaotic, Internet. A well-

---

[11] "Bibliographic control encompasses all the activities involved in creating, organizing, managing, and maintaining the file of bibliographic representing the items held in a library or archival collection, or the sources listed in an index or database, to facilitate access to the information contained in them" (Behrens 2000).

organised school library (or any library for that matter) has the huge potential to attract users and promote the use of its services.

6.4.1.1.4 Understand the accessing and classification of books

Having gained the skills associated with the managing, organising and maintaining the library from the Programme, two of the teacher librarians indicated they now had an understanding of accessing and classification of books. The teacher librarians went on to say that on completion of the Programme they got to understand how and why books were arranged in a particular manner rather than just grouping them according to subjects or type of genres such as fiction or non-fiction. One of the respondents stated:

> *Knowing how to use the LCSH and DDC was challenging at first but as I got more practice it became clear and exciting. Knowing how to classify a book to a correct subject using LCSH made me realised that subjects are broad yet require one to be more specific when doing the classification.*

The teacher librarians further stated that the use of DDC to establish call numbers was as challenging as the classification process since both these activities demand that one follows instructions and work according to the rules. The reviewed literature in Chapter Three indicated that the ACESLD graduates were offered a standardised training that matched the curriculum offered by other institutions within the country. The learning outcomes of the Programme and especially this module had similar objectives to the one[12] offered by the UWC, which aimed at providing teacher librarians with the knowledge and skills to demonstrate an understanding of the analysis of subject matter in a book or any other document. The ACESLD module also sought to equip teacher librarians with knowledge and skills that would help them match keywords from a document with terms as presented in a classification scheme or subject headings list and in doing so be able to assign classification notation and index terms to documents. It is crucial that libraries give easy access to information by being organised with proper signage and clear and accurate labels to assist users to locate the material more quickly.

---

[12] See Advanced Certificate in Education School Librarianship programme curriculum discussion in Section 3.7

6.4.1.1.5 Help introduce and promote reading programmes and clubs

The findings revealed that three (2.5%) teacher librarians highlighted the role played by the Programme in helping them to introduce and promote reading programmes and clubs as part of the development of school libraries. This finding suggests that even though the Programme equipped teacher librarians with knowledge and skills, they still needed to be encouraged to put such knowledge and skills into practice to provide solutions to the country's reading crisis.

Nearly a quarter of a century into democracy, four presidents and several curriculum revisions later, SA has made little headway with its reading crisis (Willenberg 2018). In line with Willenberg (2018) is the Progress in International Reading Literacy Study (PIRLS) 2016 report which found that approximately 78% of South African grade four pupils did not reach international benchmarks with regard to reading ability (Howie, Combrinck, Roux, Tshele, Mokoena, and McLeod Palane, 2017). They did not have basic reading skills by the end of their fourth year of primary schooling and this contrasted with the four percent of learners internationally who did not have these skills. Willenberg (2018) argued that SA's reading crisis is a topic of ongoing debate and several strategies for improvement have been proposed: promoting a culture of reading; encouraging parents to read to their children; making books accessible in schools; and improving initial teacher education.

Given the PIRLS (2016) (Howie et al. 2017) report on the country's poor literacy levels and low reading skills, Motshekga (2016) stated that the Department of Basic Education had started a Read to Lead Campaign to create a national focus on improving the reading abilities of all South African children. She argued that the campaign sought to provide energy, direction and inspiration across all levels of the basic education system, in homes and the public domain, to ensure that all learners can and do read. It seems that the South African Government is making some ground in addressing the reading crisis although this remains to be seen as such strategies have not been implemented effectively. This is informed by President Cyril Ramaphosa's June 2019 State of the Nation Address (SONA) in which it was projected that in the next five years (ending in 2024) all ten-year-olds within the country should be able to read with understanding (Ramaphosa 2019).

The findings of the current study, therefore, suggest that the reading crisis is yet to be resolved and given the low number of trained teacher librarians who indicated their involvement in the establishment and promotion of reading programmes in their schools, it is highly unlikely that the crisis will be resolved in the next five years. The findings of this study further suggest that despite their knowledge and skills, the teacher librarians did not perform their duties with regard to reading promotion as would have been expected. This conclusion is drawn from Cart's (2007) argument asserting that the role of the school librarian, as a learning and literacy leader with a passion rooted in an absolute fundamental belief in the beneficial power of reading to nurture literacy, is to promote books and reading to the school community. However, it must be noted that despite the low number of teacher librarians introducing reading programmes themselves, they were contributing to the reading and other literacy-related programmes which were in place in more than a quarter of the schools involved in the study.

6.4.1.1.6 *Assist learners with reading and research skills and improve learners' literacy skills*

Given the country's low literacy levels and poor reading skills highlighted in various reports such as PIRLS, a serious intervention is urgently needed. The above section shows that very few of the ACESLD graduates were introducing or promoting reading programmes in their schools. However, a slightly better result was the nine (7.6%) teacher librarians who indicated that they assist learners with reading and research skills in their respective schools. Similarly, Evans (2014) found that only a small number of libraries reported rendering additional reading programmes or activities to encourage learners to use the library services.

The study found that half of the school libraries had information literacy programmes in place while less than half did not (a few respondents did not indicate either the presence or absence of such programmes). The results thus suggest that there is a fair (although still not satisfactory) number of schools with an information literacy programme in place. However, their functionality and effectiveness are a matter that still needs investigation. It is essential for educators to understand that teaching information literacy and reading skills is no longer optional but a necessity, given the current learning and teaching demands. In this regard, Simba (2014), refers to an inspector of schools who argued that the role of school librarians is not only to manage the libraries and make them usable but, more importantly, to educate users and encourage them to use the libraries and their resources and services effectively.

159

Zmuda and Harada (2008: 64) stated that teacher librarians have to go beyond simply teaching how to locate resources – they also need to help learners connect the mastery of disciplinary knowledge with the processes of critical thinking. Asselin, Branch and Oberg (2003: 5) argued that with the help of a qualified teacher librarian who has additional training in information literacy instruction, children could learn information literacy skills that would enable them to be life-long learners making them literate citizens who would later be contributing adults in a learning society.

Given the country's low literacy and reading skills and, by extension, low information literacy skills, one can conclude that SA needs to improve by developing a stronger reading culture. Reading campaigns and better access to libraries will benefit not only those with limited reading abilities but also those who are already able to read for meaning by providing more opportunities to practise the skills they already have. This will provide a basis for information literacy skills acquisition.

6.4.1.1.7 Knowledge of collection development and how to draft a collection development policy

Equal Education (2010) advocated for the development of a school library in every school and each school should employ a teacher librarian. Simba (2014) argued that the usefulness of a school library depends upon the richness of the collection (curricula and extra-curricular content of information resources) coupled with the programmes designed to make the information resources easily accessible and useful. He further argued that this suggests that an appropriate and comprehensive collection is one of the attributes that contributes to quality service in any type of library. Crucial in this regard is the teacher librarian's knowledge of the collection development process, policies and proper implementation of those policies.

The findings of the study revealed that 13 (10.9%) respondents credited the ACESLD Programme for their better understanding of the collection development process and the skills on how to draft, as well as properly implement, a collection development policy. This is evidence of the Programme's learning outcomes being achieved and put into practice.

Mnkeni and Nassimbeni (2008) emphasised that school library resources must cater to the needs of learners and their educators. This calls for the establishment of a reliable collection development policy for each school. In Figure 6.1 below is a collection development diagram

adapted from the National Library of New Zealand which highlights the process and major role players, as well as the importance of the policies.
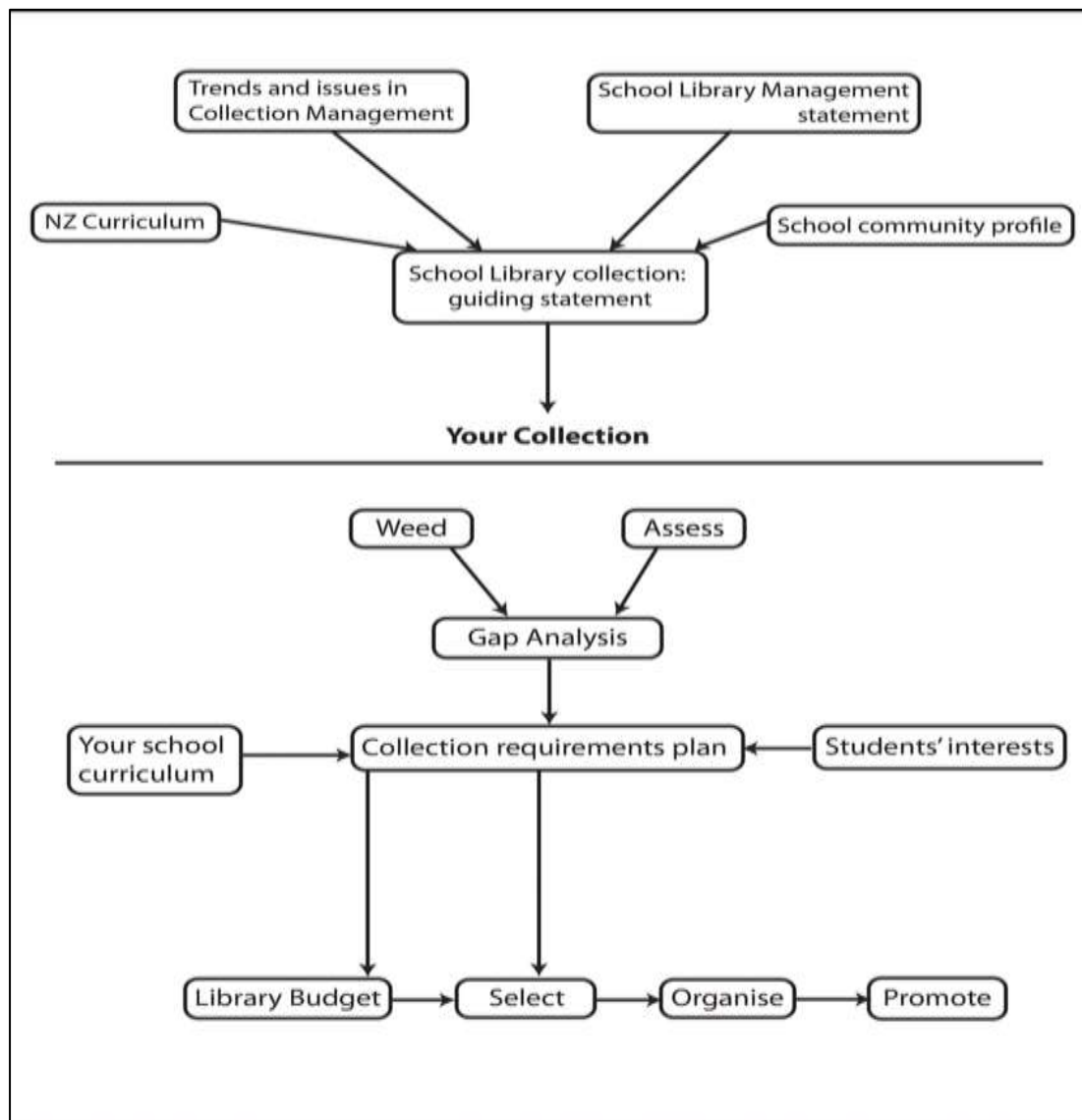
Figure 6.1: Collection development cycle
Source: National Library of New Zealand (2012)

O'Connell (2017) argued that the challenges for teacher librarians and school library teams are to identify the needs of their community of users, develop a collection development policy, evaluate and select suitable materials, and organise those materials for easy and quick access. It is, therefore, the responsibility of the teacher librarian, in collaboration with educators and other professional staff to resource the curriculum.

The ELITS KZN School Library Policy (2003) suggests that the selection process should be a participative, on-going activity, considering the needs of all members of the school community, in essence, the school governing and management staff, educators and learners. This suggests that proper information needs assessments should be conducted and the state of the library collections should be continuously evaluated by conducting user satisfaction surveys. In line with this was Braxton's (2001) earlier argument stating that, above all, it is important that principle and reason should be placed above personal prejudice in the selection of the highest quality materials to ensure a comprehensive collection suitable for the needs of the users. The teacher librarian, as the leader of the school library committee and who is more knowledgeable about collection development, should lead this process. He or she should ensure that the collection development process is conducted strictly based on the policy and also ensure that all stages of the process are given the necessary attention to building a well-balanced collection.

The Australian Institute for Teaching and School Leadership (AITSL 2012) stated that the standards for teacher librarian practice (ALIA 2014) require that all teacher librarians at various levels of schooling select and manage resources to support curriculum programmes and use a variety of teaching strategies for the development of information and literacy skills. This suggests that teacher librarians collaborate with other educators to obtain a better sense of the curriculum needs in order to build a curriculum-oriented collection. O'Connell (2017) argued that this requires quality collection development strategies and policies to develop collections that reflect the diversity of backgrounds within the school and respond to the emotional, behavioural and cognitive needs of students. The ACESLD graduates commended the Programme for affording them the skills and knowledge to build a suitable collection for their school libraries. This was a positive step towards improving the current status (almost half of the schools had collection development policies in place) by increasing the number of schools building their collections guided by a collection development policy.

6.4.1.1.8 Establish a school library committee

In terms of governance in a school setting, the South African Schools Act refers to various stakeholders working together to determine and draft policies, ensuring their effective implementation and ensuring quality education. Smelt (1998), Pierre (2000), Mothata (2000), Scrivener (2004) and Govender (2007) refer to school governance as the involvement of

relevant role-players in a co-ordinating structure for the management and development of policy in an institution. In a school setting the principal (or deputy principal in the absence of the principal) is the head of the institution ensuring the implementation of the decisions taken by the school management team (SMT).

Donham (2008) argued that the role of the principal, as the school's instructional leader and manager, is to shape the school culture, set expectations for the school's staff, and have the final word in budget decisions. Looking at why principals should support school libraries Hartzell (2002) maintained that activities such as those echoed by Donham (2008) greatly influence the size and quality of the library collection, the level of collaboration between educators and the librarian, and the opportunities the librarian has for leadership responsibilities beyond the school library or media centre.

South African school libraries are managed based on either a formal committee, such as a school library committee, or informally through other committees, such as the literacy committee. In the case of teaching and learning support materials, a library committee is an appropriate vehicle for the devolution of power, accountability and responsibility from the governing body to manage the school library. On the other hand, Hart (2014: 14) argued that the role of a school library committee is problematic because most South African schools lack relevant teaching and learning resources and trained personnel. She further argued that such committees operate only in a few schools. This seems to be an ongoing trend (16 years later) given that the findings of this study revealed that the establishment of a school library committee was noted by just one (0.8%) of the respondents as one of the benefits of the ACESLD Programme.

Although only one teacher librarian highlighted the importance of having or establishing a school library committee, most (almost three quarters) of the respondents who indicated having school libraries in their schools revealed that their schools already have such committees in place. However, it must be noted that only a few of these schools are likely to have functional school library committees because of the country's skewed policies regulating the development of school libraries. Simba's (2014) findings regarding the functionality of school library committees, revealed that most schools did not have an active school library system and library committees, therefore, were critical for establishing different school library models to address the inequalities and discrepancies in school library

development. Ideally, school library committees should be inclusive to uphold the principle of representativeness of the whole school community. The ELITS KZN School Library Policy (KwaZulu-Natal Department of Education, 2003) stipulates that the library committee should make the library services accessible to all members of the school community.

It has emerged from the literature that the school library committee, as part of the school's governance structure, can add value to school libraries by being vision keepers, champions and advocates for these libraries. Furthermore, the library committee has the potential to be a vital component of the school by contributing positively to the governance, teaching and learning programme of the school.

Clearly, the policy would be an overarching and strategic framework that would inform school library development and practice by providing relevant canons, guidelines and frameworks. Without such a framework, there is likely to be a stalemate in critical aspects such as school library governance, support, appreciation, prioritisation, positioning and resource-provisioning. These aspects are interrelated and interdependent.

6.4.1.1.9 Train staff

The ACESLD Programme empowered respondents to train other staff members in their school. This theme, although cited by only one (0.8%) teacher-librarian, shows how the knowledge acquired by a staff member from the Programme can also empower other staff members. This can be attributed to the constructivist learning process where knowledge sharing takes centre stage among peers or, in this case, colleagues. It was also highlighted that the Programme's focus on group work helped to develop a better understanding of group dynamics and provided a real-life experience on how to deal with such challenges. This, therefore, encouraged teacher librarians to share their knowledge with their colleagues.

Ranganathan's fifth law of library science states that a library is a growing organism. For any library to grow, training and reskilling of all staff in various formats such as workshops, seminars, in-house training and conferences must be dynamically pursued and staff must be mandated to attend these to achieve the set goals and objectives of the school library. The value of staff training should never be taken lightly as it goes a long way in determining the staff's level of competency and productivity.

It is also necessary, given recent developments and advancements in the modern world, to invest in training and skills development to maintain relevance and ensure that user needs are always met. Informal and non-formal training may be easier, quicker and effective but enrolling in a formal qualification with clear objectives as well as achievable learning outcomes goes a long way in equipping teacher librarians with the necessary knowledge and skills to develop and maintain functional school libraries. In support of this claim is Simba (2014) who argued that this approach for improving the quality and condition of school libraries is consistent with the recommendation given by Ntulo and Nawe (2008). The authors asserted that as a temporary measure, teachers' training should include library education so that where a library lacks trained library staff, the teacher can be shortlisted to manage the library and teach the learners basic information literacy skills. Staff training and development is usually based on the principle that staff skills need to be improved for academic libraries (including school libraries) to grow to keep up with the users' information needs.

6.4.1.1.10 Integrate curriculum and library resources

As discussed above, the country's basic education reading and literacy levels as reported on by the PIRLS (2016) indicates that urgent intervention is required. De Jager, Nassimbeni and Underwood (2007: 137) were of the view that improving school libraries can play an important part in addressing SA's education crisis where basic reading scores and maths and science literacy are among the continent's and the world's worst. However, Dubazana and Karlsson (2006: 10) argued that a major concern which could hinder progress towards this intervention was that teacher librarians were not trained to integrate existing library collections into the curriculum. The authors stated that if a learner-centred, resource-based methodology was to be implemented in the country's public schools to replace traditional teacher-centred approaches characterised by memory work and repetitive learning from textbooks, such training would be necessary. A view also shared by Hart and Zinn (2007: 91).

The findings of the study revealed that the Programme provided teacher librarians with the knowledge to integrate the curriculum and library resources. Even though not mentioned by many, this process or activity has the potential to assist learners to meet their curriculum needs using the resources available in the library. It must be emphasised that this is not a task for teacher librarians only, but rather a joint effort with educators, initiated and led by the teacher librarians as information experts. This is in line with Montiel-Overall's (2008: 19)

definition of teacher librarian collaboration for the 21st century which provided for a trusting working relationship between two or more equal participants involved in shared thinking, shared planning, and shared creation of something new.

Student learning opportunities that integrate subject content and information literacy are created through a shared vision and objectives. This process is usually conducted through joint planning and the implementation of students' progress through the instructional process geared to improving learning and teaching in all curriculum areas. In most cases, it has been found that teachers are not always familiar with information processing models (Henri, 2004). Hence collaboration with educators becomes a significant part of the teacher librarian's role. However, Todd (2008) argued that more often, educators may be resistant to collaboration for various reasons, including lack of principal support, limited planning time or a lack of collaborative experience. To further emphasise the importance and impact of collaboration was Haycock's (2007) finding which revealed that when teacher librarians and teachers collaborated effectively, student learning improved by up to 20%. The current study found that one of the teacher librarians highlighted the importance of collaboration relating it to her group discussions experience during the ACESLD Programme and had also tried to implement collaboration in her school.

Todd (2008) is of the view that for these issues relating to collaboration to be resolved, teacher librarians, as leaders of the school library committee, need to build relationships with their colleagues and initially work with teachers who are eager to collaborate. Doing so would demonstrate to reluctant teachers the effectiveness of working partnerships. In addition, Eby (2010) pointed out that with the teacher librarian's instructional expertise, creativity and willingness to collaborate with teachers and assess student progress, there is no reason for more teachers not to see the value of regularly working with a teacher librarian regarding curriculum matters. Using leadership skills, teacher librarians could start with small collaborative projects to build confidence in the teacher librarian-teacher partnership to promote an environment of collaboration within the school.

Through observation, the researcher obtained that in the schools where staff had good working relations and a high work ethic, collaborating with a teacher librarian was highly likely to happen with ease. It was also found that in these schools integrating the curriculum with library resources was not only the responsibility of the teacher librarian but that of the

SMT. The latter appreciated the role and the services of the teacher librarian in enhancing the learning and teaching process as well as its activities. Furthermore, some schools took it a step further by ensuring that the teacher librarian was involved in the selection of non-fiction books which in some cases do not form part of the library collection.

6.4.1.1.11 Improvement in language usage and speaking and writing confidence

The findings revealed that some teacher librarians developed and improved their language usage and increased their confidence in speaking and writing as a result of completing the ACESLD Programme. This not only benefitted the teacher librarians' personal development but also enhanced their communication skills thus benefitting learners and other library users in the process. This is in line with Johnston and Greens (2018) who noted that studies which examined the impact of school libraries in improving language literacies concluded that schools with at least one full-time school librarian might achieve higher reading proficiency, higher scores in critical literacies such as the ethical use of information, and higher scores in English language, arts and science. However, a further conclusion was that more than just the presence of a certified full-time school librarian was necessary. The teacher librarian needed to ensure that the school library was fully functional and a proper reading programme was in place. It is evident that reading, writing and information literacy activities should not only be attributed to (or the sole responsibility of) teacher librarians but should be in line with the school curriculum and the contribution of language educators is necessary as well.

It is worth noting that the questionnaire used in the study did not ask the teacher librarians to specify the subjects that they taught in their schools. However, during observation at the schools, it was found that most of the teacher librarians were English language teachers. This does not appear to be a coincidence, but rather could have been an intentional selection strategy employed by ELITS who sponsored the training of the teacher librarians. It could be argued that the selection of the language teachers was in line with the need to promote literacy and reading. Indeed, as discussed above, some teacher librarians attributed their improvement in language usage as one of the benefits of completing the ACESLD Programme.

6.4.2 Support provided by ELITS to assist the teacher librarians with developing and managing school libraries

It has been argued that libraries are the heart of the school community and play a crucial role in the learning and teaching process. It has also been shown that there is improved learner performance in schools with functional school libraries while those without libraries tend to perform poorly. Equal Education (2010) reported that for better learning and teaching, each school should have a school library operated by a qualified teacher librarian. It must be noted that provision of a functional school library is not only the responsibility of the SMT, but the DoE (through its ELITS Directorate) has a role to play in this process to realise its mission of providing quality education in the Province.

The study sought to establish the extent to which the KZNDoE supported the development of school libraries and the training of qualified teacher librarians across the 12 districts of the Province. While this information could be found in the literature, the researcher needed more insight and details from the ELITS Directorate; hence an in-depth interview with the Director was held. The ELITS Director outlined their mission as the promotion of equitable access to good school libraries as centres of academic excellence. For the mission to be realised, ELITS' aim is the provision of quality library resources which are classified and processed for targeted schools within the Province. This suggested that the Directorate assessed the status quo of the schools across the 12 KZNDoE districts to identify the schools to be provided with library resources or assisted with the development of a new school library in line with equity and amendment principles. The study found that the schools which were assisted in establishing school libraries (or media centres) were constantly evaluated to ensure that the resources were still relevant and were being effectively utilised in line with the ELITS mission. The Director also said that:

> *Reading should be fun while educating; hence, I am adamant that these school libraries*
> *would help encourage reading which is foundational expertise for learning, personal*
> *growth and enjoyment in all schools.*

The study found that while the focus of ELITS is the provision of access to functional school libraries, it also has a broader role. The Director pointed out that part of their role also necessitates the provision of library-related professional development and support for

targeted schools. This was the reason why they provided financial support in the form of bursaries to aid in the training of qualified teacher librarians across the Province. However, the Director stated that there had been no comprehensive report on the successes and failures of this initiative in terms of its influence on the development of school libraries in the Province. She further stated that even though they monitored and evaluated the status of schools they had provided with resources, they had yet to establish the impact of their services in all the districts they serve.

6.4.3 Use of knowledge and skills gained from ACESLD Programme to develop and manage school libraries

The study found that a majority 119 (70%) of the teacher librarians were involved in the development of school libraries in their schools and an overwhelming majority 103 (86.6%), in doing so, used the skills and knowledge acquired from the ACESLD Programme. The role played by ELITS in the development of school libraries thus cannot be ignored; equally, the librarians' involvement should also be acknowledged. The ELITS KZN School Library Policy states that for schools to deliver effective learning and teaching there should be a functional school library operated by a qualified teacher librarian who should also lead the school library committee. This, therefore, suggests that the teacher librarian should be involved in the development of the school library as the head of the school library committee. It is no surprise that the majority of the teacher librarians were involved in the development of school libraries in their school since the ACESLD Programme, through its constructivist learning approach, encouraged them to be innovative and pro-active. One of the teacher librarians attributed a project she did in the Programme providing her with the motivation to facilitate the establishment of a school library in her school. She stated that her action research project in which she assessed the information needs of her school community, strongly recommended that a school library or media centre be established. The library was perceived as the most desired resource due to its ability to provide a wide range of information sources.

Although most of the teacher librarians indicated that they used the skills and knowledge gained from the ACESLD Programme, there were a few who admitted that they did not utilise the knowledge and skills acquired and cited various reasons for not doing so. This, suggests that there are qualified teacher librarians who are not utilising their skills and

knowledge to enhance the teaching and learning process despite the literacy and reading crisis facing the nation. Given the PIRLS (2016) report indicating the illiteracy crisis the country faces, it is clear that one ineffective qualified teacher librarian is one too many if the country is to improve and eventually overcome this crisis. While the study found that most of the schools were situated in rural areas, most of them had managed to establish school libraries in various forms. However, the fact remains that some schools could not prioritise libraries over classrooms especially in circumstances where the shade of a tree is used as a learning facility as was indicated by one of the teacher librarians.

6.4.3.1 Most useful ACESLD modules

The study found that the majority 103 (86.6%), of the teacher librarians confirmed their use of the knowledge and skills gained from the ACESLD Programme when developing a school library. Although the modules for the Programme were all developed based on the overall objective of producing a qualified teacher librarian, the researcher found it necessary to establish the most useful modules that influenced the development of school libraries. The results present in Table 5.4 the views of the teacher librarians regarding the usefulness of the modules based on their experiences when developing school libraries in their respective schools.

The study found that the EDPD121 School Library Development and Management 610 module focusing on policy and practice was considered by a majority of 79 (76.6%) of the teacher librarians as a very useful module that helped them develop school libraries in their respective schools. This module provided a broader understanding of the role and importance of the school library in the teaching and learning process. The module further provided an insight into school library management as well as its promotion in the contemporary South African context.

A functional school library is one that is well resourced with a relevant collection, and it is no surprise that teacher librarians also perceived the EDPD123 School Library Development and Management 630 module as very useful when developing a school library in their schools. This module was reported to have extended teacher librarians understanding of information needs and use contexts. It was also reported to have been very important when teacher librarians were building, maintaining and organising their school library collection since it

gave them the knowledge and skills to evaluate sources in various formats. Teacher librarians further commended this module for teaching them the skills to draft and implement guidelines for developing and maintaining a collection, developing user education and learner support, and fostering school-based reading and writing programmes.

Even though the study highlighted the fact that many of the schools were in rural areas which might be a setback to technological advances given the poor communication infrastructure, it was found that more than a quarter of the respondents indicated the knowledge and skills gained from the EDPD125 School Library Development and Management 620 module as being very useful when developing a school library. This module assisted a few teacher librarians to broaden the scope of their school library through the provision of, and access to electronic resources. Teacher librarians also indicated that they were able to communicate better and engaged with ICTs better, which helped them improve their searching and retrieval of information for both learners and educators.

The study found that teacher librarians perceived the EDPD124 School Library Development and Management 640 module as useful as that of the EDPD125 module as it provided them with an understanding of, and the skills associated with the organisation of resources in a school library.

Interestingly, findings revealed that teacher librarians seemed not to have considered the two generic modules (EDPD101 Learning and Teaching and EDPD102 Education Policy and Professionalism) as very important when developing school libraries in their respective schools. One may conclude that these modules were perceived as not that important in the development of school libraries due to their primary focus on classroom activities such as teaching and learning as well as legislative and ethical issues to be considered within the school premises.

Findings further revealed that the EDPD120 Professional Practices in School Library Development and EDPD119 Education Studies for School Library Development modules were also perceived as not very useful when developing a school library. Like the generic modules, these two modules might have been seen as not so important because, as with the two generic modules, they had a strong focus on classroom-related activities emphasising the teaching and learning process. On the other hand, one may argue that these latter two

171

modules were considered as not so useful because of their overlap with other modules and also because of their theoretical nature given that developing school libraries is largely a practical undertaking.

6.4.3.2 Presence of a school library

The study found that the majority of the schools where the ACESLD graduates taught were reported to have school libraries. These libraries came in different forms and sizes ranging from a traditional school library to a classroom corner library. The results presented in Chapter Five reveal that half of the schools with libraries had traditional libraries while almost a quarter of the schools had teacher librarians who operated a classroom book box type of a library. To ensure access to resources, ELITS provide mobile library services in some parts of the Province and it was no surprise that almost a quarter, 13 (11.2%) of the teacher librarians indicated that their schools were beneficiaries of this initiative. It is also worth noting that despite challenges and other factors that prevented the development of school libraries, a small number, 10 (8.6%) of teacher librarians, still found the space and time to operate a corner library.

6.4.3.3 School library collection

The study found that the majority of the school libraries collected both fiction and non-fiction books while a few also collected newspapers and magazines (see Table 5.6). It is worth noting that most of the books may have been donated since a majority of the teacher librarians confirmed that their school libraries received book donations. Having a collection comprising a large number of fiction and non-fiction sources is in line with the nature of school libraries operated in most of the schools.

With regard to non-print sources, it was found that just above a quarter of the school libraries collected videos while less than a quarter collected CDs and very few had older technologies such as cassettes. The low number of school libraries collecting digital materials suggests that there were only a few schools with the necessary infrastructure to allow for a digital collection – the majority were not privileged with such. This lack of digital sources might also be informed by a school library's collection development policy regulating the nature and format of materials to be stocked. However, the study found that less than half of the school libraries had a collection development policy while the majority did not. This suggests

that most of the schools built their collection without consulting a framework or guide to regulate what was to be collected and how to go about doing so. However, this should not have been the case given that an overwhelming majority of school libraries were said to have school library committees whose responsibility should be, among other things, the drafting of a collection development policy (as well as other school library policies) to guide the operations. The policy issue might be the result of the absence of a national school library policy which should be guiding the development and operation of the school libraries in the country. However, the KZNDoE proved their commitment towards the development of functional school libraries in the Province by, as noted earlier, developing their own provincial school library policy (ELITS School Library Policy 2003). The ACESLD Programme emphasised the importance of policies in its modules (see Table 1.1).

Generally, libraries, particularly in the South African context, must promote reading and writing more, and especially in a knowledge-generating environment such as the school. It is acknowledged that reading enhances writing skills. The study found that most of the schools did not have writing projects in their schools and while a few affirmed having such activity some did not disclose the situation at all which may infer uncertainty regarding the availability of such projects. In addition, a majority of the schools had not conducted any reading and information use survey. This finding is of concern given the country's poor reading and literacy levels when compared to the rest of the world. It is necessary that such surveys are conducted to determine the extent of the demand for reading, writing and information use activities more especially given that many of the schools are in rural areas. The absence of reading, writing and information use projects might have led to some learners resorting to using public libraries for such activities.

The study found that learners from the Amajuba District made use of the public libraries more than any other district and this was closely followed by the Umlazi District. The most used public libraries were the Madadeni, Osizweni and Umlazi libraries while the least used were the Adams, Dannhauser, Mbazwana, Montclair, Port Shepstone and Siza Nelson public libraries (see Figure 5.10). The reasons for the use of certain public libraries more than others might not necessarily be informed by the quality of services provided by those libraries but rather by the teacher librarians' level of encouragement for learners to use them. A second determining factor might be the distance that learners needed to travel to reach the nearest

public library given that many of the learners (based on the school location) were from rural areas and their local public libraries may be in the towns which are remote from the villages. This suggests that learners from townships and places where public libraries are easily accessible are exposed to more information resources compared to those in rural areas. This could also, as implied above, be attributed to some of the teacher librarians' ability to promote the effective use of library services both within and beyond the school environment.

6.4.3.4 Computers in the school library

SA's current resource-based school curriculum demands that schools have functional school libraries furnished with current curriculum-supporting collections/resources and qualified teacher librarians to support teaching and learning activities.

The study found that the majority of the school libraries did not have computers. Besides budget constraints and the prioritisation of other facilities, the fact that most schools were in rural areas with poor infrastructure might have contributed to the high number of school libraries without computers. The study found that the number of computers in the libraries which had computers varied (see Table 5.7). One school library had 42 computers, one had 37, four had 29 computers each and 11 libraries had one computer each. It is worth noting that the school library with 42 computers was from a metro city-based school while a town-based school had had the library equipped with 37 computers. The four schools that each had 29 computers in their libraries were in a metro city (two schools), town and township. Of the 11 schools with a computer each in their respective libraries, four were rural-based schools while seven were from townships and informal settlements.

The study found that more than half, 25 (54.4%) of the school libraries with computers were not computerised. This might be informed by the fact that half of the schools had a traditional library while a quarter had a classroom book box as their libraries. Of those libraries which were computerised, more than half used EduAdmin, a quarter used Libwin and a few used the Biblios library system. The study further found that the majority of the school libraries did not have Internet access which, given its importance in the information context, compromised ELITS' mission to promote equitable access to good school libraries as centres of academic excellence. Similarly, Simba (2014) found that some curriculum-support materials require technology such as electronic and digital media to access the services. He then argued that

174

limited access to audio-visual and computer services in most school libraries imply that learners and teachers are not exposed to all the services that are required in resource-based learning. In addition to the lack of audio-visual and computer services in school libraries is the absence of Internet services which is a result of inadequate ICTs in school libraries.

Looking at the use of computers in the school library, the study found that word processing was the most utilised function. This might have been used for drafting timetables, letters, reports, creating learning materials such as notes and other records useful within the school. Few of the teacher librarians stated that computers in their libraries were used for email services, conducting Internet searches and providing learners with access to information sources – the latter two functions are ones that would usually be associated with computers in the school library context. Some teacher librarians stated that their school library computers were used for creating spreadsheets and presentations while others did not specify what their computers were used for. Given that the teacher librarians' responses regarding the uses of computers in their school libraries were related to staff-oriented activities, it can be assumed that learners had limited access to digital resources. However, the fact that most of the schools had a minimal number of computers in their libraries would have made it difficult for learners to access the facilities.

6.4.3.5 Teacher librarian competencies

The literature emphasises the importance of teacher librarians in the education sector as we are often reminded that without teacher librarians' forging stronger relations between learning resources and learners, the information flow would be inefficient. Hence, UKZN offered the ACESLD Programme to produce teacher librarians with the knowledge and skills that would enable them to develop school libraries to enhance the teaching and learning process including the information flow noted above.

Teacher librarians were given a set of responsibilities (see Table 5.8) relating to the work of school librarians and asked to rate each in terms of their importance. While all the responsibilities were perceived by the majority of respondents as either important or very important, teaching skills were rated as the most important closely followed by knowledge of the curriculum and the promotion of reading and literature. These findings are in line with what is expected of the dually qualified teacher librarian, that is, to both teach and run the

school library. With teaching being the teacher librarians' primary duty and with their knowledge of the curriculum they are, therefore, expected to lead a successful collection development process ensuring the provision of rich and relevant resources to enhance the learning and teaching process. However, a functional school library is not just a well-stocked facility – the promotion of its services, such as reading, is essential to maintain its relevance.

Teacher librarians were also of the view that knowledge of the research process, interpersonal skills and personnel management were important responsibilities in the running of a school library. According to the Australian School Library Association and Australian Library and Information Association (2001: 60-62):

> These are qualities of a good librarian with a drive to help the library users satisfy their information needs. With their basic research knowledge, teacher librarians develop information systems and services responsive to learners and teacher needs; ensure that the day-to-day administration of the school library or information centre is efficient and that systems, resources and equipment are well maintained. Furthermore, teacher librarians' interpersonal and personal management skills assist in the provision of a stimulating, helpful environment which is a focal point and showcase for students' learning achievements.

Other responsibilities of a teacher librarian included collection development and technological competence with the latter being the lowest rated in terms of importance. Given the lack of computers and technological infrastructure to support their use in many of the schools, this finding is not surprising. The teacher librarian, or a trained co-ordinator of the library collection in the school, should collaborate with the team of educators to ensure that a comprehensive and holistic information literacy policy is created for the whole school.

Most of the teacher librarians regarded themselves as regular readers who read for both leisure and work-related purposes. Newspapers and magazines were the most read format followed by fiction and non-fiction books. Leisure and spiritual materials were the least read format.

The study found that most of the teacher librarians had access to computers at home but few had Internet access. The study further found that those computers were mostly used for word processing, email and information searching.

6.4.3.5.1 Learn to use ICTs to access and retrieve information

Technological developments in the 21st century have brought a variety of learning and teaching platforms. In addition, a resource-based curriculum demands learners, educators and teacher librarians' active engagement in the effective use of a wider range of print and digital resources. Raseroka (2003) argued that school librarians must, therefore, enhance their information literacy teaching abilities beyond that of basic user instruction to include new kinds of outreach activities, services and approaches to meet the needs of those with different and multiples literacies.

Hay and Todd (2010) viewed the future role of a school library as a facility which seeks a balance between print and digital collections and which does not privilege one format over another, consistent with the multi-format nature of the information world. This assertion makes school libraries dynamic learning spaces that evolve with the changing times while not relinquishing their role and essence. In contrast, O'Connell (2017), in her argument, brought about a pro-digital-oriented view of the library as a learning facility stating that a new digital ecosystem in which information literacy action happens wherever students read and interpret the world around them. She further stated that a new digital information environment is a remix of different forms of technology, devices, data repositories, information retrieval, information sharing, networks and communication. It is in this context of adaptive and responsive co-construction of knowledge (adopting a constructivist learning approach), that school library teams can facilitate a viable praxis in digital environments. To do so, however, requires a certain level of knowledge and skill in using ICTs to facilitate access to information and to be able to transfer such skills to the school library community.

Hoskins' (2006) study which examined the status of school libraries and the use of ICTs in KZN found that very few schools had well-resourced libraries with adequate ICT resources. This could, therefore, indicate that there was limited use of ICTs to search and retrieve information in the school libraries. Similarly, the current study found that very few teacher librarians indicated gaining knowledge of using ICTs to access and retrieve information from

the Programme. Evans (2014) has pointed to the theoretical orientation of computer literacy modules offered by a local tertiary institution when training teaching librarians and this may well have also been the case with the ACESLD Programme.

6.4.4 Challenges encountered when developing and managing school libraries

How the ACESLD influenced teacher librarians when developing and managing school libraries was discussed above. It was also considered essential to establish the factors that challenged and possibly prevented the teacher librarians in developing their school libraries. The reason for identifying the challenges was that this would allow for possible corrective measures to be suggested. The teacher librarians were thus asked to identify the challenges they encountered when developing a school library. Several themes emerged from the responses given and these provide the basis for the discussion below.

6.4.4.1 Shortage of staff

Some of the teacher librarians argued that with the school library's existence dependent on the establishment and functionality of the school whose essence is teaching and learning, library staffing was hugely affected by the lack or shortage of teaching staff. It was found that staff turnover had a significant impact on the basic functionality of some schools – disrupting the progress of some activities to the extent that a few had to be completely stopped. This seems to be a disturbing trend given that Evans (2014) also found that under-staffing at school and district levels was a severe impediment for ELITS' attempts to fulfil its mandate. He also pointed out that most public schools had no designated teacher librarian posts and considered this a serious challenge that needed urgent attention given that, in practice, the teacher librarian normally performs library duties in addition to teaching duties. Evans' (2014) study found that some schools, despite having qualified teacher librarians, struggled to establish functional libraries since there was a huge demand for existing staff to be involved in teaching activities only. The school library's existence was, unfortunately, seen as irrelevant and hence the focus was on the classroom related teaching and learning activities. This understaffing, together with insufficient library space, impeded the library's utilisation and did not allow learners and teachers to access information on demand (Evans 2014). This may well have been the case in some of the schools in the current study.

6.4.4.2 Shortage of books, library materials and resources

Libraries are not just buildings, but they are made up of collections which determine the quality of services and relevance to the community of users they are supposed to serve. Traditionally, school libraries generally collect nonfiction books in the main and these are supplemented by curriculum prescribed storybooks (or fiction). The shortage of the latter, according to some of the teacher librarians, has hampered the development of school libraries. It is, however, surprising that some respondents reported a shortage of books as a challenge given that ELITS has been supporting the development of school libraries within the Province by supplying resources (mainly books) to schools.

It is worth noting that most teacher librarians stated that their school libraries were recipients of donated books even though they were hardly relevant and mostly outdated. The literature shows that the donating of books is a world-wide practice and not always a positive occurrence. Arkro-Cobbah (2004) for example, argued that outdated and non-syllabi supportive book donations were affecting service delivery in school libraries in Namibia. A further example is provided by Paton-Ash and Wilmot (2015) who in their study pointed to the heads of some schools in Gauteng having to explain that most books were donated by people who had no use for them, but because their school libraries had so few books they had no choice but to accept them. Further problems identified in the study were that many of the donated books were not age-appropriate, or not in the learners' mother tongue or, being Eurocentric or American, were not relevant to the learners.

6.4.4.3 Lack of support from school management and teachers

A school library committee led by a teacher librarian is responsible for the establishment of the library or media centre with necessary support from the SMT as the leader and administrator of the school's operations. The study found that a lack of support from school management, colleagues and parents emerged as a major obstacle to the development of school libraries. One may argue that this is the result of there being no national legislative framework in place to inform school library development and practice by providing relevant norms and standards to shape the establishment and governance of school libraries in SA. This was also confirmed by some of the teacher librarians who argued that without an official national documented mandate and pressure from the DoE, the SMT will not establish a

library or start any initiatives to support the curriculum. This, the respondents pointed out, has negatively affected matric results over the past few years. In addition to this challenge was a concern raised by some teacher librarians that their colleagues' lack of interest in any extramural activities, even academic-related initiatives aimed at improving learners' academic performance, was a hurdle preventing the development of school libraries.

6.4.4.4 Lack of space

From the perspectives of some of the teacher librarians, the lack of space for a library was one of the major challenges that hindered the development of school libraries in the Province. The lack of physical infrastructure to house library resources limits the development of a functional school library. In some schools, there was even a shortage of teaching classrooms, making it impossible to establish a classroom library while some of the teaching and learning activities, as outlined earlier, were conducted outside in an open space. In rural schools, where funding is a huge constraint, budget allocations to build a school library would be the last developmental priority of a school management board. Schools prioritise the building of classrooms leaving no space for the development of school libraries or any other facility to enhance or support the teaching and learning process. This was especially evident in the rural context where even the landscape requires an expensive method of construction given the unevenness of the surface in some areas.

The lack of space has proved to be a huge obstacle to the provision of quality education. As Bolan (2009) and Erikson and Markuson (2007) have argued, the library needs to be the centre of the school – a dynamic and inviting place which has flexible, multifunctional spaces in which small and big groups can work; more than one class can be accommodated at the same time; digital media can be used and created; formal teaching can occur; and where the librarian can work collaboratively with teachers. Some of the teacher librarians were of the view that extra classes built in their schools were not necessary since they added more problems by increasing the schools' enrolments without the provision of facilities to support the curriculum demands. This, therefore, weakened the learners' academic performance and also placed a strain on educators who had to teach large and multiple classes without sufficient teaching resources and a school library providing support in the form of learning resources. On the other hand, some teacher librarians argued that their libraries were too small, leaving them with no space to shelve their collection and were forced to reject some of

the donated books. This was a major concern since the lack of space prevented the teacher librarians from expanding the scope of their school library collections. In line with this, Mojapolo (2018) highlighted the importance of schools not only having adequate classrooms but also libraries and laboratories as they are critical, particularly in the disadvantaged rural communities, for needy learners to access information resources for homework, assignments and projects.

6.4.4.5 Lack of funds

The KZNDoE (2010: 4) considered a good school library to be one that meets certain criteria and acceptable standards. However, it is unfeasible to expect this to be accomplished in the absence of suitable financial "muscle". On the other hand, the National Library of South Africa (2010) reported that libraries, as institutions that must and need to offer access to much-desired information, seem to have made great strides in providing services, resources and information to their users. This study found that some of the teacher librarians, in their pursuit of developing a school library meeting the ELITS norms and standards, were hindered by a lack of proper funding. The negative effects of not having a proper, functioning school library have been stressed several times and often funding is cited as the major contributor to the absence of such facilities. Simba (2004) also stressed the issue of poor service in schools without school libraries being the result of inadequate funding. Currently, funding is cited as a major constraint hampering the development of school libraries in the Province. This is despite ELITS' 2003 proposal of a budget based on learner enrolment to provide schools with a starter collection. Part of the proposal was a recommendation that schools should budget at least 10% of their learning and teaching support material (LTSM) allocation for sustained funding of library development, or that they conduct fundraising activities for such development. Nonetheless, the development and management of libraries (including the school library) and their transformation into vehicles of open and free access to information are being hampered by, among other challenges, a lack of funds (National Library of South Africa 2014).

6.4.4.6 Limited time allocated to library usage

The study found that even though there were schools which had functional libraries meeting the ELITS norms and standards and provided with support by the provincial education

department, some teacher librarians were of the view that these libraries were not utilised to their full potential. Various reasons were given by the teacher librarians for the underutilisation of the school libraries. One of the respondents argued that they had little, to no time to work in the library since they had to honour their primary duties which were teaching and other classroom-related matters. A second respondent stated:

I am an English teacher and a grade 9 class-teacher, participate in multiple school activities as a member of various organising committees beside being the only qualified teacher to run the school library hence I don't get enough time to manage the library.

She further stated that in her absence, the library operations were compromised to the point that the library was sometimes closed, which defeated the essence of its existence. A third teacher librarian argued that they had insufficient time to participate in all activities in the library, and there was little time for actual library usage. The difficulty of balancing teaching duties and school library operations was voiced by a fourth respondent who went on to say that:

There is no time to do all the library activities and offer full services to the library users since most of my time is spent in class and sometimes committed to other school operational matters since I am the HOD for my phase. Again, the school doesn't allocate library hour in their timetable, and I strongly believe we should have at least one period dedicated to the library given the rich collection thanks to ELITS but if not use it is more like wasted.

The concern over the exclusion of the library period in the school timetable is a valid one. It was also argued that while there is a period for reading, that is "the reading hour", it is deliberately mistaken for the library period as it is held in the library given the library' conducive setting and availability of reading material. The researcher strongly believes that schools should include both a weekly reading hour and a library hour (period) in their timetables to improve learners' literacy and reading skills. The aforementioned PIRLS (2016) report on the country's poor literacy skills provides more than enough motivation for such inclusions.

6.4.4.7 Shortage of furniture and equipment

While a school library might have the "best" collection relevant to the curriculum and which supports and enhances the quality of learning and teaching in the school, it should be matched with being easy to use and quick to access. However, some of the teacher librarians who praised their collections were unhappy with the condition and shortage of proper furnishings to facilitate easy access to the collection. One teacher librarian, for example, stated that there was not enough furniture for shelving books, and it was thus difficult to organise the collection adequately. As a result, they were sometimes forced to keep materials in boxes which limited learners' access to valuable resources. This is not an isolated case as Paton-Ash and Wilmot (2015) found other instances of book resources not being available to children due to a lack of space. Instances included books being locked in the principal's office and books still being packed in boxes.

Apart from the shortage of furniture, some teacher librarians were concerned by a shortage of essential school library equipment needed to provide a quality service to users. The absence of equipment such as barcode scanners which facilitate efficient circulation of material (for those libraries which are computerised) and photocopiers and printers, would limit libraries functioning to their full potential. Furthermore, some of the teacher librarians felt that the absence of Wi-Fi and radio-frequency identification (RFID) which, when attached to library books, could prevent them from theft, was a security challenge hampering the development of school libraries.

6.4.4.8 Lack of conviction of the educators on the importance of library

It is often argued that school libraries with their ability to provide resources and services that enhance the lives of both educators and learners are the heart of the school community. Therefore, a lack of conviction on the part of educators on the importance of the library impedes library development. Convincing educators of the importance of a school library is a necessary step towards sustainable school library development and management. This study found that some of the teacher librarians were faced with the challenge of convincing their colleagues of the importance of having a school library, more especially in rural schools as they are often remote from resources such as a public library. Convincing educators was seen as a difficult task as they (the educators) were not willing to increase their workloads given

the large classes (stemming from the ever-growing learner enrolment) they were already teaching. This was despite the teacher librarians assuring educators that they would take full responsibility for the school library operations and the fact that the library would assist in the teaching and learning process by reducing some of the workload if educators were to send learners to the library for assignments and projects. It is worth noting that without established school libraries important initiatives such as reading and literacy programmes implemented by teacher librarians would not be realised, thereby hampering the reading and literacy skills of learners.

6.4.4.9 Lack of participation from other educators

In an ideal school library setting, the teacher librarian works with other educators to provide instruction, evaluation and the production of information. This is usually done in conjunction with other instructional programmes and it involves continuous planning and teamwork. Collaboration in this regard has the potential to produce improvements in learner achievement, behaviour and attitude towards the school library and its services. Generally, given their professional training, one may argue that educators are better able to consider new ideas and are better prepared to support one another, especially with curriculum-related matters. However, the study found that some teacher librarians expressed a lack of participation from other educators as a challenge hampering school library development and management in their schools. One of the teacher librarians said:

> *I am struggling at times since my colleagues do not want to monitor learners from their classes when doing their projects or reading at the library and I find myself having to work with several learners from different grades at the same time. Furthermore, some learners do not participate in any of the library activities because their teachers do not encourage them to do so. I believe that if we can encourage our learners to visit the library and join them to help with their projects, our library would improve its services.*

This was a valid concern raised by teacher librarians because, generally, educators and teacher librarians collaborate in planning the development and implementation of the curriculum and trying new teaching strategies. This is why school libraries need to be managed by librarians who are also qualified teachers and thus are familiar with the curriculum. With their expertise and role of being a leader of the school library committee,

teacher librarians can provide leadership in bringing about some of the major curriculum changes in schools. They, therefore, become teaching, learning and assessment partners who maintain strong curriculum and instruction involvement. Hence, for them to accomplish their tasks and achieve the goals and mission of the school (the essence of the school's existence and survival), they require the full support of all the stakeholders, including their fellow educators.

6.4.4.10 Loss of books

Generally, in SA, the school library collection is dominated by print books both fiction and non-fiction and the study found that the majority of school libraries collected fiction and non-fiction books more than any other resource. With many of the schools situated in rural areas without advanced infrastructure print materials are, therefore, bound to be the main format in the collection. Some of the teacher librarians reported the loss of books as a challenge to the development and management of their school libraries, given that many of the books in their collections were donated. Furthermore, such losses undermined the development of school libraries, especially as ELITS' continued support of those libraries is based on the proper maintenance and management of resources.

6.4.4.11 Shortage of computers and lack of computer literacy

Erikson and Markuson (2007) viewed libraries as places where learners learn to use technology to explore the world of knowledge. They further argued that learners should be life-long learners, with the skills to retrieve and critically use large amounts of information from electronic sources. Paton-Ash and Wilmot (2015) pointed out that library resources have changed from books and audio-visual resources to resources that include new technologies. Therefore, the lack or shortage of computers as identified by some of the teacher librarians hindered the development of the school library in this information era and where technological advances influence the learning and teaching process. This challenge might be rooted in the fact that most of the rural-based schools, as mentioned earlier, were reported to have either a few computers or none at all which, inevitably, limits learners' access to digital resources. This is in line with Mojapelo (2018) who noted that the disadvantaged schools in mostly rural provinces such as Limpopo, KZN and the Eastern Cape are still characterised by resource constraints negatively affecting teaching and learning

accomplishments. This hinders learner-centred learning and resource-based learning becomes impossible thus putting learners at a disadvantage.

Apart from the shortage of computers, there appears to be a computer literacy challenge preventing or limiting the use of computers. The study found that teacher librarians were faced with both learners and educators not having the necessary basic skills to utilise ICTs. Computer literacy is essential for retrieving electronic resources. The user who has the ability to properly conduct an online search of the web or, in particular, databases using the correct searching techniques makes a significant difference in terms of the reliability and accuracy of the information retrieved. However, the computer illiteracy challenge often requires the teacher librarian to conduct information sessions where basic computer skills are taught to learners and educators prior to the teaching of information retrieval skills. Although such training is arguably part of the library service and teacher librarian's duty, it is difficult to conduct such training given the teaching and other demands that the teacher librarian is expected to honour.

6.4.4.12 Organising and managing the library

LIS scholars such as Hart (2006), Reynolds (2005) and Todd and Kuhlthau (2005) argued that a librarian has to play a far more strategic role in the knowledge environment, and this includes understanding how learning takes place, working collaboratively with teachers and students, providing appropriate resources and creating a conducive learning environment. This role requires management skills but it is a sad reality that such skills are in short supply among information professionals at the management level. This shortage severely hampers the effective management of libraries and information centres in terms of the information itself, the infrastructure and the human resources.

The librarian also has a role in organising and selecting resources for pleasure and learning and in encouraging the habit of reading given its importance in the school (Paton-Ash and Wilmot 2015). The study found that one of the challenges was that learners did not return the books to the correct shelves and that led to the teacher librarians having to do shelving and regular stocktaking of materials in the collection. Insufficient skills to organise and manage the school library was highlighted by some teacher librarians as obstacles to school library development. While management and organising are soft skills that were taught in theory in

the ACESLD Programme, they are also skills that must be practiced and developed by librarians for effective and efficient library management. Doing so will ensure proper, equitable and sustainable access to, and use of information in the school libraries.

6.4.4.13 Starting a corner library

Starting a corner library was seen by one of the teacher librarians as a possible solution to their problem of not having a school library. However, this proved to be a challenge given that developing a corner library may not be as simple as it sounds and could involve a reasonable level of library development experience. Therefore, the lack of this experience impedes school library development.

6.4.4.14 Too many learners

The 2013 ELITS proposition to fund schools to enhance school library development according to their enrolment invited challenges one of which was that some schools unreasonably increased their enrolment numbers beyond measure. Nonetheless, (legitimate) large learner enrolments was noted by one of the respondents as a challenge to school library development. It was pointed out that in schools with large numbers of learners, libraries are too small to accommodate all the learners. In addition, the lack of space in the library is especially evident at peak times, such as during examination periods, when there is usually a large influx of learners into the library. The lack of space discouraged learners from using the library. Furthermore, it provided educators with an excuse to neither collaborate with the teacher librarian nor make use of library resources in their teaching.

6.4.4.15 Lack of security

One of the teacher librarians stated that the lack of security was a threat to normal school activities and beyond that, it could grossly impede the development of the school library. If security is not a consideration, the whole library project could be jeopardised. For instance, library material and equipment being stolen or even the building being broken into and vandalised would constitute a huge setback. One of the teacher librarians stated that:

> *Lack of security at our school is a problem since we had books stolen from our classroom corner library, equipment was vandalised, and there were no preventive*

measures to mitigate a fire hazard should it break [out] since we don't have
extinguishers.

It also emerged that even though one of the schools had a security guard, the teacher librarian still felt unsafe since the guard was an untrained community member without proper security equipment. One respondent pointed out that:

… some of the security guards leave their post upon death threats given that they are
unarmed and are not able to fully guard the premises beside just being eyes and ears who
can't act but report after the damage has been done.

A third respondent stated that:

Lack of security forced our school to close the media centre and that led to learners
leaving for tertiary without proper information technology and information literacy skills.

The issue of security in the form of guards is a major challenge. Furthermore, the absence of proper security systems within the school libraries plays a role in hampering the growth and development of the libraries.

6.4.5 Strategies that could be adopted to overcome the challenges

As noted, there has been a growing concern over the quality and standard of the country's literacy with President Cyril Ramaphosa emphasising the urgent need to address this matter during his 2019 June SONA. He projected that in five years all South African learners under the age of 10 years would be able to read for comprehension. However, his address did not outline the possible solutions or strategies to address this crisis. The researcher shares the same sentiments as other LIS scholars who strongly believe that the establishment of functional school libraries in SA is critical in addressing the poor literacy levels that exist and which continue to be of huge concern. However, Silbert and Bitso (2015) were of the view that to have functional school libraries, a multi-level support strategy is required for teachers working in a library, who are new to the field and have not undertaken professional librarianship education and training. To ensure that this is achieved Silbert and Bitso (2015) argued for the implementation of the Cascading Support Model (CSM). The Model was conceptualised by the University of Cape Town's (UCT) Schools Improvement Initiative

(SII), UCT's Library and Information Studies Centre (LISC) and The Bookery, a Western Cape non-profit organisation. The authors stated that the CSM was presented as a context-driven initiative that combined elements of university-community-school partnerships and communities of practice. At the core of this interface was the opportunity to build capacity and expertise through collaborations and networks such as the one between the KZNDoE ELITS Directorate and the UKZN, which led to the development of the ACESLD Programme.

Given their concern and the challenges that teacher librarians experienced regarding the development and management of school libraries, it was considered necessary to ask them what possible strategies could be employed to overcome the challenges encountered. These are listed and discussed below.

6.4.5.1 Donations and fundraising

The literature reveals that a major challenge for school library development is financial constraints; hence, fundraising and asking for donations were identified as key strategies that could be adopted to overcome the challenges facing the development of school libraries. The study found that most teacher librarians thought that funds raised through fundraising events could be used to establish school libraries, purchase books and other library materials. It was also suggested that donations could be in any form, either library materials or funding as both contribute to the development of the school library. It was clarified that donations excluded any form of support given by ELITS towards the establishment of school libraries. With so many challenges associated with donations (especially donated books which are usually outdated or otherwise irrelevant), it is necessary that a donations policy be drafted to regulate the quality and relevancy of what the library receives.

6.4.5.2 Employ full-time teacher librarians

Some teacher librarians were of the view that there was a need for all school libraries to be operated by a full-time teacher librarian. It was argued that these teacher librarians would be more focussed on library matters with what teaching they did being focused on information literacy and other library-related lessons as opposed to the common classroom curriculum-based subjects. This was identified as a good strategy to enhance school library development in the Province. Again, this is in line with the Equal Education's quest for quality and

functional school libraries operated by qualified librarians and encapsulated in the expression: "One school, one library, one librarian" (Equal Education 2010).

6.4.5.3 Training workshops

Earlier the study reported that teacher librarians were of the view that there was a general lack of conviction on the importance of the school libraries in schools. It was, therefore, suggested that the DoE, ELITS and schools should regularly conduct training workshops for educators and learners to inform them of the importance of school libraries in education. The workshops were identified as a strategy that could enhance school library development and management, helping educators integrate school library resources into the curriculum while teaching learners information literacy skills. The training issue was not only identified in KZN as it was also found that some schools in Soweto did not have the funds to pay someone to run the library and thus had a full-time educator operating the school library on a part-time basis. Dlamini and Brown (2010) rightly argued that this was a problem as the educators had no relevant training or experience with school libraries (and were thus in need of training).

The ELITS 2013 Strategy reported that between 2009 and 2012 schools had no designated teacher librarian posts, and that was a serious challenge that needed urgent attention. Almost a decade later the challenge has yet to be addressed and there has been little progress with regards to school library development generally. However, even though school libraries were reported to be operating without qualified teacher librarian posts, the KZNDoE had been funding, since 2003, 200 teachers per year to obtain the ACESLD qualification. By 2016 UKZN alone had graduated 943 teacher librarians. The study found that teacher librarians were of the view that there needed to be regular training not just for the production of qualified teacher librarians but also for all educators and learners. This training would provide for a better understanding of the importance of school libraries in the teaching and learning process particularly in the context of the current resource-based curriculum.

6.4.5.4 Seek support from educators

Teacher librarians were of the view that a school library is not a personal project as it serves the interests of the whole school. The library is there to help the school achieve its aim, namely, the provision of quality education. It was, therefore, suggested that teacher librarians should encourage other stakeholders to fully participate in the development of the school

library. This meant that more educators, regardless of their positions in the governing of the school, should play a role in the school library and be part of the school library activities. Collaboration is key to ensuring a functional school library that is relevant and enhances the curriculum. It was also emphasised that teacher librarians should first seek support from their colleagues within their schools before approaching official departments such as ELITS. The latter would be willing to assist with resources in schools only once the schools were ready and had proper plans in place. Furthermore, collaboration with other educators would help the library to both build a strong collection relevant to the curriculum and "bring life" to other library programmes while reducing the teacher librarian's workload given their obligation to honour teaching duties. Thus, teacher librarians should facilitate this collaboration since they are, as pointed out by Hughes and Jackson (1996: 20) "in a good position to nurture collaborative working relationships among staff, across the grades and the curriculum".

6.4.5.5 Develop a corner library

As discussed above, the study found that teacher librarians had different challenges preventing the development of a school library in their schools such as lack of space, support from colleagues and unwillingness of stakeholders to support the initiative. Some teacher librarians then suggested developing a corner library as a possible solution that might give their learners access to information services. A further suggestion in terms of accessing library resources in the absence of a more traditional library was the use of the mobile library services that ELITS provides across the Province. These two suggestions would help improve and increase access to library services thereby enhancing school library development. This, however, needs to be seen as an interim solution since the aim is to establish fully functional school libraries meeting the standards and criteria recommended by ELITS.

6.4.5.6 Library promotion

School library development and management does not only mean the establishment of new facilities but also promoting awareness and full use of the existing facilities and the services they provide. Some of the teacher librarians were of the view that collaborating with other educators and integrating the library resources into the curriculum might work as a "dual sword" – enhancing the quality of education while at the same time promoting and marketing the library services. This could be done in various ways such as the observation of certain

important days or activities like "Library Week", "Africa Day", "Nelson Mandela Day" and "Water Week" among other important occasions. Furthermore, displays and reading clubs would also go a long way in promoting the library services while improving the literacy levels of learners and by so doing respond to the illiteracy crisis the country faces. These activities would also require educators to be involved and for them to use the library resources for academic-related projects.

6.4.5.7 Timetable to include library periods

One of the teacher librarians stated that no matter how well-stocked and well-promoted the school library is, if it is not included in the school timetable its usage is bound to be limited or minimal. Furthermore, even if the library is operated by a dedicated qualified teacher librarian, its usage is dependent on the time allocated for use by learners. It is, therefore, crucial that the school timetable incorporates a period dedicated to library use so that educators can plan and make use of the services provided by the library. Doing so would also encourage the integration of the library resources into the curriculum. While the study found that some schools have a reading period, it is conducted in the library and is a responsibility of the language teacher who is also the teacher librarian. The inclusion of a library period in the school timetable could bring a positive shift in the attitude of both educators and learners towards the school library in which its existence and usage is accepted as part of the culture of the school. In doing so, their reading skills and information literacy levels would also improve.

6.4.5.8 Build a new school library

Having qualified as teacher librarians and now fully aware of the importance of school libraries in teaching and learning more, especially in SA given the resource-based learning curriculum, building new functional libraries was considered by some of the respondents as urgent. This is in line with the National Guidelines for School Library and Information Services (Department of Basic Education 2012), the IFLA-UNESCO School Library Manifesto (2010), the KZN School Library Policy and the document, *We can't afford not to: costing the provision of functional school libraries in South African public schools* (Equal Education 2010) all of which advocated for the development of school libraries.

6.4.5.9 Introduce reading activities

Some teacher librarians believed that the introduction of reading activities would be vital in the development and management of school libraries since this would increase the relevance of the library to the school community and may also be a good marketing strategy. The fact that most teacher librarians are language teachers suggests that the reading activities should be easy to "enforce" but should be done as an activity outside of the curriculum and as part of reading for pleasure so as to encourage more learners to participate. Furthermore, reading competitions within and outside school should be encouraged so that learners are actively engaged in regular reading to improve their literacy, analytic, writing and general learning skills.

6.4.5.10 Maintain the library and value of library resources

It was reported by Equal Education (2010) that most of the ordinary public schools with functional school libraries in SA are former Model C schools. Some of these schools (and their libraries) are no longer in the same state as they used to be now that they are under a post-apartheid education framework. It was suggested by some of the respondents that proper maintenance of school libraries was a good strategy to help with the development and management of school libraries. Maintenance was identified as being vital for ensuring the long-term sustainability of school library services. Maintenance included that of the library's physical infrastructure and also ensuring that all information resources are updated and remain relevant. A further aspect of maintenance is ensuring that library users know the value and importance of resources to both themselves and for the library's growth.

6.4.5.11 Consult experts

Although teacher librarians are qualified and acknowledge the skills and knowledge gained from the ACESLD Programme some, however, were of the view that starting a school library requires the expertise of an expert who is well informed about school library development. It was recommended that the development of school libraries should not occur without the involvement ELITS since they have all the expertise required ranging from intellectual property to library resources. Also, involving ELITS would ensure proper maintenance and sustainability of the school library. One of the teacher librarians believed that it was also vital

to involve LIS experts from the universities who trained the teacher librarians so that they could provide further assistance where necessary.

6.4.5.12 Security

The issue of security can never be overemphasised given that it is crucial in the safeguarding of any institution including a well-resourced functional school library. As reported earlier in the challenges affecting the development of school libraries, security was identified as one of the challenges that needed urgent attention. One teacher librarian believed that the installation of CCTV cameras might be a possible solution to prevent theft and vandalism of the property. Furthermore, the installation of burglar bars and other security features would also assist in ensuring the safeguarding of the school library's information resources and equipment. However, with most of the schools based in rural areas which often have electricity supply issues, the technology-related security measures might be a challenge unless they are supported by a generator which in turn, is prohibitively expensive. Having reported the challenge of unarmed security guards without proper training, one teacher librarian suggested that the rural schools without electricity should deploy professional security companies who would patrol and guard the schools. Again, however, there would be a significant cost involved.

Computer security will continue to be a form of security which needs to be taken into consideration. Thus, it is also important that school libraries with computers install the latest antivirus software to protect their electronic resources.

6.4.5.13 Motivate learners

The essence of the school library is providing learners with access to relevant information sources and a conducive environment for self-directed learning. It is therefore important that learners are encouraged to make use of the library and its services. This could be done through motivating learners to participate in the reading programmes and other library-related activities. Some of the teacher librarians indicated that they motivated their learners to use the school library by giving them responsibilities such as being a library monitor. The monitors then share their library experiences with their classmates who in turn are motivated to make use of the library. Teacher librarians' collaboration with other educators to establish learning

activities that will require the use of library resources will also motivate learners to use the library.

6.4.5.14 Start a library committee

It has been indicated that developing a new library is not an easy task. Hence, some of the teacher librarians believed that it is important to develop a school library committee that will develop school library policies, oversee the operations of the library including building the library collection, and promote the use of library resources. The importance of the school library committee is supported by the study's finding that most of the school libraries were operating under the guidance of such a committee led by a qualified teacher librarian. Having earlier reported the lack of support from other stakeholders it is, therefore, necessary to note that the composition of the committee is per the ELITS recommendation stipulating that members should be the principal, educators, non-educator staff, parents who are members of the school governing body (SGB) and learners. A school library committee composed of the full complement of the school community and relevant stakeholders would encourage the use of library resources and help maintain the relevance of the school library.

6.4.5.15 Reduce teaching workload

A functional school library is well-resourced with a collection that supports the curriculum and is operated by a qualified teacher librarian who is expected to both teach and run the library. With both teaching and library qualifications, teacher librarians are best-suited to integrate library resources into the curriculum and initiate collaboration with other educators. They have the training and the knowledge to introduce new materials and make educators comfortable using them for teaching purposes. Furthermore, teacher librarians are at the forefront of assisting educators to use library resources as part of their teaching. However, some of the teacher librarians felt that it was difficult to balance both their classroom duties with library operations and therefore pleaded for a reduced teaching load to allow for more time at the library. As has been stated, most of the teacher librarians who took part in the study were language teachers and, as such, arguably do more than other subject teachers given the work involved in teaching languages. Teacher librarians need to be given more time in the library, and most of their teaching should be information literacy and library use skills. In addition, their knowledge and expertise help them recognise that with the ever-increasing

technological developments, information sources are swiftly changing from print to digital format and this necessitates that they assume a leadership role with the teaching of these new technologies.

6.5 Summary

This chapter provided a discussion of the findings as per the key research questions outlined in Chapter One. The discussion began with the demographic profile of the respondents and the chapter ended with suggested strategies that could be used to overcome the challenges faced when developing the school libraries in the Province. One of the main thrusts of the discussion was the teacher librarians' application of the knowledge and skills gained in the ACESLD Programme in the development of libraries in their schools. The study established that most teacher librarians were involved in the development of school libraries in their schools and an overwhelming majority used the skills and knowledge acquired from the ACESLD Programme in doing so. The study found that many of the schools were situated in rural areas and, despite this, most managed to establish school libraries in various forms. However, the fact remains that some schools could not prioritise libraries over classrooms especially in circumstances where learning took place outside, under a tree. It is also worth noting that despite challenges and other factors that prevented the development of school libraries, some teacher librarians still found space and time to operate a corner library. In addition, the study found that the role of ELITS in school library development in the Province went beyond the provision of resources to ensure functional school libraries. The Director was of the view that part of their role also necessitated that they provide library-related professional expertise and support for targeted schools. The constructivist learning approach also encouraged the teacher librarians to share the knowledge and skills gained with those who were not part of the Programme so that the importance of developing and maintaining school libraries was commonly understood and supported by other stakeholders within the school community.

Chapter Seven, the final chapter, follows.

Chapter Seven

Summary of findings, conclusions and recommendations

7.1 Introduction

The study investigated the training of teacher librarians and the development of school libraries in KZN. This was done through tracing the teacher librarians who graduated with ACESLD qualification offered by UKZN between 2004 and 2016 to establish the influence of the Programme and the role played by the teacher librarians in the development of school libraries within the Province. Chapter Five gave a detailed presentation of the results of the study. The data collected from the ACESLD graduates were processed, analysed and graphically presented in a way that reflected the research problem, objectives and the key research questions as outlined in Chapter One. Chapter Six provided a detailed discussion of the findings based on the key research questions. This, final chapter, presents a summary of the findings, the conclusions and the recommendations that have emerged from the study. It also presents suggestions for further research.

The findings are summarised in terms of the five key questions formulated to investigate the research problem. In doing so, this will assist in establishing the extent to which the questions were answered.

7.2 Summary of the findings

Findings of the study were drawn from the data collected using a mixed methods approach which was informed by the postpositivist paradigm. Constructivist learning theory provided the conceptual framework to guide the collection and analysis of data. The mixed methods approach allowed for triangulation of data using an observation guide, semi-structured interview schedules and a self-administered questionnaire as data collection instruments. The observation process was an ongoing activity in the selected schools across the KZN Province where the existence and functionality of school libraries were checked as were the roles being played by the teacher librarians in the establishment and maintenance of the libraries (in the schools which did have libraries). Interviews were held with the KZNDoE ELITS Director and the UKZN ACESLD Coordinator. Distribution of the self-administered questionnaires

was done in two phases (see Table 4.4) given that the first attempt yielded a reasonable but insufficient response rate of 46%. A second phase of distribution was undertaken which eventually resulted in a good final response rate of 62%. The five key research questions developed for the study, and which provide a basis for the summary of the findings, were as follows:

1. Did the ACESLD Programme provide the teacher librarians with the necessary knowledge and skills to develop and manage school libraries?
2. How did the support provided by ELITS assist the teacher librarians with developing and managing school libraries?
3. How have the teacher librarians used the knowledge and skills to develop and manage school libraries?
4. What are the factors that prevent teacher librarians from developing and managing school libraries?
5. What are the strategies that can be adopted to overcome such challenges?

7.2.1 Knowledge and skills to develop and manage school libraries gained from the ACESLD Programme

The primary objective of the ACESLD Programme was the provision of necessary knowledge and skills to enable teacher librarians to establish and maintain school libraries in their respective schools. The study found that for school libraries to provide quality services, there should be comprehensive training offered to school library committees with more emphasis on the teacher librarians as leaders of the committees. Based on the conclusion made above, the study, therefore, recommends that teacher librarians with the support from ELITS should provide ongoing comprehensive training to the school library committee to maintain an effective functional library.

The study confirms and concludes that the ACESLD Programme had some influence on teacher librarians' involvement in the development and maintenance of school libraries within the Province. The influence of the Programme was confirmed by the teacher librarians who believed that upon obtaining their qualifications they were able to: establish a new library and motivate and educate others to do so as well; manage, organise and maintain a school library; access and classify materials; introduce and promote reading programmes and

reading clubs; assist learners with reading and research skills and improve learners' literacy skills; undertake collection development and draft a collection development policy; establish school library committees; train staff; use ICTs to access and retrieve information; integrate curriculum and library resources; and improve their language usage, and speaking and writing confidence.

The study concluded that the ACESLD qualification provided the teacher librarians with the knowledge and skills to develop school libraries as highlighted above, but there are concerns regarding the ongoing maintenance of the school libraries. These concerns include qualified teacher librarians not being the designated teacher librarians, being in schools that do not have a library, and being unable to undertake the library duties required given the challenges highlighted in Section 7.2.4 below. In effect, there are teacher librarians who are unable to put the knowledge and skills gained from the ACESD Programme into practice. This, therefore, undermines both learner-centred and resource-based learning approaches which are the drivers of SA's basic education curriculum. The study, therefore, recommends that the DoE through the ELITS Directorate officially recognises and creates the school librarianship post to be occupied by qualified teacher librarians.

7.2.2 Support given by ELITS to help the development of school libraries in KZN

The literature informs that there has not been much progress in the development of school libraries in SA in the past decades hence the urgent need to improve on the situation. The slow progress being made in the development of school libraries prompted discussions between the ACESLD Coordinator and the ELITS Director. It was from these discussions that the recommendation for the training of teacher librarians to help establish school libraries in the Province was made. In response to the lack or slow progress in the development of school libraries, ELITS provided quality library resources, which were classified and processed before being distributed to the targeted schools across the 12 KZNDoE districts.

The study found that ELITS had a much broader role since their focus was not only on the provision of resources to functional school libraries. The ELITS Directorate was also responsible for the provision of library-related professional development and support for targeted schools. It is for this reason that the Directorate provided financial support in the form of bursaries to help train qualified teacher librarians within the Province. However, the

Director argued that there had been no comprehensive report on the success and failures of this initiative in terms of its influence on the development of school libraries in the Province. The Director noted that even though they monitored and evaluated the status of schools they had provided with resources; they were yet to establish the impact of their services in all the districts they served. The findings of the study will, therefore, assist in determining the importance and impact of the training of teacher librarians on the development and management of school libraries in KZN. In doing so, the study will help with initiating a comprehensive report on the successes and failures of the ACESLD Programme in the training of teacher librarians in the Province.

The study found that the ACESLD Programme's objective of providing the teacher librarians with comprehensive knowledge to develop school libraries was achieved. However, it is worth noting that as much as the ELITS Directorate provided financial support for the training of the teacher librarians, they did not provide sufficient support to enable the work-integrated learning (WIL) aspect. This resulted in the teacher librarians being unable to put the knowledge and skills they learnt on the ACESLD Programme into practice to the extent they would have anticipated and wanted.

7.2.3 Use of knowledge and skills gained from ACESLD Programme to develop and manage school libraries

Although there is a concern that South African tertiary institutions provide mostly theoretical knowledge when training teacher librarians the study, however, found that most of the teacher librarians had used the knowledge and skills gained from the ACESLD Programme when developing their school libraries. It is worth noting that most teacher librarians believed that all the modules comprising the Programme were useful. However, the EDPD123 School Library Development and Management 630 module was perceived as useful and important when developing a library in their schools since it broadened their understanding of information needs and use contexts. It was also seen as providing the knowledge and skills needed to build, maintain and organise a functional school library collection as well as the skills to evaluate information sources in a variety of formats. The teacher librarians further applauded this module for affording them the knowledge and skills to draft and implement

guidelines for developing and maintaining a school library collection, developing user education and learner support, and fostering school-based reading and writing programmes.

On the other hand, the study found that the EDPD120 Professional Practices in School Library Development and EDPD119 Education Studies for School Library Development modules were perceived by teacher librarians as not very useful when developing a school library. The main reason for these two generic modules being perceived as less important and useful when developing school libraries was that they had a strong focus on classroom-related activities relating to the teaching and learning process. Another possible reason for why these modules were deemed less useful was that their content overlapped with other modules. In addition, their theoretical nature might have led to them being considered less important than those modules providing the practical knowledge and skills required to develop school libraries. Although constructivist learning is a scaffolding approach building new knowledge from the pre-existing knowledge, consideration needs to be given to replacing these two modules as their content, as pointed out, overlaps with the modules offered for basic educator training. For teacher librarians to acquire skills and knowledge, the Programme must attach theoretical and practical application in the context of the school library for training the school librarians.

7.2.4 Factors that prevented teacher librarians from developing and managing school libraries

The study reveals that the KZNDoE (through the ELITS Directorate) has made steady progress towards the training of teacher librarians and the development of school libraries. However, this progress is not sufficient given that several schools are still without libraries despite the presence of a qualified teacher librarian. This, therefore, indicates that there were teacher librarians who could not develop school libraries despite having gained the necessary skills and knowledge from the ACESLD Programme. There were also teacher librarians who could not further develop their school libraries to any extent (if at all) due to various factors and these are outlined below.

Some of the teacher librarians attributed their inability to develop their school libraries to the shortage of staff. It is worth noting that to establish and operate a school library, there must be an established school first, and the essence of any school is learning and teaching. If the

school is understaffed, this has a negative impact on the development and proper functioning of the school library. This notion is supported by the term "teacher librarian" suggesting that teaching is the primary duty while librarianship is a secondary duty. Schools thus prioritise the teaching staff complement at the expense of library staff which negatively impacts on the development of school libraries.

Some teacher librarians cited the lack of resources, library material and collections as a reason for not developing their school library. This is despite ELITS' effort and commitment to the development of school libraries as it supports schools that show an interest and willingness to establish a library. In addition, the lack of a library collection and other necessary resources was coupled with a lack of support from school management, colleagues and parents. This lack of support emerged as a major obstacle challenging the development of school libraries. Furthermore, it also hinders the integration of the school library into the curriculum, depriving learners of a wide range of learning resources and resulting in an unwanted dependency on their teachers as the only source of information. The lack of support was further undermined, as argued by teacher librarians, by the absence of an official national school library policy which stipulates the establishment and maintenance of a library in every school. Without established school libraries, important initiatives such as reading and literacy programmes implemented by teacher librarians are not realised thereby hampering the reading and literacy skills of learners.

It appears that some schools were built without taking into consideration that they would expand in the future. This is evident in these schools having a shortage of classrooms but no space to build more. As a result, some of the teaching and learning activities were conducted in an open space outside. A shortage of classrooms made it impossible for the school to establish a library in an empty classroom. The lack of physical infrastructure to house library resources limits the development of a functional school library. However, the lack of space is not only limited to the absence of a construction site where new school libraries could be built, but it was found that existing school libraries were too small leaving no space to expand the scope of their collection.

Although some schools had libraries with adequate and relevant collections to enhance learning and teaching these libraries, however, lacked proper furniture to enable easy access to the collection. This was as a result of multiple factors, including the lack of funds to

purchase new equipment and the lack of space to house new equipment. Furthermore, the absence of funding resulted in the poor maintenance of the library as a whole and depreciated the quality of service provided by the library.

A further factor challenging the development of the school libraries was the loss of library resources, especially those libraries established with the support of ELITS. The continuous support of ELITS is contingent on the libraries properly maintaining and managing their resources.

In the 21st century technology is everything, hence the absence of ICTs in schools limits the scope of the collection and prevents the provision of digital platforms which might be the answer to the space crisis and loss of print resources. This is, however, not a solution for all, since many of the schools in KZN are in rural areas and do not have electricity (amongst other fundamental infrastructure) when compared to schools in semi-urban or urban areas.

The study further revealed that in schools with large enrolments, libraries were too small to accommodate all learners. The lack of space in the library was particularly apparent during peak times, such as the examination period when there is usually a large influx of learners to the library.

It is worth noting that even though some of the schools had functional libraries which met the ELITS standards and norms (as a result of the support provided by the DoE in the Province), some teacher librarians were of the opinion that these libraries were not utilised to their full potential. The teacher librarians attributed the underutilisation of school libraries to various factors. One such factor was having little or no time to work in the library as they had to honour their primary duties which were teaching and other classroom-related matters. In addition, they had to participate in school committees.

Poor or lack of skills to organise materials in the library and the inability to manage the school library was highlighted by some teacher librarians as obstacles preventing school library development.

In addition to these highlighted problems was the lack of, or poor security, which were cited as a major threat to normal school activities and beyond that, they could grossly hamper the development of school libraries. This lack was not based on speculation but was experienced

by a couple of schools where break-ins and vandalism had occurred and were reported. The lack of security was said to have potentially jeopardised the school library development projects in some of the schools within the Province. To further emphasise the concerns relating to the issue of security, even the schools that had security guards were still concerned about their safety and were not confident in their security systems/services. In this regard, it was reported that those guards were either poorly trained or were not armed with the proper equipment and they themselves felt unsafe and incompetent.

7.2.5 Strategies that could be employed to overcome such challenges

The study found that despite the number of factors hindering the development of school libraries as outlined above, there were possible strategies that could be employed to overcome these challenges and potentially boost the prospects of developing and managing school libraries in the Province. These strategies were drawn from the literature but mostly from the suggestions made by teacher librarians when answering the question relating to what they thought could help them to develop and manage school libraries.

Generally, respondents are usually not keen to respond to open-ended questions, more especially where they are required to think and provide positive answers. However, for this study, a few teacher librarians showed interest and provided some insightful suggestions to counter the challenges being experienced. The possibility of donations and fundraising was raised and this is not surprising given that most of the challenges emanated from financial constraints. It was stipulated that a school's donation policy should guide these donations and should exclude any support (regardless of form) provided by ELITS since the Directorate has a clear mandate for the development of school libraries and the training of teacher librarians.

Given the difficulties associated with the establishment of school libraries, ranging from financial constraints to knowledge and skills, it was recommended that the development of school libraries should not happen without the involvement of ELITS given that they have all the expertise required, ranging from appropriate knowledge and experience to the sourcing and provision of library resources. In addition, involving ELITS would ensure proper maintenance and sustainability of the school library. The study also recommends that the Directorate draft a report depicting their progress in the development and maintenance of

school libraries as well as funding provided to train teacher librarians to monitor and evaluate the mandate and service provided by the Directorate.

The study suggests that the KZNDoE should adopt and implement the Equal Education's motto of "One school, one library, one librarian" to improve the quality of education in the Province. However, given the constraints and the urgency of the need for school libraries, some of the teacher librarians proposed the establishment of corner libraries as an interim solution that will afford learners access to information services while giving them basic information literacy skills. Given that even the development and maintenance of a corner library is not an easy task, it was further suggested that the use of the mobile library service may also be an option since ELITS does provide such a service across the Province.

In line with Equal Education's quest for all schools to have functional school libraries operated by a qualified teacher, the teacher librarians recommended the employment of a qualified full-time teacher librarian as a possible solution to improve the establishment and maintenance of school libraries. In the absence of a full-time teacher librarian, it was suggested that the teacher librarians should be given more time for library operations with their teaching mostly dedicated to information literacy rather than any other subjects. Given their teaching experience and librarianship knowledge and skills, teacher librarians are best suited to facilitate the integration of school libraries into the curriculum and to initiate collaboration with other educators. Therefore, they need to be afforded more time by reducing their teaching workload to enable them to focus on maintaining a functional library service.

Given the importance and the role of a school library in the learning and teaching process, it was suggested that all stakeholders should be encouraged to be active participants in the development and functioning of the library. Moreover, collaboration with other educators will help the teacher librarian to build a strong collection relevant to the curriculum. The teacher librarian would then be able to establish the necessary reading and literacy programmes needed to support the delivery of the curriculum and the learning process.

In addition to having a qualified and dedicated teacher librarian, teacher librarians suggested that the school timetable includes a library hour and a whole school reading period given that the school libraries would not be able to accommodate all learners at once. In addition to the

reading session, the library period was urgently needed to introduce reading activities to help increase literacy levels while at the same time promote school libraries and verify their relevance to the curriculum. The reading programme should incorporate internal and external competitions to encourage learners to actively engage in regular reading to improve their literacy, writing and analytic skills, thereby helping them become life-long learners.

The study found that teacher librarians felt that there was a need for regular training, not just for producing qualified teacher librarians, but for all educators and learners to enable the better understanding of the importance of school libraries in the teaching and learning process within the current resource-based curriculum.

Developing and maintaining a functional school library is a huge task that cannot be handled by a single person hence the ELITS recommendations stipulated that school libraries should be governed by a school library committee made up of the teacher librarian (the leader) principal, educators, non-educator staff, parents who are members of the SGB and learners. Involvement of the learners in the running of the library could motivate them and improve awareness of the whole school community. It was further said that a school library committee comprising a representative from all stakeholders might encourage and promote the use of library resources and help with issues of security.

The issue of security was highlighted as one of the concerns and stumbling blocks to the development of school libraries. It was suggested that drastic measures such as the installation of CCTV cameras and other technology-based security systems be put in place to increase safety in schools. However, this might not be feasible given that many of the schools in the Province are based in rural areas without electricity. As a result, the technology-related security measures would be a challenge unless a generator is used to supply power.

7.3 Contribution of the study to the body of knowledge

The study reviewed international and "local" (both African and South African) literature to locate the research within the existing body of knowledge. The researcher, therefore, noted that there were several key studies (Radebe 1994; Williams, Wavell and Coles 2001; Siwakoti 2003; Yaacob and Samsuri 2003; Hoskins 2006; Zinn 2006; Mojapelo 2008; Wessels 2010; Adeyimi 2010; Ajegbomogun and Salaam 2011; Kurttila-Matero 2011; Evans

2014; Hart 2014; Mojapelo 2014; Simba 2014; Omenyo 2016; Everhart 2017; Paiva and Sirihal Duarte 2017 and Johnson and Green 2018) conducted worldwide addressing various topics related to teacher librarians and school libraries. However, few of these studies paid much attention to the training of teacher librarians and their importance for the development and management of school libraries, especially in KZN. It is this gap in knowledge that the study addressed. School libraries are important in developing students but can only do so if they are well resourced in terms of personnel and materials, which was not the case for the school libraries investigated in the study.

7.4 Implications for theory, policy and practice

Creswell (2009: 107) stated that the contribution of a study is determined by the extent to which it adds knowledge, scholarly research or literature to the field of study. It is also determined by the extent to which it helps improve practice within communities, informs important policy issues, and contributes to the improvement of policy. The contributions of the current study to theory, policy and practice are discussed below.

7.4.1 Implications for theory

This study was underpinned by constructivism, the foundation for both inquiry-based learning and the Resource-based Learning Model. Constructivism views learning as a process in which the learner actively constructs new ideas broadening what is already known (Murphy 1997). Donham (2008) stated that constructivism enables learners to be active participants in their learning process which ultimately creates the potential for deeper understanding. This is based on learners actively constructing meaning by integrating prior knowledge with new information. Constructivism's basic belief is that people are active learners and must construct knowledge for themselves.

Both the ACESLD Programme and SA's basic education curricula are founded on this theory and advocate a learner-centred approach for teaching and learning that promotes learners' active involvement in the learning process. According to the Manitoba Department of Education and Training (1994) constructivism, as the foundation of the RBL Model (as mentioned earlier), calls for learners, educators and teacher librarians to actively engage in the effective use of a wide range of library resources (print, non-print and human) to enhance learning for learners.

In doing so, the teacher librarian assumes various roles that are instrumental in encouraging learners' enthusiasm to use the library resources and develop among learners the skills required to optimally utilise the library and its services. Morris (2010) stated that such roles include the teacher librarian as a leader, a teacher, an information specialist, an instructional partner, and a programme administrator.

7.4.2 Implications for policy

Given that school libraries are the heart of the school community and play a crucial role in supporting the learning and teaching process, the following implications for policy have been identified:

- The absence of an overarching national school library policy is a major challenge leading to a lack of strategic direction, inadequate provision of resources, compromised functionality as well as the poor standing and value of school libraries in SA. Hell (2005: 9) argued that the long story of "the school library policy" has not been told to the end. In line with this is the Equal Education (2010:1) report which points out that while six consecutive drafts for a national policy on school libraries have been proposed since 1997, none have been adopted or implemented to date. In the absence of such a policy, the DBE Minister, Motshekga (2012: 1) reported that the current South African National Guidelines for School Library and Information Services are intended to offer "useful guidance" for all role players. In line with the findings of this study was Evans (2014) who commended KZN's legislative environment as progressive in that the KZNDoE was the first in the country to develop a provincial policy (School Library Policy of 2003) and which outlined the three library models that a school can adopt. In addition to the policy is the KZN Reading Policy Guidelines of 2005 (updated version to be published in 2020) which expects each school to develop a reading programme to promote reading for information and pleasure (KZNDoE 2010: 6), and the KZN School Library Strategy 2009-2012, which is informed by the two policies above and is linked to the KZN Departmental Master Strategic Plan (KZNDoE 2010: 1).
- The South African Schools Act (South Africa, 1996) which marked the beginning of SA's new education system notes that the governing body of the school must ensure outstanding education. However, the Act made no mention of libraries and made no

contribution to developing libraries in schools (Le Roux 2003). Evans (2014) echoed the same sentiments as Equal Education (2010:1) which advocated for improved quality education standards by stating that functional school libraries and trained teacher librarians are considered essential investments in South African basic education. Some of the findings and recommendations made by this study provide insight into the status and the progress made in the training of teacher librarians and their importance in the development of school libraries in the Province.

- There has been poor policy implementation relating to the basic education curriculum and the importance of school libraries in the teaching and learning process. In line with this Hart (2006) pointed to the proposed National School Libraries Act of 1994 which was widely accepted and which included the explicit mission of the school library to provide information literacy and encourage critical thinking within the curriculum. However, the proposed policy was never approved and was instead replaced with the South African National Guidelines for School Library and Information Services. Therefore, the vision of the proposed 1994 policy remains unfulfilled. This has halted the development of school libraries in the country as a whole and, where they have existed, many school libraries have become white elephants due to their poor maintenance and teacher librarians' imbalanced workloads which give them less time for library duties.

7.4.3 Implications for practice

Teacher librarians emphasised the importance of school libraries as an integral part of the school curriculum and as a pivotal support element in the teaching and learning process. This supports the learner-centred teaching approach, which is in line with the constructivism learning theory supported by the RBL Model which advocates for the presence of the school library as an integral part of the curriculum. The school library enhances learners' active involvement in the learning process allowing them to be responsible for their learning.

The study found that the majority of the schools where teacher librarians taught had libraries and most of them (the teacher librarians) contributed to the development of those libraries. The study, therefore, revealed that the teacher librarians confirmed their application of the knowledge and skills gained from the ACESLD Programme when developing libraries in their schools. Despite a minority of teacher librarians reporting the absence of a library in

their school, it is worth noting that they felt that their knowledge and skills would have been of greater use had it not been for their schools being located in rural areas. They were disadvantaged by having insufficient classrooms and learners, as a consequence, were subjected to learning under the trees.

In line with the development and maintenance of school libraries in the Province, the study found that the ELITS Directorate, in line with equity and amendment principles, assessed the status quo of the schools across the 12 KZNDoE districts to identify certain schools to be provided with library resources or assisted with the development of a new school library. The study found that the schools which were supported in establishing school libraries or media centres were constantly evaluated to ensure that the resources were still relevant and effectively utilised in line with the ELITS' mission.

7.5 Recommendations

Given that the ACESLD Programme provided teacher librarians with comprehensive skills and knowledge to develop and maintain school libraries it is, therefore, recommended that the DoE create an official teacher librarian post and employ qualified teacher librarians. These teacher librarians will establish and lead the school library committee and also provide ongoing training (assisted by the ELITS Directorate) with the necessary library resources.

In the absence of full-time teacher librarian posts in schools, the teacher librarians should have their teaching workloads reduced so as to afford them more time to focus on maintaining a functional library service. With more time at their disposal, the teacher librarians would be able to instigate collaboration with other educators to integrate the curriculum and library resources. Furthermore, they would also have the time to teach information literacy skills, reading for understanding and digital literacy.

The study recommends that the Directorate must compile a report on the progress ELITS has made with regard to school library development in the Province. As the Director pointed out, while they have monitored and evaluated the status of schools they have provided with resources, they are yet to establish the impact of their services in all the districts they serve.

It is worth noting that work-integrated learning is a crucial component of the training of teacher librarians hence the training needs to be conducted concurrently with the

development of school libraries thus providing the teacher librarians with a platform to put their skills into practice.

The study recommends that when making the selection of educators to be trained as teacher librarians, the Directorate must ensure that the schools from which the educators are drawn either have libraries or are provided with the resources to develop libraries in their schools.

The study further recommends that ELITS conduct extensive monitoring and evaluation to determine if the teacher librarians are maintaining the school libraries, given that they were provided with the initial resources to develop school libraries.

The ACESLD Programme achieved its objectives, and the learning outcomes were met given the confirmation provided by the teacher librarians, who credited the Programme for their broad understanding of school librarianship. However, there were shortcomings one of which concerned the content of the Professional Practice and Teaching and Learning modules which the teacher librarians felt had already been covered in their earlier teacher training. It is recommended that in the light of the findings relating to these modules, the Professional Practice and Teaching and Learning modules that the ACESLD curriculum be revised. In doing so, consideration is given to including modules in information literacy, reading and digital literacy.

Given their expertise in the teaching of information literacy skills, reading for understanding and digital literacy skills, if the teacher librarians were allowed to dispense with their duties of empowering people with such skills it would be easier for learners with such skills, in the context of COVID-19 pandemic, to learn from home compared to those without the skills. Giving teacher librarians sufficient time to focus on imparting such skills could help realise the learner-centred teaching and learning approach striven for.

7.6 Suggestions for further research

The study provided a rich layer of issues that should be investigated in future research and practice. The following have been identified as key topics to be further investigated:

- Given the study's emphasis on the importance of school libraries in the teaching and learning process, empirical research on the impact of school libraries on learners' academic achievement in KZN should be investigated.

- When seeking how the ACESLD qualification influenced the development of school libraries, the study found that teacher librarians indicated they were able to establish reading programmes and reading clubs. In light of this and the importance of literacy and reading, in-depth studies on the role of school libraries and teacher-librarians in the promotion of a reading culture in KZN schools should be undertaken.

- The study highlighted the various roles of a school librarian. Such roles include the school librarian as a teacher, a leader, an information specialist, an instructional partner, and a programme administrator. An instructional partner's role is to engage in collaborative teaching in terms of RBL. Therefore, there is a need for a study on the impact of collaboration between teacher librarians and educators in improving teaching and learning.

- The ELITS KZN School Library Policy (2003) states that curriculum integration and the promotion of reading are two of the essential responsibilities of a teacher librarian and other stakeholders involved in the development and management of school libraries. Given that teacher librarians are leaders of the school library committee, a study on the role played by teacher librarians in the integration of school libraries into the curriculum in SA should be undertaken.

7.7 Concluding remarks

The discussion of the research findings provided valuable recommendations which could offer a positive contribution to the development and management of school libraries in the Province.

The study successfully investigated the research problem which was to evaluate the effectiveness of the ACESLD Programme through tracing the educators that have graduated from the Programme to determine the impact that the training has had on their work as teacher librarians as well as in their development and management of their school libraries.

The study found that the ACESLD Programme had a major influence on the teacher librarians' contribution to the development and maintenance of school libraries in the

Province. Most of the teacher librarians contributed to the development of their school libraries and used the knowledge and skills gained from the ACESLD Programme. The study found that ELITS had a much broader role to play since their focus is not only the provision of access to functional school libraries but also necessitates that they provide library-related professional development and support for targeted schools within the Province.

To improve the situation concerning the development and maintenance of school libraries and the training of teacher librarians the findings of the study revealed that some critical issues such as the revision of the teacher librarianship training curriculum and the implementation of a national school library policy need to be attended to.

The study identified various challenges hindering the development of school libraries in KZN which need to be addressed. Doing so is urgent given the importance of school libraries in the learning and teaching process as informed by RBL and supported by the constructivist theory of learning. Strategies to address these challenges were provided.

7.8 Summary

This chapter provided a summary of the findings of the study and the conclusions and recommendations which emerged from these. The study investigated the influence that the ACESLD Programme has had on the development and management of school libraries in KZN and examined the role played by the ACESLD teacher librarians in the development of school libraries in the Province. The study used a mixed methods approach (both questionnaire and semi-structured interviews were used) and adopted the constructivism learning theory supported by RBL and certain key documents including those of the Equal Education Campaign which advocates for the development of school libraries. The findings based on the five research questions provided an insightful contribution to the training of teacher librarians and the development of school libraries in KZN. These findings revealed several gaps and challenges for which recommendations and strategies were presented. In conclusion, various suggestions for further research were made.

References

Abba, T and Dawha, E. M. 2009. Assessment of personnel training needs in the Ibrahim Babangida Library, Federal University of Technology, Yola, Nigeria. *Library Philosophy and Practice. (e-journal)* 293 <http://digitalcommons.unl.edu/libphilprac/293 > 07 February 2018.

Adeoti-Adekeye, W. B. 1997. The need for user education in secondary school libraries. *Library Review*, 46(8): 586-592.

Adeyemi, T. O. 2010. The school library and students' learning outcomes in secondary schools in Ekiti State, Nigeria. *Asian Journal of Business Management*, 2(1): 1-8.

Agwaranze, D. I. 2004. Trends in financing education in Nigeria: implications of education administration in Nigeria. *Journal of Current Issues in Nigeria Education.* 2(23): 34-39:<www.sciencepub.net/report/report0402/003_8173report0402_13_17.pd.> 26 July 2017.

Ajegbomogun, F. O. and Salaam, M. O. 2011. The state of school libraries in Nigeria. *PNLA Quarterly,* 75(3). <http://unllib.unl.edu/LPP/PNLA%20Quarterly/ajegbomogun-Salaam75-2.pdf. > 30 June 2015.

Alemna A. A. 2000. *Libraries*, *Information and society.* Accra: Ghana Universities Press.

Alemna, A. A. 1998. An overview of library management practices in West Africa. *Library Management,* 19(1): 9-11.

Amineh, R. J and Asl, H. D. 2015. Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Language.* 1(1):9-16.

Anderson, J. and Matthew, P. 2010. A Malawian school library: culture, literacy and reader development. *Aslib Proceedings: New Information Perspective*, 93(5): 570-584.

Arko-Cobbah, A. 2004. The role of libraries in student-centred learning: the case of students from the disadvantaged communities in South Africa. *The International Information and Library Review*, 36: 263-271.

Arp, L. 2003. An introduction to learning theory. In Branch, K and Dusenbury, C (Eds.), *Sourcebook for bibliographic instruction*. Chicago, IL: bibliographic Instruction Section, Association of College and Research Libraries. pp. 5-15.

Asselin, M. Branch, J. and Oberg, D. (Eds.). 2003. *Achieving information literacy: Standards for school library programs in Canada.* Ottawa: Canadian School Library Association and The Association for Teacher-Librarianship in Canada.

Atherton, J. 2005. *Learning and Teaching: Constructivism in learning*. <http://www.learningandteaching.info/learning/constructivism.htm> 6 August 2017.

Australian Library and Information Association (ALIA). 2014. "AITSL Standards for Teacher Librarian Practice, ALIA Schools." <https://www.alia.org.au/sites/default/files/AITSL%20Standards%20for%20teacher%20librarian%20practice%202014.pdf.> 8 May 2019.

Australian School Library Association and Australian Library and Information Association. 2001. *Learning for the future: developing information services in schools.* 2nd ed. Carlton South: Curriculum Corporation.

Australian Institute for Teaching and School Leadership (AITSL). 2012. "National Professional Standards for Teachers." http://www.aitsl.edu.au/australian-professional-standards-forteachers/standards/list. 8 May 2019.

Babbie, E. 2007. *The practice of social research*. 11th ed. Belmont: Thomson Wadsworth.

Babbie, E. and Mouton, J. 2001. *The practice of social research*. Oxford: University Press.

Bada, S. O. 2015. Constructivism learning theory: a paradigm for teaching and learning. *Journal of Research and Methods in Education* 5(6): 66-70.

Bauersfeld, H. 1995. The Structuring of the Structures: Development and Function of Mathematizing as a Social Practice. In: Steffe, L. P. and Gale, J. (Eds.), *Constructivism in Education*. Hillsdale, NJ: Lawrence Erlbaum Associates Publishers. Pp 137-158.

Bazeley, P. 2008. Mixed methods in management research. In Thorpe, R. and Holt, R. (eds.) *The SAGE dictionary of qualitative management research*. London: Sage, pp. 133-136.

Behrens, S. J. 2000. *Bibliographic control and information sources*. 3th ed. Pretoria: UNISA Press.

Bertram, C and Christiansen, I. 2014. *Understanding research: an introduction to reading research.* Pretoria: Van Schaik publishers.

Bless, C. and Higson-Smith, C. 1995. *Fundamentals of social research methods: an African perspective*. 2nd ed. Kenwyn: Juta.

Boekhorst, A. K. and Britz, J. J. 2004. Information literacy at school level: a comparative study between the Netherlands and South Africa. *South African Journal of Libraries and Information Science.* 70 (2): 63-71. <https://www.google.com.gh/?gfe_rd=cr&ei=xFXoVs_lA9aBaOH3lig&safe=strict&gws_rd=ssl#safe=strict&q=Boekhorst%2C+A.K+%26+Britz%2C+J.J.+2004.+Information+literacy+at+school+level:+a+comparative+study+between+the+Netherlands+and+South+Africa>.> 10 February 2016.

Bolan, K. 2009. *Teen spaces: the step-by-step library makeover.* 2nd ed. New York: The Guilford Press.

Bopp, R. and Smith, L. 2011. *Reference and Information Services: an introduction* 4th ed. California: Libraries Unlimited.

Brandon, A.F. and All A.C. 2010. Constructivism theory analysis and application to curricula. *Nursing Education Perspectives*, Mar-Apr 31 (2) 89-92.

Bransford, J., Brown, A. and Cocking, R. 2000. *How people learn: brain, mind, experience and school.* Washington, DC.: National Academies Press.

Braxton, B. 2001. Collection development: the role of the collection < http://www.palmdps.act.edu.au/resource/centre/policies/collection/dvpt.htm > 25 January 2017.

Britz, J. J., Lor, P. J. and Bothma, T. J. 2007. Building library leadership in Africa: A proposed education initiative. *Open Up*. < http://www.building_leadership_in_Africa_A.pdf > 27 July 2017.

Bruce, C. 2004. Information literacy as a catalyst for educational change. A background paper. In Danaher, Patrick Alan, (eds) Proceedings "Lifelong learning: Whose responsibility and what is your contribution?" the 3rd international lifelong learning conference: 8–19. Yeppoon Queensland. < http://eprints.qut.edu.au/4977/1/4977_1.pdf.> 23 June 2018.

Buckley, R. and Caple, J. 2004. *The theory and practice of training.* 5th ed. London: Kogan Page.

Budhu, B. P. 2018. Academic information needs and information-seeking behaviour of Haythorne Secondary grade eight learners using the Msunduzi Woodlands Branch Public Library, Pietermaritzburg. MIS thesis. Pietermaritzburg: University of KwaZulu-Natal.

Bush, Gail, and Jami L. Jones. 2010. "Exploration to Identify Professional Dispositions of School Librarians: A Delphi Study." *School Library Research* 13.

<www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_ExplorationtoIdentify.pdf. > July 2016.

Callison, D. and Preddy, L. 2006. *The blue book on information age inquiry, instruction and literacy.* Westport, CT: Libraries Unlimited.

Cart, M. 2007. "Teacher-librarian as Literacy Leader." In Rosenfeld, E and Loertscher, D. V. (eds). *Toward a 21st-Century School Library Media Program.* pp. 262–267. Lanham, Maryland: The Scarecrow Press, Inc.

Chinyemba, A. 2003. Management of university records: a case study of the University of Natal, Pietermaritzburg. Master of Information Studies thesis. Pietermaritzburg: University of Natal.

Chipunza, E. H. 2001. School Library Development in Africa: The Regional Conference on the Strategies for School Library Development in the ECSA Region, Harare, Zimbabwe, 28-30 November. < http://ifl.sagepub.com/content/27/5-6/330.citation > 27 September 2015.

Church, A. P. 2008. The instructional role of the library media specialist as perceived by elementary school principals. *School Library Media Research* 11. <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol11/SLMR_InstructionalRole_V11.pdf > 10 July 2018.

Church, A. P. 2010. Secondary school principals' perceptions of the school librarian's instructional role. *School Library Media Research* 13. <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_SecondarySchool_V13.pdf > 11July 2018.

Chattered Institution of Library and Information Professionals. 2018. *We represent and champion all information professionals*. London: CILIP: the library and information association. <https://www.cilip.org.uk/ > 27 December 2018.

Clyde, L. A. 1981. The magic casements: a survey of school library history from the eighth to the twentieth century. PhD thesis. Douglas QLD: James Cook University. <http://eprints.jcu.edu.au/2051/ >. 28 September 2015.

Cochran-Smith, M and Lytle, S.L. 2001. "Beyond certainty: taking an enquiry stance on practice." In Leiberman, A and Miller, L. (eds). *Teachers caught in the action: professional development that matters.* New York: Teachers College Press.

Cramer, E. E. 2012. International library development in Africa: benefits, challenges, and sustainability. Thesis. Doctoral Program in Educational Leadership. Appalachian

State University, Boone, North Carolina. <http://www.qualres.org/HomeInte-3595.html.> 12 September 2016.

Creswell, J.W. 2003. *Research design: qualitative, quantitative and mixed methods approach*. London: Sage.

Creswell, J.W. 2007. *Qualitative inquiry and research design: choosing among five approaches*. London: Sage.

Creswell, J.W. 2009. *Research design: qualitative, quantitative, and mixed methods approach.* 3rd ed. Los Angeles: Sage.

Creswell, J.W. 2012. *Educational research: planning, conducting and evaluation quantitative and qualitative research.* 4th ed. Boston: Pearson.

Creswell, J.W. 2014. *Research design: qualitative, quantitative, and mixed methods approach.* 4th ed. Los Angeles: Sage.

Crotty, M. 1998. *The foundations of social research: Meaning and perspective in the research process.* Thousand Oaks, CA: Sage.

Davies, G., and Dwyer, C. 2007. Qualitative methods: are you enchanted or are you alienated? *Progress in Human Geography*, 31(2), 257.

De Jager, K., Nassimbeni, M. and Underwood, P. 2007. Libraries, literacies and learning: retrospect and prospects, in *Libraries for the future: progress and development of South African libraries*. In Bothma, T., Underwood, P. and Ngulube, P. (eds) Pretoria: LIASA: 133–147.

Dent, V. F. 2006. Observations of school library impact at two rural Ugandan schools. *New Library World,* 107(1228/1229): 403-421.

Denzin, N. and Lincoln, Y. 2003. Introduction: the discipline and practice of qualitative research. In Denzin, N. and Lincoln, Y. (eds). *The landscape of qualitative research: theories and issues.* (pp.1-45). Thousand Oaks: Sage Publications.

Department of Basic Education. 2011. *National Curriculum Statement Grades R–12*, Pretoria: Department of Basic Education. < http://www.education.gov.za > 12 June 2015.

Department of Basic Education. 2012. *National guidelines for school library and information services*. Pretoria: Department of Basic Education.

Department of Basic Education. 2016. *Department of Basic Education vote no. 14 annual report 2015/2016*. Pretoria: Department of Basic Education.

Department of Education. 1996a. *Changing management to manage change in education. Report of the task team on education management development*. Pretoria: Department of Education.

Department of Education. 1996b. *The organisation, governance and funding of schools. 2nd white paper on education*. Pretoria: Department of Education.

De Vos, A.S., Strydom, H., Fouche, C.B., and Delport, C.S.L. 2002 *Research at grassroots: for the social sciences and human service professions*. 2nd ed. Pretoria: Van Schaik.

De Vos, A.S., Strydom, H., Fouche, C.B., and Delport, C.S.L. 2011. *Research at grassroots: for the social sciences and human service professions*. 4th ed. Pretoria: Van Schaik.

Dick, A. L. 2007. The development of South African libraries in the 19th and 20th centuries: cultural and political influences. In: Bothma, T.J.D., Underwood, P. and Ngulube, P. (eds). *Libraries for the future: progress and development of South African libraries*. Pretoria: LIASA, 89-106.

Dickson, A., Hussein, E.K. and Agyem, J. A. 2018. Theoretical and conceptual framework: mandatory ingredients of a quality research. *International Journal of Scientific Research.* 7(1). 438-441.

Di Vesta, F. 1987. The cognitive movement and education, in: Glover, J and Royce, R (Eds) *Historical Foundations of Education Psychology*. New York: Plenum Press. Pp. 203–233.

Dlamini B and Brown A 2010. The provision of school library resources in a changing environment: A case study from Gauteng Province, South Africa. Diversity Challenge Resilience: School Libraries in Action – The 12th Biennial School Library Association of Queensland, the 39th International Association of School Librarianship Annual Conference, incorporating the 14th International Forum on Research in School Librarianship, Brisban, QLD Australia, 27 September – 1October. <http://www.slideshare.net/IASLonline/schoollibraryresources. > 25 June 2011.

Donald, D., Lazarus, G. and Lolwana, P. 2010. *Educational Psychology in social context: ecosystemic applications in Southern Africa* 4thed. Cape Town: Oxford University Press Southern Africa.

Donaldson, G. 2004. The role of school libraries in supporting curriculum for SLAINTE. <www.slainte.org.uk/files/pdf/slic/schoollibs/acfesupport.pdf >. 20 September 2016.

Donham, J. 2008. *Enhancing teaching and learning: a leadership guide for school library media specialists*. New York: Neal-Schuman Publishers.

Dow, M. J., Jacqueline. L and Stephen C. C. 2012. "School librarian staffing levels and student achievement as represented in 2006–2009 Kansas annual yearly progress data." *School Library Research* 15. <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_StaffingLevelsandStudentAchievement_V15.pdf> 18 February 2018.

Dronkers, J. and Robert, P. 2008. Differences in scholastic achievement of public, private-government, and private-independent schools: across national analysis. *Education Policy* 22(4). 541-577.

Dubazana, K. and Karlsson, J. 2006. Integration of school library into curriculum. *Innovation: Journal of Appropriate Librarianship and Information Work in Southern Africa* 33:1-12.

Dubazana, K. and Hoskins, R. 2011. Promoting equitable access to school libraries in KwaZulu-Natal: the role of Education Library and Information Technology Services (ELITS). *Innovation: Journal of Appropriate Librarianship and Information Work in Southern Africa* 42 (1): 114 – 131.

Dubazana, FK. 2012. Foreword. In *Towards academic excellence: case study of school libraries.* Durban: KZNDoE: ii.

Du Plessis, E. C and Marais, P. 2015. Reflections on the NCS to NCS (CAPS): foundation phase teachers' experiences. *The Independent Journal of Teaching and Learning* 10: 114-126.

Du Toit. M. 2008. KwaZulu-Natal school library policy and feasibility for implementing in the province. PhD Thesis. University of KwaZulu-Natal: Pietermaritzburg.

Du Toit, M. 2012. The KwaZulu-Natal school library policy and its feasibility implementation in the Province. *South African Journal of Libraries and Information Science*, 78 (2): 120-131.

Du Toit, M and Stilwell, C. 2013. *The KwaZulu-Natal School Library Policy and its feasibility for implementation in the province*. <http://sajlis.journals.ac.za/pub/article/download/39/111> 21 January 2016.

Eby, H. 2010. If you give a school a teacher librarian. *Literacies, Learning and Libraries* 3 (1): 28-31.

<http://albertaschoollibraries.pbworks.com/f/LiteraciesLEarninLibraries+Vol3+No1+pdf.pdf> 11 February 2014.

Education Development Inc. 2016. *Inquiry-based learning: an approach to educating and inspiring kids.* < http://youthlearn.org/wp-content/uploads/Inquiry_Based_Learning.pd > 28 August 2016.

Ellsworth, R. E and Wagener, H. D. 1970. *The school library: facilities for independent study in the secondary school.* New York: Educational Facilities Laboratories.

Endra, C. J. 2001. Public and school libraries in Uganda. Proceedings of Pan- African/Pan Arab conference on school and public libraries, EIS-Rabart, Morocco, 19-22 September 2001. IFLA: The Hague.

Equal Education. 2011. *We can't afford not to: costing the provision of functional school libraries in South African public schools.* Cape Town: Heinrich Boll Stiftung.

Equal Education. 2010. *We can't afford not to: costing the provision of functional school libraries in South African public schools.* Cape Town: Heinrich Boll Stiftung.

Education Management Information System. 2018. *School realities 2017.* Pretoria: Department of Basic Education.

Erasmus, B. J., Loedolff, P.V.Z., Mda, T. and Nel, P.S. 2007. *Managing training and development in South Africa.* 4th ed. New York: Oxford.

Erasmus, B. J., Loedolff, P.V.Z., Mda, T. and Nel, P.S. 2013. *Managing training and development in South Africa.* 6th ed. New York: Oxford.

Erikson, R. and Markuson, C. 2007. *Designing a school library media centre for future* 2nd ed. Chicago: American Library Association.

Evans, N. D. 2014. Training teacher-librarians to establish and manage school libraries in KwaZulu-Natal: an empirical study. *Mousaion* 32(2): 106-123.

Everhart, N. 2017. Education for teacher librarians in Germany. 2017: International Association of School Librarian conference Proceedings (Long Beach, California, USA): learning without borders. 117-123.

Falconer, D. J. and Mackay, D. R. 1999. *The key to the mixed method dilemma*.

< www.vuw.ac.za/papers/paperfalconer-128.pdf > 29 March 2014.

Farmer, L and Safer, A. M. 2010. "Developing California School Library Media Program Standards." *School Library Media Research* 13. www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_DevelopingCalifornia_V13.pdf > 9 May 2018.

Fitzgibbons, P. 2003. Survey questionnaire construction. < http://www.tele.sunyit.edu > 20 October 2015.

Fowler, F. J. 2009. *Survey research methods.* 4th ed. Los Angeles, CA: Sage.

Fosnot, C. T. 2005. Constructivism revised: implications and reflections. *The constructivist: Fall*. 6(1): 1-17.

Fraenkel, J. R., Wallen, N. E. and Hyun, H. H. 2012. How to design and evaluate research in education. 8th ed. New York: McGraw Hill.

Frost, K. E. 1971. *Tanzania school libraries*. Paris: UNESCO.

Gamoran, A, Secada, W.G. and Marrett, C.A 2000. The organizational context of teaching and learning: changing theoretical perspectives, in Hallinan, M.T (Ed), *Handbook of Sociology of Education.* Thousand Oaks: Sage. pp. 37-63.

Gash, S. 2000. *Effective literature searching for research.* 2nd ed. Aldershot: Gower.

Gay, L. R., Mills, G. E., and Airasian, P. 2005. *Educational research: Competencies for analysis and application.* 8th ed. Upper Saddle River, NJ: Merrill/Prentice Hal.

Gerdy, K. B. 2001. Making the connection: learning style theory and the legal research curriculum. *Legal Reference Services Quarterly.* 19(3-4), 71-93.

Glasersfeld, E. 1989. Cognition, construction of knowledge, and teaching. *Synthese*, 80(1), 121-140.

Glicken, M. D. 2003. *Social Research: a simple guide*. California: Allyn and Bacon.

Govender, R. 2007. The role of school library committee in governance: case studies of three public schools in KwaZulu-Natal. Med thesis. Durban: University of KwaZulu-Natal.

Gray A. 1997. Constructivist teaching and learning. *SSTA Research Centre Report*, 97-07.

Hannafin, M. J., and Hill, J. 2007. Resource-based learning. In M. Spector, M. D. Merrill, J. and Driscoll, M. P. (eds.) *Handbook of research on educational communications and technology.* 3rd ed. Mahwah: Erlbaum, pp. 525–536.

Harada, V. H. 2005. Librarians and Teachers as Research Partners: Reshaping Practices Based on Assessment and Reflection. *School Libraries Worldwide* 11 (2): 49–72.

Hart, G. 2014. Converging paths in the drive for school libraries in democratic South Africa. IFLA 2014 LYON. < http://creativecommons.org/licences/by/3.0/ > 27September 2017.

Hart, G. 2006. Educators and public librarians: unwitting partners in the information literacy education of South African Youth? *Innovation*. Vol 32 74-94.

Hart, G. 2002. Changing minds about school libraries in South Africa: the LPYL in context, in *To set the ball rolling: Library Project for Learners (LPYL)*: A Swedish-South African school library project 1997–2002, ed. L Wettmark. Karlstad, Sweden: *Bibliotek I Samhalle* (BIS): 3–11.

Hart, G. and Zinn, S. 2007. The conundrum of school libraries in South Africa. In: Bothma, T.J.D., Underwood, P. and Ngulube, P. (eds). *Libraries for the future: progress and development of South African libraries*. Pretoria: LIASA, 89-106.

Hart, G. and Nassimbeni, M. 2013. From boarders and landscape to ecosystem: reconfiguring library services to meet the needs of South African youth. <http://www.google.com/search?q=Hart+and+Nassimbeni,+2013&ie=utf-8&oe=utf-8&rls=org.mozilla> 20 March 2017.

Hay, L. and Todd, R.J. 2010. School libraries 21C. A school libraries futures project. NSW Department of Education and Training. <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/21c_re port.pdf> 28 June 2018.

Haycock, K. 2007. Collaboration: critical success factors for student learning. *School libraries worldwide*, 13(1): 25-35.

Hell, M. 2005. School libraries in a Democratic South Africa- curriculum support, information literacy, policy development. Master' thesis. Malmo: Lund.

Hesse-Biber, S. N. 2010. *Mixed methods research: emerging theory with practice*. New York: Guide Press.

Hill, J. and Hannafin, M. 2001. Teaching and learning in digital environments: the resurgence of resource-based learning. Educational Technology Research and Development, 49(3): 37–52.

Hopkins, W. G. 2000. Quantitative research design. <www.sportsci.org/jour/0001/wghdesign.htm> 16 September 2011.

Hoskins, R. 2010. The effect of the crisis in scholarly communication on university libraries in South Africa. PhD thesis. Pietermaritzburg: University of KwaZulu-Natal.

Hoskins, R. 2006. Libraries and teacher-librarians in KwaZulu-Natal. *Innovation: a journal for appropriate librarianship and information work in southern Africa* 33 Dec.: 59-75.

Hoskins, R. 2006. The potential of school libraries for promoting less polarised social relations in the post-apartheid era. *Alternation* 13(2): 236-251.

Howie, S.J., Combrinck, C., Roux, K., Tshele, M., Mokoena, G.M., and McLeod Palane, N. 2017. *PIRLS LITERACY 2016: South African Highlights Report*. Pretoria: Centre for Evaluation and Assessment.

Hughes-Hassell, S, Brasfield, A and Dupree, D. 2012. Making the Most of Professional Learning Communities. *Knowledge Quest* 41 (2): 30–37.

Hughes, S. and Jackson, B. A. 1996. The Teacher-librarian in transformational change. *The Canadian School Executive* 15(8): 20-21.

Hunt, R. D., and Luetkehans, L. 2013. The Insider: School Librarians as Part of a Blended Professional Learning Community for Student Teacher Development in Technology Integration. *School Libraries Worldwide* 19 (1): 13–27.

IFLA/UNESCO school Library Manifesto. 2006. <http://archive.ifla.org/v11/s11/pubs/manifest.html > 03 June 2015.

IFLA-UNESCO. 2010. *School Library Manifest: the school library in teaching and learning for all*. <www.ifla.org/VII/s11/pubs/manifest.htm> 15 February 2014.

IFLA. 2015. *The state of South African libraries*. Cape Town: Department of Arts and Culture.

Issak, A. 2000. *Public libraries in Africa: A report and annotated bibliography*. London: International Network for the Availability of Science Publications.<www.inasp.info/uploads/filer_public/2013/.../public_libraries_in_africa.pdf.>27 September 2016.

Itunu, A. B., Saturday, A. O., Abayomi, I and Hannah, U. A. 2013. Training of library assistant in academic library: a study if Babcock university library, Nigeria. *SAGE Open*. 1-13.

Ivankova, N.V., Cresswell, J.W. and Plano Clark, V.L. 2007. Foundations and approaches to mixed methods research. In: Maree, K. (ed.) *First steps in research*. Pretoria: Van Schaik.

James, T. 2012. *Shaping tomorrow's future: constructivist or objectivist*. My blog. <http://shapingtomorrowsfuture.blogspot.com/2012/04/constructivist-or-objectivist.html > 17 May 2015.

Jenlink, P.M and Kinnucan-Welsch, K. 1999. "Learning ways of caring, learning ways of knowing through communities of professional development. *Journal for a Just and Caring Education* 5(4): 367-385.

Johnson, R.B. and A.J. Onwuegbuzie. 2004. Mixed methods research: a research paradigm whose time has come. *Educational Researcher* 33(7): 14-26.

Johnson, M. P. and Green, Lucy. S. 2018. Still polishing the diamond: school library over the last decade. *School Library Research* 21. <www.ala.org/aasl/slrfiles.eric.ed.gov/fulltext/EJ1173132.pdf> 21 May 2018.

Jonassen, D. H. 1994.Toward a Constructivist Design Model. *Educational Technology, April*, 34-37.

Kader, C. B. 2007. A study on how university students in Durban, KZN, use the internet during their spare time. M.Ed. Thesis. Durban: University of KwaZulu-Natal.

Kakomo, A. K. 1999. School libraries in Lesotho. *Information Development*. 15(2): 120-126.

Kaniki, A. M. 2006. Doing an information search. In Terre Blanchee, M., K. Durrheim and D. Painter (eds). *Research in practice: applied methods for the social science.* Cape Town: University of Cape Town Press. Pp. 19-32.

Kargbo, J. 2000. The history and development of school libraries in Sierra Leone. *School Library Worldwide*, 6(1): 88-94.

Kaungamno, E. 1973. School libraries as a basic tool for teaching. Paper delivered to the International Association of School Librarianship Conference, Nairobi, 29th -31st July 1973.

Kerres, M and De Witt, C. 2003. A didactical framework for the design of blended learning arrangements. < http://www.tandfonline.com/doi/abs/10.1080/1358165032000165653 > 29 August 2016.

Kilemba, L. M. 2016. The role of academic libraries in supporting distance education. PhD Thesis. Pietermaritzburg: University of KwaZulu-Natal.

Kim, S. 2003. Research paradigms in organizational learning and performance: competing modes of inquiry. *Information Technology, Learning and Performance Journal* 21(1): 9-18.

Kinnell, M., Feather, J. and Matthews, G.1994. "Business information provision for small and medium-sized enterprises in China: The application of marketing models", *Library Management*,15(8), 6-23. <https://doi.org/10.1108/01435129410071363>

Knapp, N. 2013. "Cougar readers: Piloting a library-based intervention for struggling readers." *School Libraries Worldwide,* 19(1): 72–90.

Kothari, C. R. 2004. *Research methodology: methods: and techniques*. 2nd rev. ed. New Delhi: New Age International.

Krejcie, R.V., and Morgan, D.W. 1970. Determining sample size for research activities. *Educational and Psychological Measurement* 30: 607-610.

Kumar, R. 2005. *Research methodology: a step by step guide for beginners*. London: Sage.

Kurttila-Matero, E. 2011. *School library: A tool for developing school's operating culture*. Oulu: University of Oulu.

KwaZulu-Natal Department of Education. 2010. *School library strategy: providing equitable access to good school libraries for all learners in KwaZulu-Natal 2009- 2012, 3rd and final draft*. Durban: Education Library Information and Technology Services. < http://www.kzneducation,gov.za/Portals/0/ELITS%20website%20Homepage/ELITS%20Strategy.pdf > 05 March 2017.

KwaZulu-Natal Department of Education and Culture. 2003. School library policy. Durban: Education Library Information and Technology Services.

Lance, K. C. and Loertscher, D. V. 2001. Powering achievement: school library media programmes make a difference: the evidence. San Jose, CA: Hi Willows Research and Publishing. <http://www.lmcssource.com.> 23 February 2014.

Lee, J. D. 1998. Which kids can "become" Scientists? Effects of gender, self-concepts, and perceptions of scientists. *Soc. Psychol. Q.* 61, 199-219.

Leedy, P. 1997. *Practical research: planning and design.* 6th ed. New Jersey: Prentice Hall.

Leedy, P. D. and Ormrod, J. E. 2010. *Practical research: planning and design.* 9th ed. Boston: Pearson.

Lester, N. B and Onore, C. S. 1990. *Learning Change: One school district meets language across the curriculum.* Portsmith, NH: Boynton/Cook Publishers.

Le Roux, S. 2003. School library policy in South Africa: Where do we stand? *South African Journal of Libraries and Information Science.* 68(2): 112–120.

Lieberman, A. 1994. "Teacher development: commitment and challenge. In Grimmett, P.P and Neufeld, J. (Eds.) *Teacher development and the struggle for authenticity: professional growth and restructuring in the context of change.* New York: Teachers College Press.

Liu, H. C and Mathews, R. 2005. Vygotsky's philosophy: constructivism and its criticism examined. *International Educational Journal* 6(3): 386-399.

Lincoln, Y. S., Lynham, S. A and Guba, E. G. 2011. Paradigmatic controversies, contradictions, and emerging confluences revisited. In N. K. Denzin and Lincoln, Y. S. *The SAGE handbook of qualitative research* (4th ed., pp. 97–128). Thousand Oaks, CA: Sage.

Logwa, E. 2009. Application of knowledge management approaches and information and communication technologies to manage indigenous in the agricultural sector in the selected districts of Tanzania. PhD Thesis, University of KwaZulu-Natal: Pietermaritzburg.

Lohithakshan, P. M. 2002. *Dictionary of education: a practical approach*. New Delhi: Kanishka.

Longman advanced American dictionary: everything you need to succeed. 2003. 2nd ed. Harlow: Longman Dictionaries.

Lonsdale, M. 2003. *Impact of school libraries on student achievement: a review of the research. Report for the Australian School Library Association*. Camberwell: Australian Council for Educational Research.

Mackenzie, A. 2006. Research dilemmas: paradigm methods and methodology. *Issues in Educational Research,* (16): 193-205.

Magara, E. 2010. Challenges of Library and Information Science capacity building in Southern Sudan: a situational analysis. IST-Africa 2010 Conference Proceedings Cunningham, P. and Cunningham, M. (eds). < http://ist-

africa.org/conference2010/outbox/ISTAfrics-Paper_ref_123_doc_3262.pdf > 05
March 2013.

Magara, E. and Batambuze, C. 2009. The school library development program in Pallisa
district, Uganda: an impact study. *IFLA Journal.* 35(2):141-151. <
http://ifl.sagepub.com/content/35/2/141 > 12 November 2017.

Majinge, R. M. 2014. Library services provision for people with visual impairments and in
wheelchairs in academic libraries in Tanzania. PhD diss. Pietermaritzburg:
University of   KwaZulu-Natal.

Manitoba Department of Education and Training (MDET). 1994. *Resource-based learning:
an educational model.* Winnipeg: Manitoba Department of Education, Canada.

Mardis, M. 2013. Transfer, lead, look inward: further study of preservice school librarians'
development. *Journal of Education for Library and Information Science* 54 (1): 37–
54. < https://files.eric.ed.gov/fulltext/EJ1074106.pdf > 12 June 2018.

Mardis, M. 2007. "School libraries and science achievement: A view from Michigan's middle
schools." *School Library Media Research, 10.*
<www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol10/SLR
_SchoolLibScienceAchievement_V10.pdf > 17 February 2018.

Maykut, P. and Morehouse, R. 1994. *Beginning qualitative research: A philosophic and
practical guide.* London: Routledge/Farmer.

McBrien, J.L. and Brandt, R.S. 1997. The language of learning: a guide to education terms.
Alexandria, VA: Association for supervision and curriculum development.
<http://www.ascd.org/> 18 September 2007.

Mears, R. 2010. *The overlap of constructivism and critical media literacy: The cognitive
processes of learning with technology.*
<http://artpracticeasresearch.wikischolars.columbia.edu/file/view/AACE09.doc> 6
June 2017.

Merolla, D.M., Serpe, R.T. 2013. Stem enrichment programs and graduate school
matriculation: the role of science identity salience. *Soc. Psychol. Educ.* 16, 575-597.

Mertens, D. 2009. *Transformative research and evaluation.* New York: Guilford.

Merriam, S. and Simpson, B. 1995. *A guide to research for educators and trainers of adults*.
(2nd ed.). Florida: Krieger Publishing.

Mezirow J. 1990. How critical reflection triggers transformative learning. *Fostering critical reflection in adulthood*, 1-20.

Mnkeni, N. and Nassimbeni, M. 2008. The effectiveness of teacher librarians in primary schools: the experience of the Melani school libraries in the Eastern Cape. *Mousaion,* 26(2): 1-21.

Mojapelo, M. S. 2018. School library development initiatives in a democratic South Africa: roles of the various stakeholders. *Library Philosophy and Practice (e-journal)*.1828. <http://digitalcommons.un.edu/libphilprac/1828> 14 May 2020.

Mojapelo, M. S. 2014. Provision of school libraries in public high schools in the Limpopo Province, South Africa. PhD thesis. Pretoria: UNISA.

Mojapelo, M. S. 2008. Library and information resources in rural schools of Limpopo Province: a pilot study. Master of Information Studies thesis. Pretoria: UNISA. <http://hdl.handle.net/10500/3067> 24 March 2014.

Mojapelo, M. S. and Dube, L. 2015. Repositioning the school library committee to advance school library development in South Africa. *Innovation*: *Journal of Appropriate Librarianship and Information Work in Southern Africa* 50: 111-122.

Montiel-Overall, P. 2008. Teacher and librarian collaboration: A qualitative study. *Library and Information Science Research,* 30(2): 145-155.

Moreillon, J. 2008. "Two heads are better than one: Influencing preservice classroom teachers' understanding and practice of classroom-library collaboration." *School Library Media Research, 11*. <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol11/SLMR_TwoHeads_V11.pdf > 15 July 2018.

Morris, B. J. 2010. *Administering the school library media centre*. 5th ed. Santa Barbara: Libraries Unlimited.

Morris, B. J., and Packard, A. 2007. The principal's support of classroom teacher-media specialist collaboration. *School Libraries Worldwide,* 13(1): 36–55.

Mothata, S. (Ed.). 2000. *A dictionary of South African education and training*. Johannesburg: Hodder and Stoughton.

Motshekga, A. 2012. Keynote address by Minister of Basic Education, Mrs Angie on the Mandela Day 2012 "94+ schools project" launch. South African Government Information.

<http://www.info.gov.za/speech/DynamicActin?pageid=4617tid=64178> 7 May 2017.

Motshekga. A. M. 2016. *Department of Basic Education vote no. 14 annual report 2015/2016*. Pretoria: Department of Basic Education.

Mouton, J. 2001. *How to succeed in your Master's and Doctoral Studies: A South African guide and resource book.* Pretoria: Van Schaik.

Moyane, S. P. 2007. Research capacity needs in the Humanities at the University of Zululand. M.I.S. thesis. Pietermaritzburg: University of KwaZulu-Natal.

Mswazi, P. 2003. Knowledge age school library services in developing countries: a case study. *Education Libraries Journal,* 46(3):15-23.

Munyua, H. M. and Stillwell, C. 2012. The applicability of the major social science paradigms to the study of the agricultural knowledge and information systems of small-scale farmers. *Innovation: Journal of Appropriate Librarianship and Information Work in Southern Africa* 44: 10-43.

Murphy, E. 1997. *Constructivism: from philosophy to practice.* <http://www.eric.ed.gov./PDFS/ed444966.pdf.> 29 July 2016.

National Council for Library and Information Studies. 2018. *National Policy for Library and Information Services in South Africa*. Pretoria: Department of Arts and Culture.

National Library of South Africa. 2014. The South African libraries 20 years review. *NLSA Newsletter. September* 1-46.

National Library of New Zealand. 2012. "Collection Development Cycle." http://schools.natlib.govt.nz/school-libraries/building-and-managing-collection/collection-development-cycle. 8 May 2019.

Neuman, W. 2000. *Social research methods: qualitative and quantitative approaches*. 4th ed. Boston: Allyn and Bacon.

Newell, R. 1993. Questionnaires. In: Gilbert, N. (ed.) *Researching social life.* London: Sage.

Ngulube, P. 2003. Preservation and access to public records and archives in South Africa. PhD. Thesis. Pietermaritzburg: University of Natal.

Ngulube, P. 2005. The research procedures used by Master of Information Studies students at the University of Natal in the period 1982 to 2002 with special references to their

sampling techniques and survey response rates: a methodological discourse. *International Information and Library Review*, 37(2): 127-143.

Ngulube, P. 2010. Mapping mixed methods research in library and information science journals in Sub Saharan Africa 2004-2008. *The International Information and Library Review*, 42: 252-261.

Ntulo, G. and Nawe, J. 2008. Secondary Education Development Plan (SEDP) and the provision of library service in Tanzania: a case study of Sumbawanga municipality. *University of Dar es Salaam Library Journal*, 10 (1/2): 56-67.

Niewenhuis, L. 2007. Qualitative research design and data gathering techniques. In Maree. K. 2007. *First steps in research*. Pretoria: Van Schaik publishers.

Nsibirwa, Z. B. 2012. Preservation of access to legal deposit materials in South Africa. PhD diss. Pietermaritzburg: University of KwaZulu-Natal.

Oberg, D. 2009. Libraries in Schools: Essential Contexts for Studying Organizational Change and Culture. *Library Trends* 58 (1): 9- 25.

Ocholla, D and Bothma, T. 2007. Library and information education and training in South Africa, in *Libraries for the future: progress and development of South African libraries*, ed. Bothma, T., Underwood, P. and Ngulube, P. Pretoria: LIASA: 149–168

O'Connell, J. 2017. School libraries. *Research Gate.* 375-393. <https://www.researchgate.net/publication/321014242> 8 May 2019.

O'Leary, Z. 2010. *The essential guide to doing your research*. London: Sage.

Olsen, W. 2012. *Data collection: key debates and methods in social research.* Los Angeles: Sage.

Omenyo, R. 2016. The role of the school library in teaching and learning: a case study of a basic public school in Accra, Ghana. Mphil thesis. University of Cape Town: Cape Town.

Otike, J. 1998. Staffing secondary school libraries in Kenya. *Information Development*, 4(2): 98-102.

Otike, J. 2004. The development of libraries in Kenya. *Innovation: journal of appropriate librarianship and information work in Southern Africa*, 28: 1-8. <http://www.innovation.ukzn.ac.za/InnovationPdfs/No28pp1-8Otike.pdf. > 29 September 2015.

Paiva, M and Sirihal Duarte, A. 2017. School library contribution to student achievement as measured by Brazil-reading test. *School Libraries Worldwide,* 23(1): 120-150.

Paton-Ash, M and Wilmot, D. 2015. Issues and challenges facing school libraries in selected primary schools in Gauteng, *South Africa. South African Journal of Education,* 35(1): 1-10.< http://www.sajournalofeducation.co.za > 8 August 2017

Peterson, L. 2001. School libraries and media centres. In: Stam, D. H. (ed.) *International dictionary of library histories.* Vol. 1. Chicago: Fitzroy Dearborn. pp. 159-162.

Pickard, A. J. 2007. *Research methods in information.* London: Facet Publishing.

Pierre, J. (Ed.). 2000. *Introduction, understanding governance* Oxford: Oxford University Press.

Plowright, D. 2011. *Using mixed methods: framework for an integrated methodology*. London: Sage.

Poole, N. 2018. Securing the future-2018 year in review. Power point presentation: CILIP Ireland open day, 5 December 2018. < https://www.slideshare.net/CILIP > 27 December 2018.

Powers, G.T., Meenaghan, T.M. and Toomey, B.G. 1985. *Practice-focused research: interesting human service practice and research*. New Jersey: Prentice Hall.

Prytherch, R. 2000. *Harrod's librarians' glossary and reference book*. 9th ed. Aldershot: Gower.

Radebe, T. 1994. Training school librarians in South Africa: a personal view. *Innovation: Journal of Appropriate Librarianship and Information Work in Southern Africa,* 43-47

Ralebipi-Simela, M.D. 2007. National Council for Library and Information Services (NCLIS). In Bothma, T., Underwood, P. and Ngulube, P. (eds). Libraries for the future: Progress and development of South African Libraries. Pretoria: LIASA. pp. 169-178.

Ramaphosa, M. C. 2019. *State of the nation address*. Cape Town, 20 June.

Ramdhani, A., Rahmdhani, M.A., and Amin, A.S. 2014. Writing a Literature Review Research Paper: A Step -By-Step Approach. *International Journal of Basic and Applied Science*, 3(1): 47-56 <https://www.researchgate.net/publication/342866251_Prospek_dan_Tantangan_Ind

ustri_Penerbitan_Jurnal_dan_Prosiding_Melalui_Teknologi_E-Publishing_di_Era_Digital> 18 February 2021.

Raseroka, K. 2003. Libraries for lifelong literacy: IFLA presidential theme 2003 – 2005. *IFLA Journal,* 29 (2): 1-4.

Ravitch, S.M. and Riggan, M. 2012. Reason and rigor: How conceptual frameworks guide research. Thousand Oaks, CA: Sage.

Rea, L. M. and Parker, R. A. 2005. *Designing and conducting survey research: a comprehensive guide*. 3rd ed. San Francisco: Jossey-Bass.

Rhodes, L. K. and Bellamy, T. 1999. Choices and consequences in the reform of teacher education. *Journal of Teacher Education* 50:17-26.

Riedling, A. M., Shake, L. and Houston, C. 2013. *Reference skills for the school librarian: tools and tips* 3rd ed. Oxford: Linworth.

Rosenberg, D. (ed.). 1998. Getting books to school pupils in Africa: case studies. Department for International Development Research Scheme number R6956.

Rosenberg, D. 2001. The sustainability of libraries and resource centres in Africa. In Stilwell, C., Leach, A. and Burton, S. (eds). *Knowledge, information and development: an African perspective*. Pietermaritzburg: School of Human and Social Studies, University of Natal. pp. 11-24.

Roys, N. K., and Brown, M. E. 2004. The ideal candidate for school library media specialist: views from school administrators, library school faculty, and MLS students. *School Library Media Research*, 7.

<www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol7/SLMR_IdealCandidate_V7.pdf > 24 May 2018.

Saetre, T. P., and Willars, G. 2002. The IFLA/UNESCO: School library guidelines. <http://www.ifla.org/VII /s11/pubs/sgu ide02.pdf> 23 May 2018.

Sarantakos, S. 2005. *Social research.* 3rd ed. New York: Palgrave Macmillan.

Scrivener, A. B. 2004. Discussion document for commission on governance. <www.scrivener.org/guidebook/glossary.htm > 22 April 2018.

Saunders, M., Lewis, P. and Thornhill, A. 2000. *Research methods for business students*. 2nd ed. Harlow, Essex: Pearson Education.

Scheirer, B. 2000. The changing role of a teacher-librarian in the twenty-first century. EDCMM802.6 < https://etad.usask.ca/802papers/scheirer/scheirer.htm > 20 April 2018.

Scholastic. 2016. Libraries work!: a compendium of research supporting the effectiveness of school libraries. *Scholastic library publishing, 1-29.*

Schultz-Jones, B. and Oberg, D (eds). 2015. *IFLA school library guidelines*. 2nd ed. Den Haag: International Federation of Library Associations and Institutions.

Schunk, D. H. 2000. *Learning theories: an education perspective*. 3rd ed. Upper Saddle River: Merrill.

Shannon, D. 2009. Principals' Perspectives of School Librarians. *School Libraries Worldwide,* 15 (2): 1–22.

Shephard, L.A. 2001. The role of classroom assessment in teaching and learning. In Richardson, V. (ed). *Handbook of research on teaching*. 4th ed. Washington, DC: American Educational Research Association: 1066-1101.

Simba, C. A. 2014. School library resource centres in Iringa and Njombe regions of Tanzania: their status and role in resource-based learning. PhD Thesis. Pietermaritzburg: University of KwaZulu-Natal.

Silbert, P. and Bitso, C. 2015. Towards functional school libraries: supporting library assistance in under-resourced schools through a university-community- school partnership. *SAJILIS*. 53-62. <http://sajlis.journals.ac.za > 08 August 2017.

Siwakoti, S. 2003. Status of school library development in Nepal. *Sri Lanka Journal of Librarianship and Information Management* 1: 13-19 <http://www.cmb.ac.lk/academic/institutes/nilis.org/reports/Nepal.pdf > 06 April 2014.

Small, R.V., Shanahan, K. A. and Stasak. M. 2010. "The impact of New York's school libraries on student achievement and motivation: Phase III." *School Library Media Research, 13*. <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLR_ImpactofNewYork.pdf > 22 June 2018.

Small, R. V., Snyder, J and Parker, K. 2009. "The Impact of New York's school libraries on student achievement and motivation: Phase I." *School Library Media Research,* 12. <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol12/SLMR_Impactof NewYork_V12.pdf> 19 May 2018.

Small, R. V., and Snyder, J. 2009. "The Impact of New York's school libraries on student achievement and motivation: Phase II—in-depth study." *School Library Media Research, 12.* <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol12/SLMR_ImpctofNewYorkII_V12.pdf > 18 April 2018.

Smelt, S. 1998. *Today's schools: governance and quality*. Wellington: Institute of policy studies.

Smylie, M. A., Miller, C. L. and Westbrook, K. P. 2009. The work of teachers. In: Good, T. L. (ed.) *21st century education: a reference handbook*. Vol. 1. Thousand Oaks: Sage, pp. 3-11.

South Africa. 199. *South African Schools Act, no 84 of 1996*. Cape Town: Government Printer.

Statistics South Africa. 2016 *Statistical release P0301: community survey 2016*. Pretoria: Statistic South Africa. < www.statssa.gov.za > 28 July 2018.

Strydom, H and Venter, L. 2002. Sampling and sampling methods. In de Vos, A.S. (ed.) *Research at grass roots: for the social sciences and human service professions.* 2nd ed. Pretoria: Van Schaik pp. 197-209.

Subramaniam, M., Ahn, J., Waugh, A., Taylor, N. G., Druin, A., Fleischmann, K. R and Walsh, G. 2013. "Crosswalk between the Framework for K–12 Science Education and Standards for the 21st-Century Learner: School Librarians as the Crucial Link." *School Library Research, 16.* <www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol16/SLR_CrosswalkbetweenFrameworkStandards_V16.pdf > 28 February 2018.

Swisher, R. and McClure, C. R. 1984. *Research for decision making: methods for librarians*. Chicago: ALA.

Taber, K. S. 2011. Constructivism as educational theory: contingency in learning, and optimally guided instruction. In Hassaskhah, J. (ed). *Education theory.* New York: Nova Science Publishers. Pp. 39-61.

Tashakkori, A and Teddlie, C. 2003. Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective. *International Journal of Social Research Methodology,* 6:1, 61-77.

Terre Blanche, M, and Durrheim, K, 1999. *Research in practice*. Cape Town: University of Cape Town Press.

Terre Blanche, M. and Durrheim, K. 1999. Histories of the present: social science research in context. In Terre Blanche, M. and Durrheim, K. (eds.) *Research in practice*. Cape Town: University of Cape Town Press.

The journalist. 2019. Too many libraries are forced to close their doors. <https://www.thejournalist.org.za/books/too-many-libraries-are-forced-to-close-their-doors> 12 May 2020.

Thody, E. C. G. 2006. *Writing and presenting research*. London: Sage Publications.

Tobias, S. and Duffy, T. M (eds). 2009. *Constructivist instruction: successes or failure*. New York: Routledge.

Todd, R. and Gordon, C. 2010. *School libraries, now more than ever: a position paper of the Center for International Scholarship in School Libraries (CISSL).* New Brunswick: School of Information and Communication, Rutgers.

Todd, R. 2008. The dynamics of classroom teacher and teacher librarian instructional collaborations. *Scan 27*(2), 19-28.

Todd, R. 2007. Evidence-based practice and school libraries: from advocacy to action. In Hughes-Hassell, S and Harada, V. H. *School reform and the school library media specialist.* Westport, CT: Libraries Unlimited. pp. 57-78.

Todd, R.J., and Kuhlthau, C. C. 2005a. "Student Learning through Ohio school libraries, Part 1: How effective school libraries help students." *School Libraries Worldwide,* 11(1): 63–88.

Todd, R. 2002. School librarian as teachers: learning outcomes and evidence-based practice. Paper presented at the 68th IFLA Conference, 18-24 August, 2002, Glasgow. <http://www.ifla.org/IV/ifla68/papers/084-119e.pdf > 13 May 2016.

Troachin, W. 2000. *The research methods knowledge base.* 2nd ed. Web Centre for Social Research Methods. < http://www.socialresearchmethods.net/kb/ > 2 June 2017.

Tsebe, J. 2016. South African Library Transformation Charter. Keynote address. . LIASA, PACLIG Pre-Conference Workshop held at Local History Museum: Durban, 9 October 2016.

University of KwaZulu-Natal, Faculty of Education. 2010. *Understanding research: learning guide and reader.* Pietermaritzburg: University of KwaZulu-Natal.

Von Glaserfeld, E. 2005. Introduction: Aspects of constructivism. In C.T. Fosnot (Ed.), *constructivism: Theory, perspectives, and practice*. New York: Teachers College Press. pp. 3-7.

Welman, W. and Kruger S.J. 2001. *Research methodology for the business and administrative sciences*. 2nd ed. Oxford: Oxford University Press.

Wessels, N., Mnkeni-Saurombe, N and Knoetze, H. 2014. Narratives of information literacy in South African township schools. The Second European Conference on Information Literacy, ECIL 2014, At: Dubrovnik, Croatia. 297-308.

Wessels, N. 2010. School libraries as a literacy intervention tool in primary schools: action research in atteridgeville. Master of Information Science Thesis. Pretoria: UNISA. <http://uir.unisa.ac.za/handle/10500/3597 > 10 April 2014.

Wheeldon, J. and Ahlberg, M. K. 2012. *Visualizing social science research: maps, methods and meaning.* California: Sage.

Whittaker, K. 1977. Towards a theory for reference and information service. *Journal of Librarianship and Information Science.* 9(1): 49-63. <https://doi.org/10.1177/096100067700900105 > 19 March 2018.

Willenberg, I. 2018. South Africa's reading crisis: focus on the root cause, not the peripherals. *Mail & Guardian*. 20 May.< https://mg.co.za/article/2018-05-20-south-africas-reading-crisis-focus-on-the-root-cause-not-the-peripherals > 5 April 2019.

Williams, A. 2003. How to write and analyse a questionnaire. *Journal of Orthodontics,* 30(3): 245-252.

Williams, D. 2002. Impact of school library service on achievement and learning in primary schools. < http://www4.rgu.ac.uk/files/ACF1C8D.pdf.> 29 September 2015.

Williams, D., Wavell, C. and Coles, L. 2001. *Impact of school library services, critical literature review of the impact of school library services on achievement and learning to inform the work of the Department of Education and Skills (DfES) Task Group set up to implement actions continued in the Government's response to "Empowering the Learning Community".* London: DfES <www.resource.gorv.uk > 02 March 2014.

Williams, D. and Wavell, C. 2001. *The impact of the school library resource centre on learning: a report on research conducted for resources*. Aberdeen: The Council for Museums, Archives and Libraries.

WNET/Education. 2004. Workshop: Constructivism as a paradigm for teaching and learning. [Web page]. *Concept to Classroom.* <https://www.thirteen.org/edonline/concept2class/constructivism/> 02 July 2016.

Woolls, B. and Loertscher, D. (eds.) 2005. *The whole school library handbook*. Chicago: American Library Association.

Wyatt-Smith, C., Castleton, G., Freebody, P., and Cooksey, R. 2003. The nature of teachers' qualitative judgements: A matter of context and salience: Part one: "In-context" judgement. *The Australian Journal of Language and Literacy,* 26(2), 11–32. <https://search.informit.org/doi/10.3316/ielapa.146420444161811> 13 July 2016.

Yaacob, R.A.R. and Samsuri, S.O. 2003. The training of teacher librarians in comparison with professional librarians in Malaysia. *Malaysian Journal of Library and Information Science* 8(2): 27-41 < http://majlis.fsktm.um.edu.my/document.aspx?FileName=256.pdf > 26 April 2012.

Ziarnik, N. R. 2003. *School and public libraries: developing the natural alliance*. Chicago: American Library Association.

Zinn, S. 2006. Have trained school librarians made a difference for school libraries in South Africa? *Innovation: Journal of Appropriate Librarianship and Information Work in Southern Africa* 33:21-35.

Zinn, S. E. 2012. Information literacy in the classroom: assessing the competency of Western Cape teachers in information literacy education. PhD diss. Pietermaritzburg: University of KwaZulu-Natal.

Zmuda, A. and Harada, V.H. 2008. *Librarians as learning specialists: meeting the learning imperative for the 21st century.* Westport: Libraries Unlimited.

Appendix 1: Informed consent letter

Dear Respondent

Informed Consent Letter for Questionnaire

I, Siyanda Kheswa, a PhD Information Studies candidate of the University of KwaZulu-Natal, kindly invite you to participate in the research project entitled. **The training of teacher librarians and the development of school libraries in KwaZulu-Natal.**

The research project is undertaken as part of the requirements of the PhD, which is undertaken through the University of KwaZulu-Natal, Information Studies Programme.

The purpose of this study is to investigate the influence of the ACESLD graduates in the development and management of school libraries in the province. In filling the knowledge gap the study will also determine the successes and failures of the training programme which will be useful to UKZN staff especially those who were closely involved in the development and running of the programme. The results and findings will not only benefit UKZN but also the DoE ELITS Directorate who funded the educators would also obtain insight as to whether the funding provided for the training was a good investment or has led to the development of school libraries in the province.

Participation in this research project is voluntary. You may refuse to participate or withdraw from the research project at any stage and for any reason without any form of disadvantage. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Information Studies Programme, at the University of KwaZulu-Natal.

If you have any questions or concerns about participating in this study, please feel free to contact myself or my supervisor at the numbers indicated below.

It should take you about 20 minutes to complete the questionnaire.

Thank you for participating in this research project.

Please complete this form

Title of study: "The training of teacher librarians and the development of school libraries in KwaZulu-Natal".

I..., hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project as outlined in the document about the study.

I acknowledge that I have been informed of the purpose of this survey. I am aware that participation in the study is voluntary and I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participant

Signature ……………….................................

Date: ....

Email: ………………………………….…

Researcher

Signature ………………………………….

Date: …………………………………………

Email: ………………………………………..

Appendix 2: Questionnaire for teacher librarians

QUESTIONNAIRE FOR TEACHER LIBRARIANS

Please complete the following questionnaire.

Please tick or cross the appropriate box.
Unless otherwise instructed, please give only one tick or cross per question.
_____

Section A: Biographical details

1. Gender

Female ☐
Male ☐

2. Age

20 – 29 years ☐
30 – 39 years ☐
40 – 49 years ☐
50+ years ☐

3. Home language

Zulu ☐
Xhosa ☐
English ☐
Afrikaans ☐
Other, please specify
_____
_____

4. Please list your professional qualifications and the year(s) in which you obtained it or them.
_____
_____
_____
_____

5. How many years have you been teaching?

_____
_____
_____

6. When did you do ACESLD?

_____
_____

7. When did you graduate with ACESLD?

_____
_____

8. Who are you?

Principal	☐
Chairperson of Governing Body	☐
Chairperson of Library Committee	☐
Department Official	☐
Teacher-librarian	☐
Educator	☐
School Head of Department (HOD)	☐

Other, please specify

_____
_____
_____

9. Did you receive a promotion after obtaining your ACESLD? Yes☐or No ☐

10. If yes what position were you promoted to?

_____
_____
_____

11. Where is your school?

Metro city	☐
Town	☐
Township	☐
Informal settlement	☐
Rural area	☐

Other, please specify

_____
_____
_____

Section B: School library development

12. Have you been involved in the development of a school library in your current/ previous school?

Yes ☐

No ☐

13. If No. **Q12**, please **Skip Q 14, 15, 16, 17 and 19**

14. In what way did your ACESLD qualification influence in the development of school library?

_____
_____
_____

15. Did you use your knowledge and skills gained from the ACESLD training programme when developing a school library?

Yes ☐

No ☐

16. If No to Q15 please explain why?

_____
_____
_____
_____

17. If yes to Q15 which of the following modules were most useful. Please tick all that apply.

EDPD101 Learning and Teaching		EDPD119 Education Studies for SLD	
EDPD102 Education Policy & Professionalism		EDPD120 Professional Practice in SLD	
EDPD121 School Lib Dev & Man. 610		EDPD123 School Lib Dev & Man. 630	
EDPD125 School Lib Dev & Man. 620		EDPD124 School Lib Dev & Man. 640	

18. What challenges did you encounter when developing a school library?

_____
_____
_____
_____

19. What strategies can be adopted to overcome such challenges?

_____
_____

_____

_____

Section C: School Library

20. Does your school have a library?

Yes   ☐

    No

21.   What form does your library take?

Classroom book boxes   ☐

A traditional library   ☐

A mobile library service   ☐
Other, please specify

_____

_____

22. Does your school library have an information literacy programme for learners?

Yes   ☐

No   ☐

23. What materials do you have in your library? *(Please tick or cross those that apply)*

Fiction or story books   ☐

Nonfiction books   ☐

Magazines   ☐

Newspapers   ☐

Videos   ☐

CDs   ☐

Cassettes   ☐
Other, please specify

_____

_____

24. Does your school library receive book donations?

Yes   ☐

No   ☐

25. Does your school have a writing project for learners like the North Star Writing Project?

Yes   ☐

No   ☐

26. Have any reading and information use surveys been done at your school?

Yes ☐

No ☐

27. Do learners at your school make use of a public library service?

Yes ☐

No ☐

28. If *yes*, which public library do they use?

_____

29. Does your school have a library committee?

Yes ☐

No ☐

30. Does your school library have a collection development policy?

Yes ☐

No ☐

31. Does your school library have a computer(s)?

Yes ☐

No ☐

32. How many computers does your school library have?

Number of computers: _____

33. If *yes*, what is your school library computer(s) used for? *(Please tick or cross those that apply)*

Word processing ☐

Spreadsheets ☐

Presentations ☐

Internet searching ☐

E-mail ☐

Student access ☐

Other, please specify

_____

34. Is your library computerized?

Yes ☐

No ☐

If *yes*, what computerized library system does your library use?

Biblios ☐

EduAdmin ☐

Libwin ☐

PALS ☐

Papyrus ☐

Other, please specify

_____

_____

35. Does your school have Internet access?

Yes ☐

No ☐

36. Does your school library have Internet access?

Yes ☐

No ☐

Section D: Teacher Librarian

37.

Teacher librarian responsibilities				
Rate each of the following responsibilities of a teacher librarian in terms of their importance.	Very high	high	Low	Very low
Knowledge of curricula				
Technological competence				
Knowledge of the research process				
Collection development				
Promotion of reading and literature				
In-service to staff				
Interpersonal skills				
Teaching skills				
Personnel management				

38. . Would you describe yourself as a regular reader (ie read at least once a week)?

Yes ☐

No ☐

39. If yes, is your reading

Work related	☐
Leisure related	☐
Both of these	☐

40. . If yes, which of the materials listed in question 23 do you read regularly. Please list.

_____
_____
_____
_____
_____

41. Do you have a home computer?

Yes	☐
No	☐

42. If *yes*, what do you use your home computer for? *(Please tick or cross those that apply)*

Word processing	☐
Spreadsheets	☐
Presentations	☐
Internet searching	☐
E-mail	☐
Games	☐
Other, please specify	

_____

Thank you for completing the questionnaire

Appendix 3: Interview schedule for ELITS Director

INTERVIEW SCHEDULE FOR ELITS DIRECTOR

QUESTIONS ON DEVELOPMENT OF SCHOOL LIBRARIES

1. Please describe the role of ELITS in the development of school libraries in KZN

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

2. Do you have any policy documents supporting the development of school libraries in KZN and to what extent are they implemented?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………

3. Please describe your relationship/partnership with UKZN.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………

4. Please describe the nature of support that has been provided to the development of school libraries in KZN

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

5. What were the challenges faced by ELITS in developing school libraries in KZN?

……
……
……
……
……
………………………………………………………………………………………

6. How can such challenges be overcome?

……
……
……
………………………………………………………..

THANK YOU

Appendix 4: Interview schedule for ACESLD Programme Coordinator

INTERVIEW SCHEDULE FOR ACESLD PROGRAMME COORDINATOR

QUESTIONS ON TEACHER LIBRARIAN TRAINING PROGRAMME

1. Why was the ACESLD Programme developed?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

2. What were the aims and objectives of such programme?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………

3. Who qualifies to enrol in your training?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………

4. Please describe your (UKZN) relationship/partnership with ELITS

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………………………………….

5. What challenges did you encounter when developing and running ACESLD Programme?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………...................................

6. How can such challenges be overcome when training future teacher librarians?

………………………………………………………………………………………………

………………………………………………………………………………………………

THANK YOU

Appendix 5: Ethical clearance

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

09 January 2019

Mr Siyanda Kheswa (204511947)
School of Social Sciences
Pietermaritzburg Campus

Dear Mr Kheswa,

Protocol reference number: HSS/0142/015D
Project title: The training of teacher librarians and development of school libraries in KwaZulu-Natal

Approval Notification – Recertification Application

Your request for Recertification dated 10 December 2018 was received.

This letter confirms that you have been granted Recertification Approval for a period of one year from the date of this letter. This approval is based strictly on the research protocol submitted and approved in 2015.

Any alteration s to the approved research protocol I.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through the amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully

Professor Shenuka Singh (Chair)

/ms

cc Supervisor: Professor Ruth Hoskins
cc Academic Leader Research: Professor Maheshvari Naidu
cc School Administrator: Ms Nancy Mudau

Appendix 6: Proof of editing letter

Athol Leach (Proofreading and Editing)

31 Park Rd
Fisherhaven
Hermanus 7200
Email: atholleach@gmail.com Cell: 0846667799   3 July 2020

To Whom It May Concern

This letter serves to confirm that I have edited the following PhD dissertation:

The training of teacher librarians and the development of school libraries in KwaZulu-Natal by Siyanda Edison Kheswa

The dissertation was edited in terms of grammar, spelling, punctuation and overall style. In doing so use was made of MS Word's "Track changes" facility thus providing the student with the opportunity to reject or accept each change.

The tracked document is on file.

Sincerely

Athol Leach

Athol Leach

(MIS, Natal)