An Analysis of School Library use in Government Aided Community Junior Secondary Schools in Gaborone City and the Southern District in Botswana.

Student: Bojelo   Sehuhula-Mooketsi

Student Number: shhboj001

Supervisor: Dr. Karin de Jager

Thesis presented in partial fulfilment of the requirements
of the Masters Degree in Library and Information Science
in the University of Cape Town

March 2002

An Analysis of School Library use in Government Aided Community Junior Secondary Schools in Gaborone City and the Southern District in Botswana.

Student: Bojelo Sehuhula-Mooketsi

Student Number: shhboj001

Thesis presented in partial fulfilment of the requirements of the Masters Degree in Library and Information Science in the University of Cape Town

March 2002

DECLARATION

This work has not been previously submitted in whole or in part for the award of any degree. It is my own work and any substantial contributions to and quotations in this dissertation have been cited and referenced.

ACKNOWLEDGEMENTS

ABSTRACT

School libraries can have a significant impact on students' academic performance and the quality of learning. This thesis explores the factors surrounding school library use or non-use of school libraries in Government Aided Community Junior Secondary Schools (GACJSS) in Botswana.

Background information pertaining to the quality of teaching and learning in GACJSS in Botswana is provided, highlighting policy statements towards the improvement of the quality of learning. Key research questions and the extent to which they will be addressed are outlined. The literature and research findings on school libraries are explored for purposes of establishing factors that influence service provision and its use as well as conceptions about the role of school libraries and associated approaches towards the improvement of the quality of students' learning. An investigation was then conducted, according to appropriate research methodology and data gathering activities, into the extent to which school libraries are used and how they are perceived by students and staff in Botswana. The findings of the study are then discussed, drawing up conclusions and recommendations. The research questions are also reviewed and an effort to establish the answers to these on the basis of the research findings is made.

Table of contents

Page

Chapter 3

Chapter 4

List of Tables

List of Appendices

CHAPTER ONE

1. BACKGROUND TO THE STUDY AND RATIONALE

1.1 Introduction

This chapter considers some of the conclusions drawn about the quality of education in secondary schools in Botswana. Specific reference is made to conclusions drawn by the National Commission on education in 1993 and the Presidential Task Group in 1996, which place emphasis on the need to improve the quality of education. A brief discussion on the role that the school library can play in the attainment of this goal is made. The chapter further outlines the significance and the objectives of the study, highlighting the research question and sub-questions. The chapter ends by reviewing terms central to this study.

1.2 Background

In 1993, a Commission on Education in Botswana was tasked to review the education system to identify areas of concern and to propose remedial strategies. Based on the findings of the review of the education system, the National Commission, amongst other issues, identified the need for teaching methods to be changed from teacher centred to student centred. The Commission observed that that there was need for students to reduce their dependence on teachers and engage in independent learning and in exploration of the library resources in their quest for information. In addition, there was a recommendation that the kind of training that the pupils receive whilst in school should be such that they are equipped with skills that will enable them to engage in lifelong learning. This implies that schools have to be equipped with learning resources (Botswana, 1993:147).

However, the Commission established that despite the fact that a lot had been achieved in terms of building libraries in Community Junior Secondary Schools, there still was need for libraries to be adequately stocked and for their management to be improved. Mulindwa and Baffour-Awuah (1998: 352) observed that "not all Community Junior Secondary Schools have premises that are solely used for library purposes."

In the light of these observations, the Commission recommended that:

> "the organisation and the role of libraries in education should be re examined in order to improve the management of school libraries" (Botswana, 1994:27).

In August 1996, there was a presidential task group that was charged with coming up with a long-term vision for Botswana. Regarding education, the task group acknowledged that, although a lot had been done in terms of provision of educational facilities for citizens, there were still problems with the quality of education (Botswana, 1996:17). They reported that although a large proportion of the population had received education, this education had not been geared towards the needs of the country and the job market. The task force recommended that there be a system of education that could adapt to the changing needs of the country (Botswana, 1996:28). It should be noted that whatever system is put in place should facilitate provision of maximum support to slow learners as advocated by the Revised National Policy on Education (Botswana, 1994:22). This entails the use of differentiated teaching methods or approaches that seek to match teaching and learning activities to individual learning needs. Norwich (1994:291) notes that:

> "Differentiation is synonymous with good teaching. It is how curriculum objectives, content, learning activities, teaching methods and resources are varied to cope with the range of experiences of the students..."

In order to do this there is need for the education system to be resource-based. With resource based learning, subject teachers and teacher librarians would design and adapt curricula in such a way that students will have to consult a selection of information resources. Such students will be independent and more proficient at thinking critically. They will also be better placed to handle and manipulate information throughout their lives and be able to keep up with changes in the world (De Jager, 1995:39).

1.3 Significance of the study

This investigation aims at establishing the extent of and reasons for either use or non-use of school libraries. The adequacy of stock and staff will be assessed. The reason is that for as long as students are not using libraries for independent study due to

whatever reasons, then the national goal of developing students, who are able to engage in independent and lifelong learning, will never be achieved.

Libraries are intended to be a means of providing "open and balanced access to information, ideas, dreams, experiences, understandings and nightmares of peoples' past, present and hopes for the future" (Byrne, 1999). Lack of access to and use of libraries render children narrow minded as they will only be able to reproduce ideas that they have been taught in the classroom and beyond that they will not be able to function independently nor will they have awareness of what else exists.

In respect to students' academic performance, research done in Colorado by the Library Research Services in 1999, has shown that students from schools with very good media programmes and staff scored higher than those from schools without such facilities (McCune, 2000). As indicated in Botswana (1997a: 18), there is need to improve the quality of education as " the pace of educational change has lagged behind the pace of national development" and to curb the prevailing high rate of failure of students in Botswana especially in rural areas. It should be mentioned that, in terms of aptitude, the student population is very diverse because of automatic promotion from class to class. It is true that teachers can, to a certain extent, improve this situation, but as long as students are not able to access information effectively and efficiently, and critically evaluate and use it in a competent and creative manner, the quality of students and the rate of failure will not improve. This skill of information literacy can only be sharpened by having students engage in independent learning (American Association of School Librarians, 1998)[1].

1.4 Research question

This dissertation will therefore establish the extent to which students and teachers in Government Aided Community Junior Secondary Schools (GACJSS) in Gaborone City and the Southern District in Botswana use their school libraries. It will also explore and analyse factors surrounding school library use by students and teachers.

1.4.1 Sub problems

The research question may be subdivided into the following sub problems:

1. How often do teachers and students visit the library?
2. What factors predispose teachers and students to use the school library?
3. What factors deter teachers and students from using the school library?
4. Are the learning resources that are available in GACJSS libraries relevant and adequate for the students' diverse needs?
5. Does the management of libraries have an impact on the extent to which the target population uses the library?
6. Do teacher librarians consider themselves competent to manage libraries?
7. What is the impact of the conditions of service on service provision?

1.5 Assumptions of the study

This study assumes that, in terms of learning resource allocation from the government all GACJSS are on par and what differs is how these resources are put to use. Education in Botswana is fully funded by the government. Under the current national budget, about 20% of the national budget has been allocated to Education. The government provides school facilities, teachers and running expenses to all Government Aided Community Junior Secondary Schools (Botswana, 1997b: 356).

1.6 Objectives of the study

This study seeks to establish:

*   the extent to which pupils and teachers visit the library
*   factors that predispose teachers and students to use the library
*   factors that deter teachers and students from using the library
*   if libraries are stocked with the appropriate learning resources
*   if libraries are stocked with adequate learning resources
*   if libraries have adequate space according to space norms

---

[1] All citation without page numbers refer to Online documents

- the extent to which teacher librarians perceive themselves to be competent to run school libraries
- the impact of teaching load and remuneration for working as a teacher librarian and the impact of these on school library service provision

1.7 Delimitation of the research and problem

Botswana has been divided into districts for administrative purposes. This study will be limited to the Community Junior Secondary Schools in the Southern District and Gaborone City which, in view of the size of the country, was as much as the researcher could cover within the constraints of funds and time. To be able to generalise the findings of this study, the various settlement patterns that exist elsewhere in Botswana will be represented in the two selected districts, namely urban, large villages and small villages. Respondents were drawn from the different strata and the sample was drawn from subject teachers, students and teacher librarians or teachers in charge of the libraries in the schools.

This investigation will only attempt to answer the research question and the sub problems. No attempt will be made to address other factors related to library use not mentioned either as a sub-problem or as the research question.

1.8 Definitions of the terms related to the study

Concepts that are central to this study are defined below:

Learning resources
Learning resources refer to any item for example, book, picture, and videocassette that may be used to bring about learning (De Silva and Turriff, 1993:11). In this study, the term learning resources is used to refer to print and non-print materials, which the library should provide to facilitate learning. The term learning will not be used in a manner limited to the school curriculum, but will be used to encompass all aspects of the individual's learning needs; be it personal, religious, moral, recreational, cultural or spiritual.

Appropriateness of learning resources

According to the International Association of School Librarianship policy, appropriateness refers to:

> "an awareness of the total range of information and information technology, variety concerning the many fields of knowledge and recreational activities, materials devised to serve children within the range of their cognitive, affective and psychomotor skills, appeal to children's interest and utilisation of the children's primary language. It also refers to a reflection of the cultural interest valued by the children's families" (Lowrie & Nagakura, 1991:381).

For learning resources to be considered appropriate, as viewed in this study, they should match the needs of users. Ideally, in a school setting, they should provide for both curriculum and personal needs.

Selection of learning resources

Resource selection involves the processes of reviewing present resources, assessing needs and deciding on the most appropriate items to meet those needs (De Silva & Turriff, 1993:11). Given the fluid information needs of people, there is need to constantly review what the users need so as to able to provide them with the necessary materials or resources as and when needed. In this study, selection of learning resources will be considered to be a process that should always be carried out in a flexible manner to, as far as possible, accommodate identified needs of pupils, including the emerging ones.

Management

Management refers to activities that guide group effort and which facilitate the union of forces of co-operative enterprise. As will be perceived in this study, management entails consultation and collaboration with relevant stakeholders to ensure effective communication and ownership of decisions and actions taken.

School library

A school library is a storehouse of information within the school (Galler and Coulter, 1989:53, Hannesdottir, 1995:3, Rossoff 1971: 8). As noted by Ray (1981:5), a school library should have adequate space for people to work in and use library materials

comfortably. In the context of this study, a school library is to be defined as a storage and display room for carefully selected learning resources and a place in which people can study or use these resources for learning purposes. Ideally, a school library should meet all learning needs of students and teachers and this implies that it should provide relevant and up-to-date materials.

School library use

The term " school library use" will be used to refer to library visits without necessarily investigating what the users engage in whilst in the library.

Teacher librarian

There are a number of definitions for teacher librarians, but for purposes of this dissertation, the definition given by the Curriculum Corporation (1993), where a teacher librarian is defined as "a person who holds recognised teaching qualifications and qualifications in librarianship..." will be adopted. The teacher librarian, as a school library manager, should co-ordinate and facilitate all activities of the library, be it procurement, use and management of resources; information dissemination, advisory services, or professional relations with other information service providers. As should be the case in any management position, the teacher librarian is expected to involve all stakeholders of the school library in general decision-making processes to ensure transparency and satisfactory service provision.

Villages

These are nucleated settlements, which range from 10000 to 20000 people and are mainly sustained by crop and livestock agriculture (Botswana: 1982: 157).

1.9 Conclusion

This chapter has highlighted the observations that have been made regarding the quality of teaching and learning in Botswana and government policy towards improvement of standards. The chapter has also outlined the purpose of the study and key areas of investigation. As noted in this chapter, a library is vital for the improvement of the quality of learning as it provides a wide range of materials to cater for the diverse learning needs of students. Chapter Two will review literature pertinent to the factors that influence the use and management of library resources to

establish a basis for evaluation of library service provision and its utilisation in Government Aided Community Junior Secondary Schools in Botswana.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

Advocacy for resource-based learning calls for provision of adequate resources in schools. As noted in Chapter One, a school library is an essential resource centre that needs to be adequately equipped with necessary materials to facilitate learning. Important to note is that the school library, as a unit or department of a school, should be managed effectively to ensure provision of quality service to its users. This chapter will review literature to explore perspectives on the role of the school library in curriculum delivery and management of library resources. The chapter will also look into research findings on classroom teacher student interaction and strategies for performance improvement with emphasis on the use and management of school library resources.

2.2   Education in Botswana

Botswana has achieved a lot in respect of economic growth and education since the time of independence in 1966. Educational facilities are available throughout the country with provision for both formal and non-formal education. Primary and secondary education is free at government schools. School enrolment stands at about seventy percent of young people aged between six and twenty-three. Seven out of ten children in primary schools progress to secondary schools. During the period 1970 to 1996, adult literacy rose from 41% to 67% (Botswana, 1997a: 18).

2.2.1 Educational objectives in Botswana

The objectives of education in Botswana emphasise the need to produce students who are able to fit into the world of work and be productive citizens. Such students should also be able to keep on learning so as to keep up with the changes in information.

At school level, the education system seeks to:

- " improve management and administration to ensure higher learning achievement.
- improve the quality of instruction.
- implement broader and balanced curricular geared towards developing qualities and skills needed for the world of work.
- emphasise pre-vocational orientation in preparation for strengthened post school technical and vocational education and training.
- improve the response of schools to the needs of different ethnic groups in the society" (Botswana, 1994:6).

In order to achieve these objectives, the school library should have management and administration systems that emphasise collaboration among all stakeholders within the school regarding selection and use of library resources. The library should be stocked with necessary materials to support curriculum delivery and general preparation of children for post-school life and the world of work.

The Presidential Task Group, which was appointed in 1996 to come up with a long-term vision for Botswana, reiterated the need for improvement in the quality of education. The task force envisioned that education in Botswana should lead to provision of skilled manpower to facilitate the country's economic development. Furthermore, the task force stressed that education is empowerment, as such the "highest possible standards of vocational and technical as well as academic excellence" have to be set (Botswana, 1997a: 18).

The need for improvement of the education standard was also noted by the then Minister of Presidential Affairs, Mr P.H. Kedikilwe, in his statement that:

"The education and training strategy aims at ensuring that the people of Botswana ... will have invested in an education necessary for national development ... at school level the specific aims are to ....improve the quality of instruction which hinges on the need to provide quality education. The time of yellow notes and conventional methods of teach, chalk, talk where only the teacher knows, has been replaced by participatory learning" (Kedikilwe, 1998:6)

The observations noted above necessitate adoption of teaching approaches which recognise learners as active partners in the teaching and learning process. The aim should be to empower students to interact freely with the learning environment and use resources, such as the school library, to facilitate their own learning.

2.3 The Emergence of Government Aided Community Junior Secondary Schools in Botswana

In 1984, the Government of Botswana proposed the establishment of Community Junior Secondary Schools, which were to be run in partnership with the communities within which they were located. The proposal was finally adopted in 1988 and funds for the project were obtained from the African Development Bank and the World Bank.

Currently, there are 205 Government Aided Community Junior Secondary Schools (GACJSS) in Botswana. Access to these is open to all children who have completed seven years of primary education. The primary education programme takes seven years with pupils starting at the age of six years and promoted automatically from one standard to the next. Although children sit for the primary school leaving examinations at the end of the final year, it does not mean that children who obtain poor examination results can be refused acceptance to Form One in GACJSS as all children are entitled to ten years of basic education. It is reported that seven out of ten children go on to secondary schools (Botswana, 1997a: 15). The ages of pupils in Government Aided Community Junior Secondary Schools range from fourteen to sixteen and the junior secondary education programme takes three years. All these schools have purpose-built libraries and these are supposed to be stocked with a collection of reference and resource materials (Metzger, 1992:142).

2.4 History of school libraries in Botswana

The introduction of school libraries, as indicated by Baleseng (1989:4), started in the early 1960's. At the time, the then Government of Bechuanaland did not allocate funds for purchasing library stock for the existing ten secondary school libraries. The schools relied heavily on donations from organisations like the Ranfurly Book Scheme, Berkshire County Council, British Council and the English Speaking Union

of the United States. These organisations tended to donate books that were found to be unsuitable for both pupils and teachers and as such the problem of inadequate stock in school libraries was not solved. The lack of qualified personnel to staff these libraries was an additional problem.

In 1968, Act 27 of 67 was passed which gave the Botswana National Library Service (BNLS) the responsibility for Libraries throughout the nation. Despite this legislation, BNLS only began providing staff and professional advice on the management of school libraries in 1970. They also started to lend books to schools in 1970. BNLS started running four-day courses for school librarians during the same period (BNLS Annual Report of November 1966 to October 1969 quoted by Molatedi, 1999:6).

In 1972, Made conducted a survey on the state of Secondary Schools in Botswana, Lesotho and Swaziland. He established that each of the schools in Botswana had between 2000 and 3000 books in their libraries. He also reported that schools were being given grants of R2000.00 each for school libraries. Staffing was still a problem since all the school libraries were staffed with unskilled personnel (Made, 1972:12). The National Commission on Education in 1976 made a similar observation and added that there was no provision in secondary schools for full time librarians, a situation which forced schools to use unqualified staff, which resulted in library funds being misused, or unsuitable books being ordered (Metzger, 1992:141).

 In 1985, a committee comprising staff members of the Botswana National Library Service and Education Officers from the Department of Secondary Education was formed. Among other duties, this committee was tasked to formulate objectives for GACJSS libraries and draw up list of books that could be used to support curriculum delivery.

2.5 Classroom research in Botswana and other countries and its bearing on library use

As advocated for by the Revised National Policy on Education, teachers have to structure classroom activities in a way that will ensure that students adequately acquire foundation skills such as problem solving, analytical thinking and decision making (Botswana, 1994:21). These are part of the information skills that can be

provided by the library. Prophet and Rowel (1990:8), however, state that research into teaching methods in Botswana indicates that teachers, pupils and school administrators are satisfied with the existing situation based on teacher dominated classroom interactions. South Africa also has a long history of authoritarian teaching practices (Olën, 1997:21).

Tswana society is strongly embedded in the structure of domination and subordination of a youngster to his elders (Tabulawa, 1998:108). Right from an early age a child is taught these rigid and paternalistic authority structures and internalises them during primary socialisation. This results in a dependent mode of thinking that the child, inevitably, brings to school. Since teachers are seen as adults and pupils as children, teaching methods are, "still didactic, authoritarian with little or no recognition of the learners potential to actively construct classroom knowledge" (Tabulawa, 1998:108). It, therefore, means that for students to change and engage in discovery learning, as advocated for by the Revised National Policy on Education, there has to be attitudinal and methodological changes on the part of the teachers.

Pupil participation in classrooms is also said to depend on whether the pupils see the demand as "legitimate and in line with their own pupil role definition. In situations where they feel that the activities are not compatible with their role definition, they may subtly refuse to take part and as such force the teacher to assume a domineering role in the class" (Tabulawa, 1998:108).

In addition to the cultural constraints, teachers have their own perceptions about the nature of knowledge and students; and these views are not necessarily those held by the government. On the basis of the research that has been carried out on this issue by Tabulawa (1998:109), it has been found that teachers see themselves as charged with the responsibility of imparting knowledge and delivering curriculum knowledge and maintaining order in the class. Tabulawa (1998:111) says that the "pupil's role is seen as that of receiving the teachers' knowledge and, therefore, it follows that the teaching methods will not encourage the students to find information for themselves". He further observes that teachers even employ subtle strategies to maintain their dominant role in class and students likewise employ strategies to keep teachers in an information giving position. All these approaches are contrary to the government's view that teaching methods should be learner-centred and teachers facilitate the

learning process. Despite the fact that information technology has created an additional strand to the curriculum, there has been little change in classroom practice in many countries (Credaro, 1998). It should be pointed out that Botswana is no exception to this conclusion. It is also important to note that teachers design and select instructional methods that are influenced by the perception they hold of their pupils. These have implications on the role and the use of the school library. Haycock (1999) points out that students have to engage in independent reading in order to develop increased interest in books and if students are too dependent on teachers then it will be difficult for them to achieve this.

As is the case in Botswana, the educational role of the school library in South Africa is crippled by the examination-oriented system of education. South African students are reportedly not encouraged by their subject teachers to read, even when classroom collections are available as their teachers do not understand the importance of additional reading (Olën, 1997:21).

In contrast, it is reported that 80% of the interviewed students in the Oyo District in Nigeria, stated that they were given assignments that required them to make use of the school library. In addition, six of the ten teacher librarians who took part in the study reported being consulted by other teachers in discussing the curriculum (Dike, 1991:123).

2.6 Educational change

Educational change normally calls for new ways of doing things, the use of new materials and changing of values and beliefs (Fullan, 1991:29). House (1986) in Metzger (1998:358) notes that when change is introduced, some teachers tend to be excited as it creates an image of being up to date, efficient and superior over those who are maintaining the status quo. He, however, observes that, with time, the same teachers may appear to resist change as they are dragged down by the inertia. It is therefore important for school administrators and other change initiators to pay attention to the way teachers react when change is introduced because, as indicated by Hargreaves (1997), what teachers think, believe and do at classroom level ultimately influences what happens and what the students learn.

Essentially, teachers have to be equipped with the necessary knowledge; skills and attitudes to enable them to implement change effectively. Credaro (1998) states that teachers should be trained to help them acquire relevant information retrieval skills by teacher librarians, as they are "possibly the most qualified information professionals within the school". On a similar note, Irvin (1981) in Metzger (1998:359) stresses the need to train teachers to acquire information skills and teach information concepts and skills within the curriculum. Change of teaching strategies in junior secondary schools in Botswana is one aspect that has to be addressed seriously if the desired goals are to be achieved, especially since change, in this context, entails use of new and unfamiliar approaches and has resource implications. The role of the school libraries in implementation of this change cannot be over-emphasised, as the library should provide necessary support materials.

Change, according to Fullan (1991:29), occurs at two levels:

First Order
This type of change aims at improving the effectiveness of existing practices without necessarily changing the organisation and the role of the stakeholder.

Second order
This alters the organisational structures, goals and responsibilities of stakeholders. The development of critical thinking and problem solving skills advocated for the Revised National Policy on Education is a second order change because it requires teachers to assume a facilitating role to empower students to take on more responsibility for their own learning.

For educational change and innovations to be implemented effectively, all those who are participating should have a common understanding of why the change is taking place. Fullan (1991:29) observes that traditional and conservative settings are not conducive to change. He states that the only time when change can take place effectively is when people involved work collaboratively and support each other. Scott and Jaffe (1989:13) state that change should not be left to teachers only, but the school administration has to support and encourage teachers and be committed to the implementation process. This implies that school administrators should facilitate and monitor implementation activities. It is also important that the administrators discuss

progress with staff members to identify areas of concern and formulate strategies for moving forward.

In Botswana, according to Maruatona (1998:89), school administrators thrive on using undemocratic approaches and have even been alleged to treat teachers as children. Therefore, it seems unlikely that the independence, which the government wants for the pupils, will develop if teachers themselves are still treated as children. In the case of students, those who dare question their teachers are regarded as unruly and disruptive and are silenced by punishment (Maruatona, 1998:89). However, it is imperative for Batswana to realise that change is inevitable. As such "there is no need for Batswana to fear change [as] change can be liberating..."(Botswana, 1997a: 28)

2.7 Role of libraries in the proposed change of didactics

Teachers have to be empowered to teach information skills across the curriculum. They need to be knowledgeable about the role of the school library and of the school librarian. They also have to be involved in the planning, implementation and evaluation of activities, which are designed to help learners develop competency and confidence in knowledge and information skills (Hall, 1986 in Metzger, 1998: 357).

However, Mulindwa and Baffour-Awuah (1998:395) state that the potential of libraries in providing information to assist teachers in planning, decision making, facilitating, disseminating and adoption of information is not well integrated into the current education system in Botswana. Similarly, in South Africa, Olën (1997:21) observes that school libraries are not fully utilised due to lack of "fundamental changes in both teaching methods and the national curriculum". She indicates that, although curriculum 2005 advocates learner and resource centred learning, such a change will take time to be achieved.

The library buildings are not seen as centres of learning, rather they are seen as places to send students to when there is nothing else for them to do or are used as classrooms. For the library to be effective in supporting teaching and learning, it has to have the support of the teachers. Teachers can make or break the library, as they are the ones who assign students to research tasks and thus make effective use of the library resources. Students can make use of the library on their own, but for effective

use, there has to be some control and guidance exercised by the teachers. Teachers should encourage students to use the library for projects and assignments and understand their crucial role in promoting the use of the library. Students have to be trained so that they become competent and confident in the selection of information sources and retrieval and handling of information.

Lesetedi (1997:66) and Nametsegang (1997:7) say that teachers in Botswana are of the opinion that the school library is exclusively for the use of the English department and are therefore indifferent to what goes on in the library. Those teachers, who were aware of the fact that the school library is not an annex of the English department but is for use by all teachers and students within the school, feel that only students can benefit from using the library. They rarely use the library because of these factors. Teachers are also heavily dependent on prescribed textbooks, this means they never feel the need to look for other sources of information to supplement what is in their books. Since the Education system is examination oriented, they do this as they are under pressure to complete the prescribed syllabus. Failure to do so translates to students' failure to pass examinations, as they might not be able to answer questions on content which they had not been taught (Lesetedi, 1997:66, Nametsegang, 1997:7). South African teachers too, do not use the library effectively in both their teaching and in the development of the information skills of their pupils (Olën, 1997:23).

2.8 Training of teacher librarians

In 1986, a British Council Consultant, who had conducted a survey of schools, made a recommendation to the government that a two-year "sandwich course" be run at the University of Botswana in two parts over the vacation from May to August. This should be introduced for teachers with at least two years teaching experience in order to address the shortage of qualified personnel in school libraries. The course was to be introduced at both the University of Botswana and the two Colleges of Secondary Education in the country. This programme, as indicated by Metzger (1992:142), was started at the University of Botswana in 1988. Metzger notes that the demand for teacher librarians and expansion in the number of schools have always exceeded the number of teacher librarians trained. The two colleges only started training of teacher librarians in 1995. By the end of the year 1998, the University of Botswana had trained 127 teacher librarians. Kwame-Nkurumah (1999:56) did an evaluation study

of the University of Botswana teacher librarian training programme and found that all the sixty teacher librarians trained at the University of Botswana that he interviewed, felt that they were adequately skilled to set up and manage school libraries.

2.9 Functions of the school library/school media centre

The American Association of School Librarians (1998) states that the functions of the school library are:

- " to provide intellectual access to information through learning activities that are integrated into the curriculum. These activities help all students to achieve information literacy by developing their effective cognitive strategies for selecting, retrieving, analysing, evaluating, synthesising creating and communicating information in all formats and in all content areas of the curriculum.

- to provide a physical access to information through a carefully selected and systematically organised local collection of diverse learning resources that represent a wide range of subjects levels of difficulty and formats.

- to provide a systematic procedure for acquiring information materials from outside the library media centre and the school through such mechanisms as electronic networks, interlibrary loan, co-operative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.

- to provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communication media and technology.

- to provide leadership, collaboration and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.

- to provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests and capacities.

- to provide a program that functions as the information centre of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond the school.

- to provide resource and activities for learning that represent a diversity of experiences, opinion, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy".

De Silva and Turriff (1993:13) note that the primary role of a school library is to support curriculum needs. It is imperative, therefore, that the position and importance of the library in supporting teaching and learning be acknowledged by all stakeholders as failure do so means that the library will not play the role it should play in the school.

In Botswana, the Botswana National Library and Secondary Education Officers working committee of 1986 drew up objectives of school libraries as follows:

- " to foster attitudes to encourage enjoyment of reading by providing reading materials suitable for different reading levels and with a range of topics.
- to foster student creativity and achievement.
- to provide space to display student products.
- to foster a cultural awareness of art / music and creation of literature.
- to support classroom learning by supporting and supplementing specific subject areas being taught in the curriculum.
- to support research activities as well as to provide references and resources for independent group research.
- to support language development.
- to provide appropriate audiovisual aids.
- to support professional growth of teachers by providing materials which they can use when preparing lessons.
- provide and produce teaching and learning aids.
- to provide library user education for both teachers and students".
  (Molatedi, 1999: 6).

In addition to the above-mentioned objectives, the school library has to teach students how to think. Research has proved that, in the American education system, only one percent of classroom time is devoted to student teacher interaction, which require students to engage in anything beyond mere recall. This results in the underdevelopment of high order thinking skills of children (Goodlad in Mancall, 1986). This situation is similar to that in Botswana, as teaching is geared towards students being able to recall what they have been taught in order to pass examinations. The approaches used have been such that the students regurgitate what they had been taught. If the situation had been to enable students to learn, teachers would not have fears of failing to complete the syllabus as they would have the confidence that students could very well do research on their own (Tabulawa, 1998:111).

The school library can fill this gap by assisting children to develop high order thinking skills. This conclusion is based on the presumption that access to information is more than the mere provision of services that enable the user locate the physical unit containing the information or idea sought but encompasses the provision of a wide range of resources and services designed to bring the user in contact with special information, whether in book or non-book form, and to help such a user to evaluate and use the desired information or ideas effectively. Students, therefore, have to be taught how to think so that they are able to locate, evaluate and use such information accurately.

All these objectives are in line with the policy statement on school libraries which was adopted by International Association of School Librarianship in December, 1995 which states that according to Principle 7 of the UN declaration to the rights of the child:

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

The Association goes on to state that:

> "the existence and utilisation of the school library media centre is a vital part of this free and compulsory education to which the child is entitled. The school library is essential to the development of the human personality as well as the spiritual, moral, cultural, social and economic progress of the community. The purpose of the school library media centre is to aid in the fulfilment of the instructional goals and objectives of the school and to promote this through a planned programme of acquisition and organisation of information technology and dissemination of materials to expand the learning environment of all students. The school library media centre provides a wide range of resources, both print and audio visual, and access to data which promotes awareness of the child's own cultural heritage and enhances his knowledge of people different from his own and provides a basis of understanding of the diversity of other cultures. The school library media centre functions as a vital instrument in the education process not as a separate entity isolated from the total school programme but totally involved in the teaching and learning process" (Lowrie & Nagakura, 1991:380).

2.10 Role of the teacher librarian

According to Credaro (1999), DeSilva and Turriff (1993) and Tilke (1999), a teacher librarian is charged with several responsibilities, namely;

Managerial responsibilities

- Supervision of resources, ensuring that these are accessible, relevant, current and evaluate these to ensure that they are of a quality that is supportive of the school curriculum.
- Ensuring that users are aware of available resources and promoting the use of these.
- Working with colleagues to ensure that there is integration of information resources into student learning.
- Providing a major centralised learning service.
- Being a tutor, a teacher and supportive of effective learning.

Resource management

- Budget effectively
- Ensure that there are appropriate resources to enable independent learning to take place. These have to be identified by both the teacher librarian and the subject teachers.
- Consult pupils in order to identify their individual personal interests so as to cater for these.
- Draw up a library policy that will outline the boundaries of collection development within the budget constraints.
- Establish a library committee that will be a platform for communication between the teacher librarian and other stakeholders.

Marketing

For the library to be used effectively, users have to be aware of what it can provide. There is need for the librarian to market the place so that students see it as a resource bank, an exhibition area, a place to relax in, a place of refuge and not a classroom (Tilke, 1999).

Evaluation

There is need to constantly evaluate the effectiveness of the library services. Feedback should be obtained from both users, non-users and teaching staff (Dyer et al., 1970:63).

To build a concept of the school library as part of the instructional system, the following assumptions have to be made:

- A school library as part of the instructional system has to support and promote specific educational needs.
- The policy for the selection of school library materials must incorporate educational needs.
- There should be a common understanding of the place of the library in the education system.
- Both the subject teachers and the teacher librarian have to know what is involved in the complicated process of learning and the respective roles they are required to play.

Implementation of the concept of a school library that is responsive to the needs of teachers and students requires co-operative planning.

2.11 Research findings on school libraries in Botswana and elsewhere

One of the factors crucial for the effectiveness of the library is the adequacy of its resources. Irrespective of how carefully planned library lessons are, if there are no resources, effective learning cannot take place. These resources, which should be well organised and managed, include stock and space. For comparison purposes, research findings on school libraries from some African countries were compared with those from the first world countries.

2.11.1 Staffing of school libraries in different countries

According to Mulindwa and Baffour-Awuah (1998:354), in Botswana, "the library - its staffing and general development has been quite haphazard and uncoordinated". Both the administrators and other teachers do not hold the teacher librarian in high

esteem in schools. Teacher librarians are also subject teachers with full time teaching loads. This does not allow them enough time to work in the library. More often than not, they are not assisted by salaried library assistants but by pupils This is similar to the situation in Nigeria (Dike, 1991:123).

Few school libraries in Japan are reported to be adequately staffed as only 0.92 % have teacher librarians, who are not qualified, and library assistants (Nagakura in Lowrie and Nagakura, 1991:229). In America, it is reported that the national average is one library media specialist for every 591 students (American Libraries Fact Sheet, 1999). In Namibian school libraries, 13.4% of the schools had full time librarians, only 16.5% of these have received formal training in school librarianship and 28.8% of these are engaged in subject teaching (Totemeyer & Stander, 1990:15). In Israel 95% of high school salaried librarians operate libraries while volunteers operate the rest (Yitzhaki, 1991:204). In South Africa, those schools that have somebody running the school library are either staffed by full or part time teacher librarians and in some cases by teachers who do not have any librarianship qualifications (Olën, 1997:23). There is, therefore, shortage of teacher librarians internationally. This can partly be attributed to lack of rewarding teachers for assuming additional tasks of managing the library and in general the lack of support to those teachers who do so.

2.11.2 Availability and use of school library space

The International Association of School Libraries policy statement on libraries states that a school media centre needs adequate space within which the available library material can be processed and stored. In addition, students and teachers need space that they can use to utilise these materials either by reading, viewing or listening to these (International Association of School Librarianship, 1993; Lowrie and Nagakura, 1991:381).

Galler and Coulter (1989: 53) state that it is important that the school library be able to accommodate 30 students or 10 % of the school population. Ray (1981:5) does not give specifications in terms of size, but states that a good library should have space that enables materials to be stored and used in comfort. It also has to have space for the users to go to the shelves to select and work with materials. It should be big

enough to accommodate a whole class and as such there should be enough space and furniture which they can use.

In Botswana, despite the government constructing school library buildings in all secondary schools, it has been established that these are not necessarily used for the purpose for which they were built. Mulindwa and Baffou-Awuah (1998:352) say that in one of the workshops that they hosted where about forty schools were represented, thirteen schools indicated that their libraries were used as classrooms.

Nametsegang (1997:70) carried out a study to investigate availability of school library space. She says that 75% of the Heads of Schools she interviewed said that library buildings in their schools were used for purposes other than as libraries. She concluded, on the basis of her study that involved a selection of junior and senior secondary schools, that only a few secondary school libraries had proper accommodation. It should be stated that she did not cover the entire country but she selected a few Junior and Senior Secondary Schools.

This situation is not restricted to Botswana. In a study conducted by the University of Namibia in 1990 in which the researchers were trying to investigate schools with library collections, the type of stock and the nature of services and physical facilities, it was found that of the 1153 schools in Namibia only 22.7% (262 of the 1153) had library collections. At the time, 47.4% of these kept the library collection in the library, 13% in a storeroom and the rest kept their library stock in book boxes. Only 8.5% of all the schools in Namibia had proper library facilities and 28.5% used their school libraries partly or permanently as classrooms to teach other subjects (Totemeyer and Stander, 1990:21).

In South Africa, Olën (1997:10) found that many former 'non white schools' do not have school libraries or information resources. In most of the former white schools, however, there are school libraries. In Nigeria, according to a report by Dike (1991:119), 40% of the surveyed schools in the Oyo, Ondo and Ogun districts, had adequate libraries and 60% had single classrooms or part of classrooms used as libraries. With these findings he concluded that between one third and one half of libraries in the "more developed states" had adequate accommodation.

In Israel, of the 423 Jewish high schools that responded to the survey conducted by Yitzhaki in 1991, 91% had libraries located within the school. Of these schools, 73% had one library and 18% had two or more libraries. In the Arab schools there were 268 high schools and of the 209 that responded, 90% provided some kind of library service and 3% had two libraries or more (Yitzhaki, 1991:195). This situation is not comparable to what exists in Botswana where school libraries are either partitioned or entirely used as classrooms because of shortage of teaching space.

On the other hand, in Japan by 1961, 98.7% of the lower high schools had libraries, showing how well established school library tradition and reading are valued in Japan (Nagakura in Lowrie and Nagakura, 1991:229).

2.11.3 Provision of funding for school library resources

De Silva and Turriff (1993:48) state that the way the librarian manages the budget dictates the quality of the school learning resources and information services. They say that the budget is a means of translating the school's plans into resources and services. A carefully planned budget makes it easy for the librarian to "identify priorities for development, communicate plans to management, control, monitor and review expenditure." They advise that all subject departments should be allocated a proportion of the library funds. Concurring with this view, Ray (1981:28) notes that spending money on library materials should be well planned for. He identifies three categories over which the library vote should be spread as follows:

• cross-curricular materials or stock that is of interest to more that one subject area
• stock that is related to curriculum delivery
• periodicals, fiction and newspapers.

The implication of these views is that the librarian should involve stakeholders within the school in budgeting and selection of library materials to achieve a relevant and balanced collection that meet the needs of the library users.

The Ministry of Education in Botswana realised that although the Boipelego Education Project Unit which was set up by the Ministry of Education to extend and build new Junior Secondary Schools, provided these schools with a one-off starter

supply of library books furniture and equipment, these had to be periodically upgraded. A provision for continual funding to ensure the replenishment of stock in school libraries was then made. The amount that is given to schools is constantly increased; in 1986 schools were given P8.00 per student which was increased to P30.00 (approximately $5.00) per student in 1997. It has, however, been established that, despite these funds not being adequate given the cost of books and other library materials, they are not used for replenishing library stock but are instead used for the acquisition of other things like buying sports equipment (Molatedi, 1999:70). Failure to replenish and update the library stock results in outdated and irrelevant materials which discourage people from visiting the library.

In America, school library expenditure per student is reported to be $7.30 per annum (American Libraries Fact Sheet, 1999). According to Dike (1991:123), the school library departments in Nigeria are given funds annually by the government and they also receive donations. In addition to this funding, the school libraries use the money raised through book fines.

2.11.4 Availability and relevance of library materials

Resource availability and relevance is subject to resource selection. Resource selection according to De Silva and Turriff (1993:86) is the process of "reviewing present resources, assessing needs and deciding on the most appropriate items to meet those needs.... the choice of resources should be balanced to suit both present and future needs of users". Selection does not have to be the task of the librarian only, but should include experts who have more knowledge on the subjects.

For any school library to be effective in supporting the school curriculum it has to have relevant stock. Dyer, et al (1970:75) say that reference works should be allocated 10% of the budget, other non fiction materials 30%, fiction 30%, repairs 5%, stationery 10%, magazines and periodicals 15%. They also advise that there be flexibility to accommodate more urgent needs. This means a library collection ought to have non-fiction and fiction, print and non-print, periodicals and newspapers. Dyer et al, (1970:95) state that resources in a school library have to be attractive and useful to the users in the schools. Books of different standards should be available in sufficient quantities to accommodate the wide range of potential users and reading

levels in schools. Learning resources that are provided should be accurate since students should not be expected to unlearn 'facts' that they had learnt (Dyer et al, 1970:98). De Silva and Turriff (1993:72) and Ray (1981:28) caution that whatever is included in the school library, is likely to become dated or irrelevant sooner or later and therefore, it is important that students be taught skills of learning rather than the more subject-specific knowledge.

In respect to stock in libraries, Mulindwa and Baffour-Awuah (1998:352) state that

> "libraries are provided with stock at the time of their establishment but the use of libraries as classrooms compromises the security of the library resources, leaving, in some cases, the libraries depleted of a good percentage of materials".

Studies conducted in Botswana make no mention of the range of materials and the balance between fiction and non-fiction. These studies also make no mention of availability of library materials which are exclusively for teachers since it is internationally accepted that school library collections should cater for both teachers and students. These studies however have brought to light the following:

- existing stock is irrelevant, inadequate and out of date.
- learning resources acquisition is uncoordinated and inadequate.
- it was difficult to find materials in the libraries due to poor organisation.
- materials do not to meet the needs of the curriculum by both teachers and students.

(Grand, 1987:5; Ssebbale, 1993:15; Nametsegang, 1997:63 and Molatedi, 1999:15).

The study conducted by Totemeyer and Stander (1990:15) does not make any reference to the relevance and adequacy of library stock in Namibia. Of the 254 schools that responded to the question on the kind of school library collections held, it was established that some of the school libraries were fully equipped media centres whilst some were traditional school libraries which only had printed sources. Others only had book nooks or book collections, which were held in either a classroom or the staff room. The book collections were balanced between fiction and non-fiction, as 45.6% of the responding schools had a 50-50 balance between fiction and non-fiction, 19.2% had collections that were predominantly fiction and 2% had collections that were predominantly non-fiction. In terms of availability of books for teachers only 77

schools of which 49 were former white high schools, had collections that were exclusively for use by teachers. It was also established that these schools subscribed to periodicals and newspapers. Maps, cassettes and videos were found to be the most popular audiovisual media in Namibian schools. It was also found that the former white schools had transparencies, photos, records and slide sets which were non-existent in the 'former non white ' schools.

In Nigeria, as noted by Dike (1991:123), there are problems of quality, quantity and balance of stock as most of the books are reported to be old, worn out, unsuitable with multiple copies of textbooks forming the bulk of the library collections. Fiction collections are said to be considerably smaller, dominated by literature textbooks rather than recreational texts. Quite a small number of school libraries do subscribe to newspapers and magazines, with very few audiovisual materials.

Yitzhaki (1991:204) reports that, in Israel, 96% of the Jewish high school libraries had fiction collections, 91% had a reference collection, 71 % had periodical collections whilst in the Arab sector, of the 209 schools that responded, 90% had reference and fiction collections.

The situation in South Africa is not better than it is in other African states. Radebe's findings on a study that was conducted to trace the former students of the school librarianship course at the University of Natal, indicates that of the 38 who responded, 58% were teaching in schools that did not have school libraries (1997:218). Olën (1997:10), however, says that although many schools that were "non white" before independence do not have school libraries, most of the "former white schools" do have school libraries. Some schools that fell in the " former non white" schools, that have school library collections house their collections in storerooms or cupboards. Similarly, Naidoo, as quoted by Kruger (1998:7) observes that, of the 1924 schools in the Mpumalanga district, 1713 did not have school libraries and 1479 of the 2172 schools in Gauteng province did not have school libraries. Nothing is said about the range of materials in those school libraries except that books in these school libraries are deemed to be unsuitable for the teachers and students and are badly organised due to lack of properly trained teacher librarians.

In contrast, in addition to books, half of all American school libraries are said to have multi-media computers. More than 44000 have CDROM stations and more than 30 000 have Internet access with some 43 000 having Video disc players. At least 104 000 school libraries have access to VCRs (American Libraries Fact Sheet, 1999).

2.11.5 Language of the school library stock

Leepile (2000:15) states that at the last population count in 1991, there were 1.4 million people in Botswana. Of these, 78% were speakers of Setswana dialects, 11% were Kalanga, 2.8% Khoesan, 2.2% Otjiherero, 1.4% Sheyeyi, 1.07% Sekgalagadi, 0.6% Timbikushu and 0.5% Sesibuya and others. All these categories reflect that a very small proportion of Batswana has English as their mother tongue, despite it being an official language.

Although many Batswana learn and speak English as a second language, studies done to date have established that most of the school library stock is in English. This might prove to be problematic as it discourages students from borrowing books as they find it difficult to either finish reading the books within the prescribed loan period or they find the texts too difficult to understand as most of these are not based on Botswana or Africa and children do not identify with the characters. Pretorius (2000:35) says that second language learners of English have to "acquire language, reading and textual skills" to be able to interact fruitfully with book collections. Nyati-Ramahobo (1998:207) says that children learn to read better if they begin by reading familiar text, which reflects experiences, which are similar to theirs. She emphasises that educational materials ought to be inclusive of cultural practices and traditions of the people. Nyati-Ramahobo (1998:208) further notes that most of the children in Botswana are "speakers of English who listen to what they do not understand" as a result of a syllabus that attempts to teach them how to speak English rather that how to understand it. Olën (1997:13) agrees with this and says that it is very difficult to get pupils to read books that are not in their mother tongue. The implication is that lack of materials in the students' mother tongue in Botswana will continue to make it difficult for the education system to meet the needs of the different ethnic groups in the society.

Mlandu and Bester, quoted by Olën (1997:13) note that, in South Africa, publications and materials are not available in some of the 11 official languages due to shortage of South African writers and publishers in these languages. Nyati-Ramahobo (1998:207) and Pretorius (2000:35) indicate that even materials that are in the mother tongues of pupils are not readily available and are poorly managed.

In Namibian schools, as observed by Totemeyer and Stander (1990:15) there is a similar situation to that in Botswana in that most of the library stock is not in the mother tongue of students but in a second language.

Difficulties in reading foreign languages and poor information skills are attributable to the unfamiliar contexts normally emphasised by materials that are written in the students' second language. For students to grasp and improve their reading and comprehension skills, they should first be taught how to read in their own language and only be introduced to the second language once they have developed reading skills in their native language.

2.11.6 Publishing industry and its impact on publications

Krynauw (1994:4) cites Nassembeni (1990:2) as having established that a viable publishing industry goes hand in hand with a well-developed library system. This is because, for the publishing industry to thrive, it needs to have a market for its products or publications. Sturges and Neill (1990:70) cited by Krynauw (1994:4), however, point out that Africa has never had a library tradition of its own nor, as Kotei (1984:88) states, has the development of the local publishing industry been in the hands of citizens. Instead, expatriate publishing houses own the infrastructure. This is true at least in Botswana, as the biggest publishing houses are Macmillan and Longman. These are international organisations. This, Kotei (1984:88) claims, leads to situations whereby these publishing houses determine what gets published for the local market. This may partly be the reason why many Batswana do not publish. Krynauw (1994:4) cites Motloatse as remarking that African authors have been destroyed by the publishing industry, as the publishers do not like choosing material in the African context for publishing. This shortage then leads to situations whereby the market is proliferated by western material rather than local materials. This promotion of the western way of life has long been in place. Sturges and Neill

(1990:70) cited by Krynauw (1994:4) state that since 1934, the British have been donating books to the commonwealth not to promote reading or the traditions of the recipient country or even provide locals with information but to promote the British way of life. This is still evident today. The misplaced respect and monopoly of western publishing houses result in available funds being spent on materials which are representative of "alien or deceptively universal viewpoints" (Sturges and Neill, 1990:70 cited by Krynauw, 1994:4).

There is need to publish books that are accessible and relevant to Botswana students. Such books should be situated in Botswana with backgrounds and characters with which Batswana students can identify. This cannot be overemphasised as "different cultures have different value structures" (Olën, 1997:18). It is important to note that already pupils are struggling to cope with what is being taught in classrooms due to the language used in the textbooks and by teachers (Tshireletso, 2000:419).

In conclusion, the fact that most of the publishing houses in Botswana are international companies affects availability of materials in the mother tongues of students. These publishers are not inclined to publish materials in the local languages but prefer to produce material in English, which can be sold internationally.

2.11.7 User education

The other important role of the school library is to help students think. However, research done in Botswana has indicated that teaching is geared towards getting students recall what they had been taught in order to pass examinations (Tabulawa, 1998:111). This has to change. Dambe and Moorad (2000:185) cite Swarts (1997) as saying "schools must move away from the learning of fact, to the ability to access and effectively use information". They further state that it is only those individuals who are able to direct and manage their learning who are successful. This implies that if teachers are to improve the quality of learners, the mode of teaching and sources of information have to be diverse (Dambe and Moorad, 2000:185).

2.11.8. Attitudes towards reading

Reading, according to Pretorius (2000:33), is a two-part process that involves comprehension or the ability to understand by constructing meaning from the sentences and the decoding or translation of the written symbols to a language. These two processes take place simultaneously and neither one can take place without the other. Kotei (1984:1) states there are different reasons why people read. These include reading:

- for practical benefits such as obtaining high examination grades
- to be better informed
- for pleasure.

Central to student visits to the school library, is their need for information and a positive attitude towards reading. Students who do not read or do not feel a need to find information will not visit the library as it will not hold anything of interest for them. Fourie (1998:16) says that teenagers need reading matter that reflects their view of the world. In addition, Pretorius (2000:35) says that many second language speakers have problems reading. These problems start at primary school level and do not disappear over time, but they continue to plague the life of the child. Olën (1997:17) says that, ideally, the skill of reading should be mastered by six years and many schools do not feel the need to teach students how to read. It is therefore inevitable that children, who have reading problems due to lack of learning support, get to hate reading.

Despite there being purpose built libraries in all Community Junior Secondary Schools in Botswana, Grand (1987:3) says that these school libraries are being developed against a background that is characterised by the absence of strong library traditions and poor reading habits.1, (1984:1) says that this phenomenon is not exclusive to Botswana. He says that Africans are not inclined to using print media, as they prefer oral communication. Pretorius (2000:41) agrees with this and says that such children are not exposed to a wide range of texts, which would help them to develop their comprehension skills. Students are also said to prefer reading their textbooks and notes given by teachers as they consider most of the books to be irrelevant and failing to address local issues. In addition, students primarily read

textbooks and notes, as teachers do not give them assignments that require them to research from the school library. This leads to a situation whereby students only read for examinations and thus tend to consider reading as a serious activity for academic achievement and as such, never engage in reading for leisure. Books are used as a means of instruction or to find facts, not as a source of pleasure (Bettelheim and Zelani, 1982 in Fourie, 1998: 21).

Due to all the perceptions and practices noted above, students tend to opt for the "more passive" competition offered by television and other forms of mass media, or forms of communal activities or activities with their peers (Kotei, 1984:6 and Fourie, 1998:19).

Sefe (1991:16) conducted a study in one school located in a peri-urban village in Botswana to establish factors that influence reading among junior secondary school students. She offers a number of factors as being influential to students not using the library as follows:

- small families tend to produce keener readers. She says that most of her respondents came from large families.
- the means of illumination amongst her respondents was mainly non-electric and this tended to hamper reading at night.
- exposure to English prior to secondary school is poor.
- students are apparently not aware that they can make use of the library on their own.
- high illiteracy of parents.

Considering the scope and the extent of the investigation, Sefe's (1991) findings cannot be generalised for Botswana but the following should be noted:

Size of family
Sefe's observation about how the size of a family influences students' reading habits, confirms Fourie's (1998:21) submission that children who come from large families do not have ample opportunity to either read or be read to.

Means of illumination

It should be pointed out that students do not only have to read at night as junior secondary schools in Botswana do not bar children from coming back to school to study in the evenings. Students also have ample study time as they have study periods every school day and on Saturdays.

Exposure to the English language

Although there are inadequacies regarding stocking levels of materials written in the students' mother tongue, school library stock in Botswana is not limited to second language materials. Sefe's point here would be understood if there was an issue of students not reading second language materials. On the other hand, the Revised National Policy on Education states that students should be taught in English from Standard Two (Botswana, 1994:59). However, no studies have been conducted to establish if this is happening or not, or what its impact on the use of libraries in junior secondary schools may be. This is, therefore, indicative of the fact that there had been more emphasis on the use of Setswana prior to the introduction of this policy and that the lack of exposure to English noted by Sefe (1991) should have had impact only on the subject of English. Her conclusion is probably based on students' recalling what had happened whilst they were at primary school and she does not offer any supporting documentary evidence from the concerned school as to what the reality was. In South Africa the situation is similar to that of Batswana students. South African students are not native speakers of English and as such have reading problems. The problems that the children have in reading in a second language hinder and deter them from reading (Fourie, 1998:21)

Exposure to library environment

The lack of awareness noted about the use of the school library can be attributed to the fact that the students, especially those coming from the rural villages, enter junior secondary education without the skills of using a library due to lack of libraries in primary schools. However, students ought to be curious to find out what the school library has on offer for them if no encouragement is forthcoming from their teachers. Moreover, Sefe's study does not mention whether or not the schools visited had a teacher librarian or somebody who functioned as a teacher librarian.

Illiteracy of parents

In most African countries illiteracy is high. Botswana is an exception. In 1992, adult literacy was 67% (Botswana 1996:12). The GDP in Botswana for the period 1995/1995 level was about US $2,850. According to figures obtained from the last census, there are 1.4 million people in Botswana. In terms of spatial distribution, almost half of Batswana live in urban areas and a larger proportion of people with at least primary education was found in urban areas while the majority of those who had never been to school were found in rural areas. Of the primary school age population (that is children from age five to thirteen), 31.2 % had never gone to school (Mukamaambo, 1995: 53). With regard to income earnings, 54% of non-cash earners were people who had never been to school (Botswana,1997 a: 24). It should be clarified that though the majority of people in villages are non-cash earners, they have livestock; mainly cattle, goats and these are normally sold to raise cash. These are also subsistence farmers and they grow much of the food they need and surpluses are often sold to raise cash. Kotei (1984), Olën 1997), Mlandi and Bester (1997), Machet and Olën (1997) say that the literacy of parents and their income earning to a certain extent have an impact on a child's inclination and ability to use the library.

The more literate the parents are, the higher the possibility of children growing up with books in the home, making them accustomed to reading. This kind of exposure is very important as children become accustomed to reading for its own sake. Related to this, according to Kotei (1984:4), is income earnings of parents. To those for whom obtaining food, shelter and clothing is a struggle, books are not a priority. In addition to these factors, Kotei (1984:7) notes that slow reading speed is a deterrent to reading. Bloor in Kotei (1984:14) says that there is a lag in reading skills in those countries where English is a second language and is also used as a medium of instruction. Batswana students are second language speakers of English and as such fal into the category of poor readers when compared to native speakers of English. In South Africa, Olën (1997:17) reports that 45% of South Africans who are economically active are illiterate, 25% semi-literate and only 30% literate and these also have children who go to school. Despite these high illiteracy figures, it should be pointed out that illiteracy statistics are unreliable. These parents are not economically capable of buying recreational books, things that are to them luxury items and as such these children do not have the proper parental support they need for learning.

Students in Nigeria gave the following reasons for not using the school library, viz.;

- Difficulty in locating books
- Crowded conditions in the school library
- Unfriendly staff
- Lack of relevant material
- Proximity of the library to the principal's office (Dike, 1991:127).

Meanwhile, in Japan, there is a reported drop in reading as half of the students do not read anything else except textbooks and they are reported to be more interested in video and computer games (Nagakura in Lowrie and Nagakura, 1991:229).

These observations reflect that there are many factors that contribute to students not reading or using the library and such factors require a more rigorous investigation.

2.11.9 Instruction on library use

Library users should be able to use the library effectively and efficiently. This calls for the teacher librarian to provide the library users with information pertaining to the role of the library in the learning process and in the planning and implementation of teaching activities. There is not much information regarding whether this is done or not in schools in Botswana. In South Africa, Olën (1998:15) states that library instruction is virtually non-existent as only one school out of the eleven that were surveyed by Bristow in 1991 gave students regular media user guidance.

2.12 Concluding Summary

The literature that has been reviewed seems to point to some key areas of consideration regarding the functions of the library and the role of a teacher librarian as follows:

2.12.1 Functions of the School Library

- To facilitate access to information by providing a wide range of materials and promoting integration of information skills development activities into the curriculum to enhance learning

- To establish a system for accessing external information resources through co-operative links with other institutions and the use of electronic media.

- To train teachers on the selection and use of instructional materials as well as information accessing to support learning.

- To facilitate procurement of materials needed to support research activities.

2.12.2 Role of the Teacher Librarian

- To supervise library activities and ensure that materials are accessible, up-to-date and relevant to the educational needs of the users.

- To facilitate integration of library use and information skills development into the curriculum to enhance learning.

- To disseminate information about the school library services and materials and provide user education to ensure effective learning and utilisation of resources.

- To establish a library committee and mechanisms for involvement of students to ensure effective communication and co-operative decision making regarding selection, use and management of school library resources.

- To facilitate formulation, interpretation and implementation of school library policy and budgetary procedures to achieve a common understanding of roles and to achieve consistency of practice.

- To evaluate the effectiveness of the school library service in collaboration with the users and the non-users within the school.

From the research findings on school libraries in Botswana and other countries, issues have emerged and considerations for improvement of practice have been highlighted as outlined below.

2.12.3 Availability and use of school library space

In the African countries such as Botswana and Namibia, school libraries are partly used as classrooms due to shortage of classrooms. This situation, as noted by Mulindwa and Baffour-Awuah (1998:352) in Botswana, often leads to the loss of library materials. In some countries, like Nigeria and South Africa, collections in schools may be kept in storerooms, cupboards or classrooms due to shortage of library buildings. The ideal situation should be to have school libraries, which provide adequate space for storage and display of materials and for people to work in comfortably.

2.12.4 Availability and appropriateness of library materials

Compared to the well established school libraries in Israel, Japan and America, most of the school libraries in countries like Botswana, Nigeria and South Africa tend to have poor organisation of resources and irrelevant, inadequate and outdated stock that fails to meet the learning needs of both students and teachers. Furthermore, most of the materials are not written in the students' mother tongue and thereby fail to represent and promote the social and cultural practices of the students. It is important for a school library to have a balanced stock that includes materials in the students' mother tongue.

2.12.5 Funding and financial management

Poor financial management and shortage of funds in school libraries in most African countries lead to provision of inadequate, outdated, and irrelevant stock, which discourages teachers and students from using the library. Also, lack of communication and consultation between the teacher librarians and the potential users results in failure to meet the users' needs. Essentially, financial management should be an exercise that involves all stakeholders in terms of identification of needs, selection of materials and identification of priorities in relation to the financial capacity of the school.

2.12.6 Attitudes towards reading

Many Africans have a negative attitude towards reading and prefer oral communication due to socio-cultural and traditional practices. This is also attributable to the fact that most of the materials that are used for teaching are not written in the students' mother tongue and as such, are difficult to understand. It is, therefore, important to provide materials in the mother tongue of students to support initial development of information skills and to provide for general learning needs of the students.

2.12.7 Staffing

School libraries need to have qualified personnel to be able to provide quality service. Lack of qualified teacher librarians, as has been identified in Namibia and South Africa, impact negatively on service provision. Similarly, in situations where teacher librarians have high teaching loads and do not have library assistants, as in Botswana and Nigeria, school library service provision is poor, as the teacher librarians do not have sufficient time to perform their day-to-day library duties in addition to their teaching commitments. Teacher librarians should be given teaching loads that allow them room to carry out all necessary activities, as teacher librarians, to ensure that the school libraries provide essential services to potential users.

2.12.8 Provision of user education

Very little emphasis is placed on school library user education. It is essential for teacher librarians to provide training for teachers and students to help them develop information skills. They should also provide information about library services and materials to the users so that there be effective usage of school library resources to enhance learning.

2.12.9 The education system

Teaching in many African states is done solely for purposes of completion of the prescribed syllabus and likewise the students do not learn beyond what their teachers teach them. Being a successful student is based on the ability to regurgitate what one

has been taught rather than on one's ability to explore and find information for oneself.

This chapter has reviewed literature that is pertinent to the research questions and the research findings on the use of school libraries in Botswana and other states for comparison purposes. The literature reviewed in this chapter places emphasis on the need for school libraries to have policies, procedures and systems that aim to achieve effective communication, collaborative needs assessment and decision making regarding budgetary matters, selection, organisation and management of library resources. The next chapter will investigate the methodology that will be used to carry out the research, outline the research methodology used and data gathering activities carried out in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Study

As noted in Chapter One, the purpose of this study was to explore and analyse the factors surrounding school library use by students and teachers in Government Aided Community Junior Secondary Schools (GACJSS) in Gaborone City and the Southern District in Botswana. The study also sought to determine the extent to which pupils used their school libraries. In addition, the study sought to determine whether teacher librarians and subject teachers had any influence on the extent to which students used or did not use the library. Answers were sought to the following research questions:

3.2 Primary research question

To what extent do students and teachers in Government Aided Community Junior Secondary Schools (GACJSS) in Gaborone City and the Southern District in Botswana use their school libraries and what factors influence students and teachers to either use or not use the school library?

3.2.1 Sub problems

1. How often do teachers and students visit the library?
2. What factors predispose teachers and students to use the school library?
3. What factors deter teachers and students from using the school library?
4. Are the learning resources that are available in GACJSS libraries relevant and adequate for the students' diverse needs?
5. Does the management of libraries have an impact on the extent to which the target population uses the library?
6. Do teacher librarians consider themselves competent to manage libraries?
7. What is the impact of the conditions of service on service provision?

3.3 The Population of the Study

The target population of this study is students and teachers from GACJSS in the South District and Gaborone City in Botswana. There are 55 Community Junior Secondary Schools in the two regions. Of these, 7 were excluded as they were considered inaccessible. These are schools that are in the Kgalagadi and transport to such areas is not easy. This left 48 schools in these two regions for the study. These figures were obtained from the Department of Teacher Training and Development (DTT&D) of the Ministry of Education in Botswana as noted earlier in this dissertation. A copy of the sampling frame is attached as Appendix 1.

3.4 Identification of the facets of the research

On the basis of the literature review, the need to obtain information from teacher librarians, students and subject teachers was identified. This is because it was shown that the three sub groups have a role to play in library use. As such they can provide information, which will clarify, whether or not the library is used and explain why people use or do not use the library. The investigation that followed looked at the following issues:

3.4.1 Teacher librarians

Teacher librarians were asked to give their views on their perceptions about their training. A copy of the questionnaire to teacher librarians is enclosed as Appendix 2. Their training is intended to equip them with the necessary management skills so that they are able to manage human resources, time and library resources. This is supported by Olën's (1998:77) conclusion that badly organised libraries are attributable to the lack of fully qualified personnel. Without qualified personnel, facilities, irrespective of how good they are, will not have an impact on the target population.

Job satisfaction is also important; one has to be proud of ones' job in order to do one's best. Research, however, has shown that other subject teachers do not hold teacher librarians in high esteem. Being a teacher librarian is seen as a "softer option" to teaching and teachers are not rewarded sufficiently for doing the extra job of

librarianship (Lesetedi, 1997:27; Mulindwa and Baffour-Awuah, 1998:354). Tied to this is the need to understand what problems, achievements and frustrations teacher librarians have and what they feel should be done to improve their situation.

Teacher librarians were therefore asked to give information on the state of library usage, whether they are satisfied or not with the level of use and reasons for their answers. They were also asked to report on the school library materials. Having the right and appropriate school library materials is crucial for creating learning opportunities for students. De Silva and Turriff (1993:72), Dryer et al (1970:95) and Pretorius (2000:35) state that materials which do not reflect the life styles of readers are not attractive to them and if the school library materials are out-dated or 'imported' materials that do not bear any semblance to what the school children and their teachers experience and need, then they will not be used.

Finance is crucial, as the quality of the library is dependent on availability of money and how this money is put to use (De Silva and Turriff, 1993:48). Teacher librarians were, therefore, asked questions on how they budget and select what to buy.

3.4.2 Students

Students were asked to give their views on a number of issues namely: individual visits to the library, difficulties in using the library, what they see as the role of the library, the extent to which they use the library and reasons for using or not using the library. A copy of the questionnaire to students is enclosed as Appendix 3. Reasons they give are important if the researcher is to understand why they visit or do not visit the school library and will provide an insight into what can be done to improve library use.

3.4.3 Subject Teachers

Subject teachers can make or break the school library. It is very important that teacher librarians understand what subject teachers know about the school library. It was decided, therefore, to ask subject teachers to give their views on their perceptions about their teaching role and their views about resource availability and relevance. A copy of the questionnaire to subject teachers is enclosed as Appendix 4.

Their involvement or non-participation in the selection of library materials is another important aspect. A teacher librarian has to actively involve subject teachers in the selection of materials as they "know best" what their needs are and what the needs of the children are, based on their classroom interaction. Subject teachers were asked about their use or non-use of the library and whether or not they refer students to use it and reasons for their decisions. Their responses are crucial, as they will provide the researcher with information to understand why subject teachers either refer or do not refer students to the school library.

Demographic variables that are of interest are gender of students and the location of the schools. Gender is of interest as Mosimakoko-Mosalakgogo (2000:200) quotes Askew and Ross (1988) who stated, "girls and boys may be involved in quite different learning processes at school". Teachers are said to exhibit gender bias in classroom teaching and that they interact more with boys than with girls. The researcher wanted to establish if this has implications on library use.

3.5 Methodology

This investigation was based on the survey approach. According to Neuman (1997: 228), survey research is a process in which research problems are translated into questionnaires. The responses to these questionnaires are then used to create quantitative data, which can be analysed to address the research problem. Survey research seeks information about the current status of population characteristics and also tries to discover relationships among variables. It produces quantitative information about the spatial world and describes features of the people or the social world. Its main aim is to learn about ideas, knowledge, feelings, opinions, attitudes and self-reported behaviour of a defined population by asking them directly (Neuman, 1997:231).

Survey research with carefully selected random samples allows one to obtain information that can be used to make generalisations about the characteristics, opinions and attitudes of the entire population under study with the assurance that information accuracy and adequacy is not in question or compromised (ibid). This is because survey research samples many respondents who answer the same questions. In order to choose a sample one should know the subgroups within the population in

order to ensure a truly representative sample. This is useful, as it was not possible for the researcher to interview all the teacher librarians and the students in Botswana.

3.6 Selection of Sample

Sampling is a process of systematically selecting cases for inclusion in a research project (Neuman, 1997:201). Sampling is used as it ensures that the researcher works with a more manageable and cost effective number of respondents (Neuman, 1997:202). The researcher used stratified random sampling, which ensured representativeness and fixed the proportion of the different strata within the sample. Stratification was done on the basis of settlement patterns in Botswana which are:

- *urban* which is divided into two, namely cities and towns,
- *rural areas* which are divided into big villages and small villages. All these are different in terms of income earnings of the inhabitants, literacy rates and social class.

Before the researcher could select a sample, information to serve as a sampling frame was obtained from the Department of Teacher Training and Development, Ministry of Education Botswana. " A sampling frame is a list that closely approximates all the elements in the population" (Neuman, 1997:207). A good sampling frame is crucial if one is to have an accurate and good sample and a mismatch between the frame and the population leads to invalid sampling. The researcher drew a random sample of 46 % of Government Aided Community Junior Secondary Schools in Gaborone City and the Southern District. This was done as a means of minimising the sampling error because, as Neuman (1997:224) says, "the larger the sample size, the smaller the sampling error." The other reason why a sample size of 46% of Government Aided Community Junior Secondary Schools was chosen was to improve the confidence level. A sample that is large tends to have a narrower confidence interval and a smaller sampling error. A narrow confidence interval means a more precise estimate of the population parameters. Sample size depends on the degree of accuracy required and the degree of variability or diversity in the population. Large samples are needed if the population has a great deal of heterogeneity (Neuman, 1997:224).

Within schools, sampling was also done. This is because the numbers of students and teachers in each school would make it impossible, to collect and analyse data from the whole population. Regarding students, quota sampling was done since there are three forms in each school with a variable number of classes depending on the school size. Quota sampling was chosen because all classes are mixed ability classes. The students' ages range from 13 years to 16 years. Classes normally have between 35 and 40 students each. Streaming or separation of students on the basis of their academic aptitude is not allowed in Botswana. It is assumed that all classes will have the same population differences.

One Form Three class was chosen within each school irrespective of the number of classes in the school. The decision to select the Form Three students for the study was based on the fact that it would be expensive to include all the students and that at the time of the study; they had had more exposure to the secondary school curricula than students in other forms. There are 8982 Form Three students in these two regions (see Appendix 5). The percentage of both sexes, as represented in the study, was also calculated. All teacher librarians, including any teachers who might be in charge of the school library, were given a questionnaire to answer.

The junior secondary school curriculum comprises 13 subjects and, depending on the school size, there will be a minimum of three teachers per subject. On the basis of this, it was regarded as impossible to administer the questionnaire to all subject teachers. A decision was therefore taken to administer the questionnaire to one subject teacher from each of the four departments namely; Languages, Social Sciences, Mathematics and Science and Optional Subjects. The questionnaires were addressed to Heads of the target schools with the necessary administrative information.

Since any survey is an intrusion into respondents' privacy (Neuman, 1997:264), steps had to be taken to ensure that respondents felt comfortable. A letter requesting permission for the questionnaires to be administered, explaining why the study was being conducted and by whom, and assuring the respondents of confidentiality was also sent to the various schools in the study. In order to improve the chances of getting responses, the nature and the importance of the research was outlined on the cover page of the questionnaire. This letter also clarified what the results of the study were going to be used for. This is because, as Neuman (1997:264) says, respondents are

more likely to respond if they believe that answers are needed for research purposes that are legitimate and they are assured of confidentiality. A copy of this letter is attached in Appendix 6.

3.7 Data Gathering Techniques

As a measure of control to ensure that the study yielded reliable data, Staff Development Co-ordinators in schools were requested to administer and distribute questionnaires to the concerned staff members and students. This was done in recognition of the fact that Staff Development Co-ordinators are responsible for school-based staff development and their legitimacy in collecting information has therefore been established. Using the staff development co-ordinator who is a full time member of staff took care of the response effect. The students would be more inclined to give a truthful reflection of the state of affairs, as they would consider him or her as one of them versus the researcher. It also took care of issues that are termed "predisposition of respondents" (Newman, 1997:264). Students tend to have a better rapport with their teachers, as such they would behave naturally in the presence of a staff member than in the presence of an outsider.

3.7.1 Questionnaires

According to Drever and Munn (1996:5), a well-constructed questionnaire makes the collection of reliable and reasonably valid data possible. In order to develop valid questionnaires, one needs to identify the information that needs to be elicited. Once this information has been defined, the construction of the questionnaires that will achieve the set goals will follow readily. Questionnaires are lists of questions which respondents are required to complete in order to enable the researcher to gather data. Since the questionnaire is distributed, it is possible to gather information from as many people as needed. One of the advantages is that if the researcher is prepared to personally collect these, he or she may be guaranteed a good response. It is important to note that despite the extensiveness of the responses, people's opinions are subjective and vary among individuals, so there is no right and wrong (Simpson & Tuson, 1993). The disadvantages of questionnaires, according to Drever and Munn (1996:5), are that they are difficult and time consuming to construct. Furthermore,

where respondents provide ambiguous responses or do not understand the questions, there is no opportunity for clarification.

In order to assess students' conceptions of library use, a questionnaire with 29 items was designed. These had closed item statements that required respondents to select either a yes or no response. Separate questionnaires were designed and administered to subject teachers and teacher librarians with the intention that answers from each group would complement the information obtained from the other.

3.7.2 Construction of the data gathering tools

Questionnaires were developed after an extensive literature review. When literature was selected for review, the only criterion for selection was relevance to the research topic. After establishing the objectives of the questionnaires and deciding on who the respondents were going to be and from where, questionnaires were designed. When these were designed, simple English was used to ensure that all could understand what was required. For each question, guidance was provided to the respondent as to what they were supposed to do (see questionnaires in Appendices 2, 3 and 4). In order to avoid bias in the data gathered, care was taken to ensure that;

- the items to be selected by respondents were also presented as a cross section of the negative and the positive
- the number of items to be selected was varied so as to force a trend and not have the respondents just select the middle option
- all items for selection had an "any other" option to ensure that where a respondent has no choice within the given items, he or she could provide the information she or he had
- two pronged questions were avoided as much as possible
- questions that could make the respondents defensive were excluded

The questionnaires were divided into categories for ease of answering as well as data analysis. For triangulation purposes, the subject teacher and students questionnaires have similar sections but different questions. This was done as a means of checking the reliability of the answers given by one category of respondents against the other. Most of the questions required either a yes or no with as many items as possible for

selection. The teacher librarian questionnaire had a rating scale. Likert scales were chosen as statements which asked respondents to indicate if the statement reflected his or her opinion. This provided a qualitative component to the questionnaire. Likert scales were also chosen because they:

- are quicker to answer
- allow for easy comparison of the different responses
- are easier to code and statistically analyse
- enable respondents to answer sensitive questions more readily.

Closed questions were also chosen to cut down on the extent and frequency of irrelevant and confused answers. The disadvantages of closed questions are that the responses can be seen to be suggestive to respondents, leading to a situation where they end up having ideas they would otherwise not have. As such, respondents without opinions or knowledge are able to answer them anyway. Respondents might also get frustrated if their choices do not appear in the given list of responses. There are also issues of respondents marking wrong responses. However, providing the respondents with an open-ended "any other" option helps.

3.8 Pre-testing

Borg and Gall (1989:77) state that pre-testing is important as it helps in the development of a good research plan. On the basis of the results of pre-testing, a researcher can refine the data collection methods in order to improve the data that will be gathered in the main study, to ascertain if the scoring techniques are relevant and appropriate and, at the same time, gain new ideas and clues that will help to improve the chances of obtaining clear cut findings. It highlights any ambiguity that might be present in the questions, shows which questions could be regarded as sensitive by respondents and whether one would obtain the desired answers in a manner that the researcher is able to interpret.

For pre-testing, one should use members of the target population who are not going to be part of the sample. For this investigation, two Government Aided Community Junior Secondary Schools, one in a rural area and the other in a town, with the same characteristics as the ones that were to be used during the actual research, were

49

approached for pre-testing and the results analysed so as to establish ambiguity of questions, quality of answers and if indeed the questions would gather information that would help to answer the research questions.

3.8.1 Results of pre-testing

Issues that came to light were that more items were needed as options for some of the questions. It was also established that some of the questions were ambiguous and these were rephrased to achieve clarity. Some questions were also combined as they were repetitive. It became apparent that some students did not answer some of the questions, either because they were not well understood or difficult to answer. These questions were rephrased and since the questionnaires had been administered to a mixed ability class, the researcher assumed that the slow learners could be the ones who had not answered. Despite this, it was only during the data analysis stage that the researcher realised that the wording of questions 27 and 28 of the students' questionnaires was such that the respondents' answers were ambiguous and the questions were discarded.

3.9 Data analysis

Microsoft Excell Software Program was used for analysing the results.

3.10 Conclusion

This chapter has outlined the research methodology used and the data gathering activities that were carried out to collect data which will be discussed in Chapter Four. This data was used to identify aspects of school library service that needed attention in Botswana and to propose strategies for dealing with them.

CHAPTER FOUR

FINDINGS: THE STATE OF SCHOOL LIBRARY USE IN GACJSS IN BOTSWANA

4.1 Introduction

This chapter reports on the findings of the survey that was done from January to April 2001 to establish the rate of library use in GACJSS and to establish the factors that either deter or encourage the potential school library users. Conclusions drawn from these investigations will then be used to formulate recommendations for improvement of library service provision in GACJSS in Botswana.

4.2 Demographic characteristics of the sample

4.2.1 Government Aided Community Junior Secondary Schools

A total of 22 GACJSS from the 48 GACJSS were selected for the survey. This gave a 46 % sample size. As indicated in Table 1 below, out of the 22 schools selected, 16 responded. This gave a 73% response rate.

Table 1: GACJSS by Strata

Area	Number of schools in strata	Selected number of schools	Number of schools that responded
City	13	6	5
Town	7	4	4
Big village	11	6	5
Small village	17	6	2
Total	48	22	16

4.2.2 Subject teacher responses

In each of the selected schools, four subject teachers were given a questionnaire. A total of 88 teachers were selected for the study. As shown in Table 2, of these 88 teachers, 50 responded and this gave a 57% response rate.

Table 2: Subject teacher respondents by strata

Area	Expected number of respondents	Actual number of respondents
City	24	14
Town	16	12
Big village	24	17
Small village	24	7
Total	88	50

4.2.3 Teacher librarian responses

A total of 22 questionnaires were sent out to schools as it was assumed that there would beone teacher librarian per school and, as indicated in Table 3 below, of these, 13 were returned and this gave a 59% response rate.

Table 3: Teacher librarian respondents by strata

Area	Expected number of respondents	Actual number of respondents
City	6	5
Towns	4	4
Big village	6	3
Small village	6	1
Total	22	13

The response rate for small villages was low because when the researcher went to these to collect the responses, the respondents had not yet completed the questionnaires. The researcher could not wait to get these as she had to return to Cape Town, and the responses were to be mailed later. However, some of the intended respondents, as shown in Table 3 above, did not mail their responses.

4.2.4 Student Responses

There were 8982 Form Three students in the two regions and 640 questionnaires were distributed with the assumption that each Form Three class consisted of 40 students. Of these, 513 completed questionnaires were returned. This gave a response rate of 80%. Not all respondents answered all questions and some questions allowed for more than one response from one respondent.

Table 4: Student respondents by gender in each stratum

Area	Male	Female	Total
City	86	81	167
Town	49	69	118
Big village	69	89	158
Small village	33	37	70
Total	237 (46%)	276 (54%)	513

4.3 The Findings

4.3.1 Staffing

Streatfield and Markless (1994:119) remark that at all times, "a responsible person" should control the school library and ensure that resources are well organised and accessible to all potential users. The person in charge should also empower students with skills to enhance their usage of resources. In 1992, as reported by Metzger (1992:141) there was no provision for full time librarians in Botswana Community Junior Secondary Schools. Unqualified staff managed the school libraries and, as a result, there was poor school library service provision.

Despite the fact that these observations were first made nine years ago, the situation has not changed. In all the schools that were covered in this survey, none had a full time teacher-librarian. Of the 13 teacher-librarians who responded, only 30% had no formal training as teacher librarians and all were involved in curricular activities and in other academic committees in the school.

4.3.2 Teaching responsibilities

According to Botswana (2001:2), teachers have to teach a maximum of 30 periods on a five-day timetable, 36 on a six-day timetable and 42 on a seven-day timetable. This study established that 61% of the teacher librarian respondents were on the prescribed full teaching load of thirty periods a week, which shows that they were indeed regarded as teachers first, a factor that contributed to 83% of the teacher librarians stating that they were failing to carry out their work as teacher librarians. This is a

problem as 39% of the students reported that they did not ask library staff for help, as they usually appeared busy. The justification given by the school administrators for not reducing the teacher librarians' teaching loads was that there was shortage of staff. As shown in Table 5, there is, on average, a student teacher ratio of 15 students per teacher. Considering the fact that classes comprise mixed ability students, teachers are required to use a differentiated teaching approach to support the slow learners. This includes remedial teaching sessions which are occasionally held in the afternoons. The teacher librarians, therefore, have very little time to perform school library duties.

Table 5: Average student population and average student subject teacher ratio by strata

Location	Average number of students per school	Average student teacher ratio
City	685 students	One subject teacher: 16 students
Town	510 students	One subject teacher: 14 students
Big village	548 students	One subject teacher: 14 students
Small villages	466 students	One subject teacher: 16 students

4.3.3 Service provision

The teacher librarians' duties do not end with providing materials; they also have to refer students and other users to the relevant sources they might need. The fact that the teacher librarians are always busy, has implications for the type and the quality of service that they can offer. When asked why they did not ask for help from school library staff, the most cited reason given by 39% of the 500 students who responded to this question was that the staff always looked busy and they, the students, did not want to interrupt them (see Table 6 below).

Table 6: Service Provision (Students' Responses)

If you sometimes hesitate to ask for help, please explain why	City	Town	Big Village	Small village	Mean %
Cannot find staff members to ask for help	12%	19%	21%	29%	20%
Previous help was unsatisfactory	17%	14%	19%	32%	20%
I am shy	17%	35%	20%	18%	22%
Uncertain about what kind of help is available	18%	23%	43%	35%	24%
Staff look so busy that I do not want to interrupt them	35%	42%	23%	25%	39%

As indicated earlier, most of the questions to students allowed for more than one response from a student, as such the totals of some of the responses do not add up to 100% (see Appendix 3).

Dissatisfaction with the kind of service offered by teacher librarians is rife. Mniki (1995:38) reports that 65% of the students in the study conducted in South Africa were not satisfied with the kind of help offered by the teacher librarians. Similarly, in the United Kingdom, Spreadbury and Spiller (1999:44) report that students in their study indicated that they wanted school librarians to be more approachable. The fact that teacher librarians are seen to be too busy defeats the purpose and effectiveness of the school library. Spreadbury and Spiller (1999:44) state that the library staff play a very crucial role in assisting students to find and locate what they need. Therefore, if teacher librarians in Botswana do not help students because they are busy, probably preparing for lessons or marking students' work, then the students cannot get the kind of support they should be getting from the school library.

In his study to investigate the role of the teacher librarian and school library in black secondary schools in South Africa, Fredericks (1995:45) found that teacher librarians "could not give content to their role while they were expected to teach other subjects or to be class teachers". Becker (1993), as cited by Mniki (1995:9), argues that in schools where the library is well managed and used by students, the academic performance of those students who use the library improves.

4.3.4 Teacher librarians' perceptions about their effectiveness as teacher librarians

As indicated in Table 7, 83% of teacher librarians in this study, were of the opinion that they were failing in their job as teacher librarians in spite of the fact that 70% of the trained teacher librarians felt that the training they had received had prepared them adequately for the world of work. These findings are similar to those of the study by Kwame-Nkurumah (1999:56) where teacher librarians felt they were competent and skilled to set up and manage school libraries. The reasons they cited for their failure included lack of support and co-operation from other subject teachers and the administration and heavy teaching loads which did not allow them sufficient time to do their work as teacher librarians.

Table 7: Teacher librarians' perceptions about their effectiveness

Perceptions	City	Town	Big village	Small village	Mean %
Failure	80%	50%	100%	100%	83%
Success	20%	25%	N/A	N/A	11%
Non responses	0	25%	0	0	6%

This leads to inefficiency. Matenje (2000:348) states that Heads of efficient schools "ensure that basic and supplementary materials used in the school are consistent with curriculum content and instructional objectives..." It is, therefore, imperative that School Heads provide support to all teachers. Mniki (1995:19) cites Bell (1992:39) as saying that teachers in academically effective schools are more inclined to seek help from library specialists. Streatfield and Markless (1994:134) comment that effectiveness is dependent on what the mission statement of the school is and if the school library is regarded as a means to the attainment of these goals. This lack of co-operation between subject teachers and teacher librarians is not unique to Botswana. Bell (1992:38) in Mniki (1995:19) also reports that there was lack of co-operation between teacher librarians and subject teachers in South Africa.

Feelings of failure on the part of the teacher librarians are tantamount to job dissatisfaction. Dambe and Moorad (2000:182) say that it is not only teacher librarians who are dissatisfied with their jobs but all teachers. They attribute the general feeling of job dissatisfaction to "... lack of support to deal with change..." This holds very true for teacher librarians as for them to be efficient there has to be change in the attitudes of the other subject teachers and the administration on the role of the teacher librarian. In addition, 63% of the teacher librarians were not satisfied with remuneration, as they get no extra pay for being teacher librarians. Harvard-Williams (1994:15) concluded that "as long as teacher librarians are regarded as teachers, their effectiveness in running the school library will be forever compromised".

If teacher librarians in GACJSS in Botswana are regarded as teachers who should have full teaching loads of 30 periods of 40 minutes each and participate in co-curricular activities, they will continue to be ineffective as teacher librarians. Streatfield and Markless (1994:111) suggest that schools should have full time librarians who should participate in curriculum activities without being distracted by

teaching responsibilities. The idea of teacher librarians in Botswana does have advantages in that involvement in teaching, potentially predisposes the teacher librarians to be more effective in promoting school library use and in helping teachers to acquire and teach information skills. The teacher librarians can draw upon experiences from their classroom interaction with the students they teach to help or advise other teachers in planning and carrying out instructional activities. It is, therefore, important that the teaching load of teacher librarians be reduced to a level which can allow them sufficient time to undertake their duties as teacher librarians so that there be provision of quality service to the school library users.

4.3.5 Teacher librarians' perception about their competencies to manage the school libraries

Matenje (2000:348) states that "...teachers in effective schools see themselves as part of the total action with agreed upon purpose... [those in] ineffective schools lack a common purpose and are usually isolated individuals..." Central to an individual's competency is the perception whether the environment is conducive and enabling or not.

Table 8: Perception of Teacher librarians regarding how library users understood their role

Teacher librarians who felt that other teachers **did not** understand their role in the school	48%
Teacher librarians who felt that teachers understood their role	46%.
Teacher librarians who felt that students **did not** understand their role.	30%
Teacher librarians who felt that students understood their role	57%

The feeling by some of the teacher librarians that students and teachers did not understand their role has implications for the efficient execution of duties by teacher librarians. If one believes that people do not understand one, then he or she cannot feel to be one of them. The feeling of being alone, according to Mfolwe (2000:276) makes one feel "stuck" and ineffective. The same is true for the environment; one cannot achieve set goals if the environment is regarded as crippling.

These observations reflect the fact that the teacher librarians in GACJSS in Botswana are not doing enough to market their roles and school library services. It is therefore, important that they make an effort to carry out promotional activities and provide

information about available library materials and the role of school libraries in curriculum delivery. Once the teachers have enough information about the support they can get from the school libraries and the teacher librarians, they will be more willing to use the resources, develop their information skills and they will be motivated to encourage and guide students to use the libraries.

4.3.6 Financial support for GACJSS Libraries

Dyer et al (1970:75) say that for efficient collection building, library funds should be used in a manner that ensures a balanced stock. With respect to the funds allocated to school libraries, this study has established that there is no consistency regarding the amount of money allocated to school libraries. Some teacher librarians reported that they had no money allocated to the library for years. Amongst those that were allocated funds, the average amount allocated per student was P35.00 in the city, P39.00 in towns with one school receiving nothing and P34.00 in big villages. Teacher librarians, in general, reported that they did, to varying degrees, divide the amount allocated amongst the different categories of library materials. At this juncture, it should be clarified that where the library is regarded as "useless' by [school] administrators, it is regarded as a low priority for expenditure (Streatfield and Markless, 1994:5). This might explain why some school libraries were not allocated any funds by the School Heads. In South Africa, Olën (1997:12) remarks that, during the apartheid years, funds were allocated unequally, with the schools that were attended by white pupils getting a higher share than any other category.

4.3.7 Subject teachers' involvement in collection building

Another issue that is crucial for the building of a sound collection is the involvement of subject specialists. In general, 69% of the subject teachers indicated that their departments were represented in the school library committee against the 29% that stated that their departments were not represented. This implies that various departments have a say in terms of what is bought for them.

Table 9: Subject teacher representation in the school library committee

Statement	City	Town	Big Village	Small Village	Mean %
Department represented in the school library school	67% Yes	71% Yes	53% Yes	86% Yes	69%
	33% No	21% No	47% No	14% Yes	29%
Consulted by the teacher librarian to find out what subject teachers need	50% Yes	43% Yes	53% Yes	86% Yes	58%

In addition 58% of the subject teachers stated that the teacher librarians consulted them in order to establish what they need. Regarding marketing of school library services, 23% of the subject teachers reported being invited to the library to be shown what is available. Although this study did not inquire about students' involvement in material selection, one would assume that their involvement would help improve the situation since 63% of them felt that the range of recreational materials available in their school libraries was not enough. This assumption is based on the findings of a similar study conducted by Mniki in South Africa which established that students feel they should also be involved in the selection of library materials, since they might think they know best what they need (Mniki, 1995:38).

The conclusion that one draws on the basis of these findings is that although the government sends money to schools for the administrators to allocate amongst the various departments, there is no consistency on the part of school administrators on how they allocate funds to the school library department. In situations where the school libraries get money for acquisition of library materials, teacher librarians budget effectively and do not overspend. In accordance with the guidelines for selection of school library materials, subject teachers are consulted and have a say in what materials are acquired for their subjects.

4.3.8 Accessibility of school library

4.3.8.1 Library opening hours

The number of hours per week for which the library is open is regarded as an indicator of how accessible a school library is (De Jager, 1995: 240). This study has shown that opening hours in the school libraries covered by the study ranged from

five hours per week to forty-five hours per week. These hours fall within the teaching time as 100% of the students gained access to the library during lessons and 52% during study periods (see Table 10 below).

Table 10: School library opening hours

Daily school library opening hours	City	Town	Big village	Small village
1 hour	40%			100 %
2 hours			34 %	
8 hours	40%		66%	
9 hours		100 %		
Irregular hours	20%			
Totals	**100%**	**100%**	**100%**	**100%**

One of the factors that the students reported to be a deterrent to their going to the school library was the fact that their school libraries were never open long enough. Some cited being insulted by teachers and being searched like thieves as reasons why they do not visit the school library. In the light of these findings, school libraries in Botswana are not adequately accessible as they are closed at times which could be regarded as peak hours. The resultant situation is that they are under-utilised and they do not benefit the users as much as they would if they had been open for longer periods.

Olën (1997:14) cites Overduin and DeWit reporting that, in South Africa access to school libraries was restricted to mornings. Olën (1997:14) reports that access to school libraries with teacher librarians was higher than in those schools without.

4.3.8.2 Size and usage of school library space

Availability of school library space is vital for the success of any library. Library users need sufficient space for private study. It should be possible for them to engage in such without being disturbed by the movements of other library users. The interior should be attractive as this can improve library use (Ray, 1981:5). The number of seating spaces also can impact on the pupils' usage of the school library. The findings

of this research, as indicated in Table 11 below, show that, although 100% of the school libraries in this survey were used as libraries, they were also used for other purposes.

Table 11: Use of the School Library (Teacher librarians' Responses)

Uses of the School Library	City (five schools responded)	Town (Four school responded)	Big Village (Five schools responded)	Small Village (Two schools responded)
Used as a library	Five schools	Four schools	Five schools	Two schools
Partitioned as classroom	Two schools	None partitioned	None partitioned	None partitioned
Used as conference room	One school	One school	Three schools	Two schools
Used as recreation room	None	None	One school	None
Used as storeroom	None	None	One school	None

The use of the school library for other purposes has effects on accessibility. When asked if there were reasons that prevented them from using the school library, 59% of the students gave reasons, the most cited being that they were not allowed in because the library was used for other purposes like staff meetings or not open at all. Usage of the school for other purposes, as noted by Mulindwa and Baffour-Awuah (1998:352), has implications on security. This study has established that loss of stock does occur in school libraries in Botswana due to the fact they are used for other purposes. Similar studies carried out by Spreadbury and Spiller (1999:12) in United Kingdom and Overduin (1986:706) cited by Mniki (1995:17) in South Africa have established that the use of school libraries for other activities such as meetings, as is the case in Botswana, reduce students' access to the libraries.

4.3.8.3 Library furniture

There is need for school library facilities to be well designed and equipped (Ray, 1981:7). However, despite school libraries being supplied by the Government with library furniture, 60% of students in the big villages' mentioned shortage of chairs and tables in their school libraries. Emerging from this report by the students, is the issue

of resources management regarding care and use of furniture as well as maintenance of inventory systems within the schools. One could conclude that not enough is done to ensure that there are enough chairs and seating spaces in the school libraries for people to work and use library materials in comfort.

4.3.9 Availability and relevance of library materials

4.3.9.1 Range of materials

Streatfield and Markless (1994:139) identify two types of school libraries namely; the miniature public library which focuses only on acquisition of books, and the learning resource centre which emphasises acquisition of both book and non-book materials and provision of adequate space for individual study. This study has established that most of the school libraries in Botswana, as indicated in Table 12, have library materials other than books and periodicals.

Table 12: Availability of School library Resources

Resource	City	Town	Big Village	Small village
Television	Available in 40% of the schools	Available in 75% of the schools	Available in 66% of the schools	None available
Educational Video	Available in 40% of the schools	None available	Available in 66% of the schools	None available
Maps	Available in 80% of the schools	Available in 75% of the schools	Available in 100% of the schools	Available in 100% of the schools
Films	Available in 20% of the schools	None available	Available in 66% of the schools	None available
Photographs	Available in 40% of the schools	Available in 25% of the schools	None available	Available in 100% of the schools
Newspapers and magazines	Available in 80% of the schools	Available in 100% of the schools	Available in 66% of the schools	None available

4.3.9.2 Non recreational materials

Streatfield and Markless (1994:135) observe that, in order for a library to serve its purpose, there is need for the librarian to ascertain the needs of its clientele. It is in view of this that the non-recreational school library collection has to be matched to the curriculum. Recreational materials too have to be matched with the needs of the school library users. When asked if they attempted to match the collection to the curriculum, 20% of the teacher librarian respondents replied that they did not do so and 77% replied that they did. Furthermore, 95% of the teacher librarians reported trying to meet the needs of school library users. They were not asked to explain how they did this. Of the teacher librarians who responded, 95% claimed to do needs assessment, noting that subject teachers normally made submissions of what should be obtained for their departments which, if properly done, would mean that what would be provided would be in line with the needs of the users. Despite this, 51% of the subject teachers complained about the irrelevant library collection. It is, therefore, difficult to establish the reason why the teachers were not happy with what was on offer in their libraries if they had been involved in needs assessment and selection of materials. The only viable conclusion might be that "user satisfaction is not a very good evaluation tool of library resources availability and relevance" (Soergel: 1976:256 cited by De Jager 1995:151).

4.3.9.3 Recreational materials

Krynauw (1994:7) argues that for one to develop love for reading, one should read more than textbooks lest one relapses into illiteracy upon completion of formal education. As such, students should be exposed to a wide range of materials. This study has established that girls were more inclined to read recreational materials than boys and that students in small villages had less access to newspapers and magazines when compared to students in other areas. As indicated in Tables 13 and 14, this study established that 63% of the students reported that the range of recreational reading materials in their schools was not enough which forced them to rely on other sources.

Table 13: Availability of Recreational Materials (Students' Responses)

Statement	City	Town	Big village	Small village	Mean %
Q23. The range of recreational material in the school library is interesting enough?	18% Yes	31% Yes	34% Yes	15% Yes	25% Yes
	79% No	60% No	59% No	55% No	64% No

On the basis of the findings of this research, it is evident that more students do not find the recreational material in their school library collections interesting, which leads to situations where students obtain reading materials from other sources as shown in Table 14 below.

Table 14: Supplementary Sources of Recreational Materials

Sources of reading materials	City	Town	Big village	Small village	Mean %
Borrow from parents	39%	45%	26%	27%	**34%**
Public library	47%	43%	69%	20%	**45%**
Buy from bookshops	56%	55%	35%	55%	**50%**
Borrow from friends	63%	66%	42%	64%	**59%**
School library	38%	70%	64%	70%	**70%**

Burks (1999) reports a similar situation in Texas where 25% of the students in his study obtained materials from friends, 10% to 15% from parents and less than 3% from class libraries and 29.4% from the public library. In a similar study conducted in United Kingdom by Spreadbury and Spiller, it was also established that most students resorted to using the public library and personal collections for additional information (Spreadbury and Spiller, 1999:10).

These findings reflect an international pattern of school libraries being unable to provide adequately for recreational reading needs of students, an issue that needs to be investigated. However, considering the diverse recreational reading needs of school

library users and the usual financial constraints faced by schools, students and school library users will always explore other sources of recreational materials to augment what is made available in schools. It is, therefore, important for teacher librarians to inform school library users about budgetary matters and involve them in prioritisation of needs. There is need to establish the reasons why people in charge of school libraries do not acquire library materials that the school library users find relevant and interesting.

4.3.9.4 User awareness

When assessing user awareness of the holdings of the libraries, some conflicting findings emerged pertaining to the availability of audiovisual resources that can be used to support teaching and learning. The findings were that 29% of the teachers who responded stated that there were audiovisual resources in their schools whilst 53% reported that there were none. Similarly, 56% of the students who responded indicated that their school libraries did not have television sets while 27% of students from the same schools reported that their school libraries had television sets. This is problematic since 60% of these schools reported having television sets and educational videos. One is tempted to conclude that teachers and, to a certain extent students, do not know what their school libraries contain. It should be pointed out that the responses from subject teachers in the small villages were excluded as the teacher librarians in these schools had reported that there were no audiovisual resources available in these schools.

The apparent lack of awareness of school library stock by both teachers and students is in spite of 34% of subject teachers claiming to have evaluated materials during the period January to April 2001 and 23% during September to November 2000. Only 29% of the subject teachers stated that they never evaluated school library materials. These results indicate that teachers do not have enough knowledge about the resources their school libraries have. Olën (1997:36) also reports a similar situation in schools in South Africa where teachers were unaware of the resources available in their school libraries. This implies that the teacher librarians do not market the library and its resources. If teachers and students are not aware of the resources available in the libraries, there is no way they can access and use these materials. Consequently, as

has been observed to be the case in South Africa by Olen (1997:36), the GACJSS library resources in Botswana cannot be put to full and effective use.

4.3.9.5 Inter-library loans and the use of external resources

In situations where a library user is in need of information materials that the school library does not have, the option is to acquire the material through the inter library loan. None of the school libraries covered by this study had Inter library links with any other school or information agency (see question 25, Appendix 2.)

There is need for school libraries to establish links with each other. Teacher librarians from different schools could meet periodically for purposes of sharing ideas and information through workshops and seminars. This approach could help foster peer support and feelings of togetherness among teacher librarians. At a broader level, schools should establish inter-library links with other governmental information agencies; Colleges of Education and non-governmental information organisations in Botswana like the British Council. These links, in the light of financial constraints, would ensure that library users are not disadvantaged but have access to information irrespective of location. Furthermore, since this research has established that students in the smaller villages do not have as much access to newspapers and magazines as those in other settlements, teacher librarians have to be urged to take the initiative to foster relations with other schools which are nearer to towns or bigger villages to "inherit" old newspapers from these at intervals at no cost except transport. This is based on the assumption that gaining access to magazines and newspapers late is better than getting none at all.

4.3.10 Accessibility of school library materials

4.3.10.1 Location and identification of materials

With reference to the organisation of materials in the school library and information services, 83% of the students who responded reported that bookshelves had been labelled legibly.

Language, according to Tshireletso (2000:413), is a means of communication and "determines the shape of our thoughts by cutting up the world into categories and relations". Language, therefore, is crucial and essential for knowledge transfer to take place. Dyer et al (1970: 98) remark that library materials ought to be in a language that is found suitable, stimulating and enriching by the students. In situations where the student population is made up of pupils from diverse backgrounds, materials that are selected should be in a context that is accessible to all as language and contents of books can affect accessibility of library materials. This, as indicated by Olën (1997:18), should be done since story structures that are accessible in one culture are not necessarily accessible to those of another culture.

Of the 33825 books that were reported to be the library holdings of the schools that took part in the survey, only 1178 or 4% were reported to be in the mother tongue of the students (see Table 15).

Table 15: Language of school library stock

Statement	City	Town	Big Village	Small village	Total
Average number of books in the school libraries	15941	9172	7162	1550	33825
Number of books in Setswana or in the mother tongue of students	660	210	258	50	1178

While accepting that tribally based languages cannot be used for political and logistical reasons, this non-use of the students' language and culture is not good as it negates students' interest (Krynauw, 1994:6). Tshireletso (2000:420) emphasises that it is imperative that children are made aware of the potential of their communities as a knowledge base. For purposes of maintenance of one's identity, one needs to be aware of one's culture and language.

In a similar study conducted by Mniki (1995:47) in South Africa, it was established that books in the mother tongue of the students were relatively few. These findings point out the fact that western materials dominate school library collections at the expense of books in the mother tongue of students. It should be mentioned that the

suggestion here is not to do away with books on other cultures or languages but rather to balance the book collections to be reflective of the environment. The dearth of reading materials in mother tongues of most African students is attributed to the dominance of western publishing houses in Africa, which publish materials in English for purposes of sales.

4.3.11 Students' attitudes towards reading

Research in Botswana regarding students' attitudes towards English has shown that students regard it as "socially helpful" and have a positive attitude toward it (Motshabi, 2000:396). The findings of this study support this positive attitude towards English by students as 67% of the students reported that they like reading. It is imperative to ensure that the students' positive attitude towards English, their second language, does not deflect their attention away from the value of their culture and language. It would be interesting, however, to investigate the students' attitude towards reading materials that are written in their mother tongue.

4.3.12 Bibliographic instruction

Bibliographic instruction has to be done to equip library users with information skills. Students have to be taught how to locate and retrieve information for themselves. When the students were asked if they had been taught how to find information materials for themselves, 64% of them indicated that they had been taught how to retrieve materials in the school library. However, the students were not asked if they could understand the contents of the books that they read and make notes after reading. Generally, 55% of the subject teachers stated that their students never found information for themselves and 44% of the subject teachers stated that their students were dependent on them for information. This conflicts with the perception of teachers about their role as 75% of the subject teachers indicated their role was to help students to find information for themselves and 83% of the same respondents said that they were there to help students to learn. Woods (1993) and Manning (1997) in Dambe and Moorad (2000:184) indicate that, "teachers are no longer custodians of knowledge...there is a need to redefine the teachers job from being an instructor to being a facilitator and director of learning".

If teachers in GACJSS in Botswana do function as facilitators, students should be able to find information for themselves. The dependence of students on teachers can be attributed to either lack of information skills on the part of the students or the lack of emphasis on the use of school libraries on the part of teachers. It is, therefore, proposed that teaching and learning activities should be structured in a manner that requires students to make use of school library materials to enable the students to develop necessary skills. Inevitably, teachers will need to have information skills and be able to advise and guide students to use the materials.

4.3.13 School library use by teachers and students

4.3.13.1 Teachers

The state of library use by students can be linked to teachers' influence. Teachers have to know what is in the library in order to offer students informed guidance. They can encourage students to use these resources without necessarily using the library themselves and still have a positive impact. This study found the extent to which teachers use school libraries as indicated in Table 16 below.

Table 16: Use of School Libraries by Teachers (Responses from Teachers)

No of Visits	Responses
Daily	7%
Three times a week	1%
Twice a week	9%
Once a week	24%
Three times a month	4%
Twice a month	10%
Once a month	9%
Rarely	8%
Never	28%

According to this study, only 24 % of subject teachers visit the library once a week against 28% that reports never going there. One would expect a higher number of teachers to visit the school library. The findings concur with the conclusion made by Lesetedi (1997:66) and Nametsegang (1997:7) that teachers in Botswana are of the opinion that the school library is exclusively for the English department and are

therefore indifferent to what goes on in the library. Motshabi (2000:395) documents this misconception by stating that "to improve students' learning of English, the Ministry of Education has set up libraries in all junior secondary schools to encourage extensive reading". If this is the view that is being held by some of the education professionals in Botswana regarding the role of the school library, then it is not surprising that the school library will continue to fail to meet its goals.

In a study conducted by Mniki's (1995:46) in South Africa, it was established that although 78% of the teachers did not use the school library, 78% of the students reported using the library because they were encouraged by their teachers to do so and they only used what they knew was available as per referral by teachers as such concluding that "awareness influenced use of or lack thereof" (Mniki, 1995:46).

Another aspect is that school libraries should have collections exclusively for use by teachers (Streatfield and Markless, 1994:120). However, as indicated in Table 17 below, this study highlighted that 85% of the schools in this study did not have materials exclusively for the teachers' use.

Table 17: Availability of materials for teachers

Responses	City	Town	Big Village	Small Village	Average
Available	0%	25%	33.5%	0%	15%
Not available	100%	75%	66.5%	100%	85%

4.3.13.2 Individual students visits to the school library

This section reports on the students' responses pertaining to their visits to the school library. It should be clarified that most of the questions to students allowed for more than one response such that the totals of some of the responses are more than 100%. Not all students who responded answered all questions.

Of the 513 students who responded to the question on individual visits to the library, as shown in Table 18, 61% reported going to the library during class visits. This high rate was found not to be true for students in big villages as 55% of these mainly went to the school library during study time while only 33% went during class visits. Only 34% of the respondents reported going to the school library in their own time.

70

Generally, when female students were compared across stratum, it was established that a lower percentage of females in the big villages reported going to the school libraries.

Table 18: Individual Student's Visit to the School Library

Individual Visits	City	Town	Big Village	Small Village	Mean%
During class visits	58%	64%	33%	86%	60.6%
At own time	11.5%	38%	50.5%	39%	34.3%
During study	1%	27%	55%	29%	28%

4.3.13.3 Reasons for using the school library

With regard to the reasons why they visited the school library, 63% of the students reported that they visited the library because they studied better in the library and 64% stated that they did so as their assignments required them to do so. There are no major differences between males and female students and across the strata in terms of reasons why students visit the school library. The only exceptions are that 3% of the students in the city reported that they go to the school library because they are forced.

Table 19: Reasons for going to the school library (Students' responses)

Reason/response	City	Town	Big Village	Small Village	Mean
Forced to go to the library	3%	0%	0%	0%	0.75%
Nothing to do at home	8%	9%	19%	5%	10%
Trying to keep busy	15%	27%	31%	35%	27%
Like to browse around	19%	14%	12%	33%	20%
Study better in the library	58%	78%	67%	4 7%	63%
Have an assignment that requires the use of the library	62%	65%	60%	67%	64%

Generally, 42% of the students responded that they liked their school libraries because they were quiet, 32% felt that the library staff was welcoming and 11% liked the fact that they were allowed to watch television and 11% responded that there was nothing they really liked. Similarly, in the United Kingdom, students indicated that they liked their school libraries as they were quiet, which enabled them to concentrate and relax (Spreadbury and Spiller, 1999: 12). Mniki (1995) also established that South African

students go to library, as it is a convenient place for study. Burks (1999) also concludes in his study that assignments were the single most important influence on library use in schools in Texas.

4.3.13.4 Core subjects that require the use of the school library for assignments

GACJSS curricula core subjects include English, Mathematics, Science, Social Studies, Agriculture and Design and Technology. However, Design and Technology is not being offered as a core subject in all schools as the infrastructure needed to teach the subject is not yet in place. It was found that 76% of the students said that they had to go the library in order to do Social Studies assignments, 70% for English Language and Literature, with a very high percentage of 90 % of the males and 97% of the females in small villages doing so for English and 63% for Integrated Science. Mathematics recorded a low percentage of assignments that require library use, which probably indicates that the teachers used teaching methods that were different from those used by other teachers. These inconsistencies in the use of the school library for assignments are to be expected as, within the same school, subject teachers use "different educational approaches". This refutes the findings noted earlier, that the library is regarded as mainly being there to support the teaching of English as it is apparent that most students use the school libraries for Social Studies (see Table 20). Generally, it was perceived that all the subject teachers did, to varying degrees, require students to make use of the library for assignment purposes.

Table 20: Core Subjects that require use of school library for assignments

Statement	City	Town	Big Village	Small Village	Mean%
Mathematics	16.5%	21.5%	30.5%	15%	20.8%
Setswana	29.5%	37.5%	30%	42.5%	34.8%
Design and Technology	39%	41%	48%	41%	42.25%
Integrated Science	69%	71.5%	66%	47%	63.3%
English	64%	54.4%	70.5%	93.5%	70.6%
Social Studies	73.5%	78%	85.5%	65.5%	75.6%

Of all the subjects, Social Studies requires students to make more use of the school library than any other subject. It can, therefore, be concluded that most of the students

visit the school library for doing assignments and for studying and that few of them make use of the school library outside class visits (see Tables 19 and 20).

4.3.13.5 Students' dependence on textbooks

Krynauw (1994:6) defines a textbook as "a product of a particular nation to be used in its national education system". To all intents and purposes, a textbook is the basis upon which all teaching must take place but it is not to be regarded as the sole source of information. Mniki (1994:12) says that a major characteristic of African education is the "lack of encouragement to students to learn the skill of studying, researching, exploration and independent inquiry". Students are taught to pass examinations and teachers aim to cover the prescribed content before examination time. There is need for education professionals to acknowledge that knowledge transfer is not the end of education, rather education is meant to provide learners with an environment that is conducive to learning.

This study shows that although students make use of school library books, they are still heavily dependent on their prescribed textbooks The students are, therefore, not equipped with skills that will enable them to update their education. This could result in academic illiteracy. Radebe (1994:43) defines academic illiteracy as:

> "inadequacies in terms of preparedness for one's academic career...when students are incapable of locating and accessing information, assessing and selecting relevant information, analysing and synthesising the information and subsequently formulating their own opinions".

Despite saying that they go to the library to do assignments, 81% of the students stated that they relied on the prescribed textbooks for information for assignments, whilst 67% relied on notes given by teachers and 61% relied on school library books (see Table 21).

It should be mentioned that students in the small villages recorded the highest percentage of dependence on textbooks and notes given by teachers with 93% of the students relying on textbooks for assignment purposes and 78% of the students depending on notes given by teachers. This can be attributed to the fact that, in small villages, other sources of information are not as accessible as they are in towns or

bigger settlements. Across the strata, female students relied more on friends for information for assignments than the male students. Fewer males in the city make use of the school library when compared to male students in other places. This is also the case in South African schools, as the students are reportedly concerned with passing their final year (Olën, 1997:18).

Table 21: Sources of information for assignments

Sources	City	Town	Big Village	Small Village	Mean%
Public library	59%	34%	79.5%	16%	47.1%
Friends	54%	55%	49.5%	71%	57.3%
School library	40%	61%	71.5%	70%	60.6%
Notes given by teachers	63.5%	62.5%	63.5%	78.5%	67%
Text books	81%	73%	78%	93%	81%

4.3.13.6 Factors that deter students from using the school library

When asked about what they do not like about their school library the student's responses showed the following;

Table 22: Factors that Deter Students from Using the School Library: Students' Responses

Factors	City	Town	Big Villages	Small Villages	Mean %
It is too quiet	5%	9%	4.5%	18%	9.1%
Limited selection of materials	39%	22.5%	32%	51%	36%
Noise by other students	48%	30%	60.5%	71.5%	52.5%
Library is small	56%	46.3%	45%	71.5%	55%
Not enough books	71%	62.5%	69%	94%	74%

All students across all the strata reported that their most important dislike was that there were not enough books in their school libraries. The small village students led with 94% of the students reporting a shortage of books, the city students followed with 71% of the students reporting so. Generally, female students tended to record a

higher percentage in terms of this respect while male students tended to score somewhat lower.

The students also reported that the selection of materials was limited. This was reported to be especially high in the small villages with 48% students saying so and the lowest percentages recorded was in the towns as only 22% of the students reported that there was a limited selection of materials. As few as 38% of the students also reported that their school libraries had interesting resources. These findings compare with those of the study made by Mniki (1995: 23) where it was established that students did not like going to the school library because of unhelpful media teachers, noise in the library and boring materials.

In conclusion, one can say that most students do not make sufficient use of the school libraries, as they are of the opinion that there are not enough books in these and that the selection of materials was limited. Despite the limitations placed by financial constraints on resource acquisition, there is need to try as much as possible to acquire materials that are interesting to the students to motivate them to use the school library.

4.3.13.7 Referral of students to the school library

The findings of this survey indicate that only 56% of the teachers did refer students to the library with 29% saying that they did not. The most popular reason given by 64 % of those who did not refer students to the school library was that they felt that their school libraries did not have relevant materials. This habit of not referring students to the school library can be linked to dependence on the textbook by both students and teachers because the teachers might just be asking students to read certain sections of their textbooks.

Spreadbury and Spiller (1999:23) also mention that for students to make use of the school library, the subject teachers should refer them to it. Failure to so translates to the school library not being used. They established that students are more likely to make use of the school library if asked to do so by their subject teachers. It is important that subject teachers integrate the use of school library materials into the curriculum through design of instructional materials and learning activities.

4.3.13.8 Subject teachers' dependence on textbooks

Tawete (1998:33) is quoted as saying that teachers who do not have a background of library use tend to rely a lot on the textbook due to their lack of appreciation of the role of the school library. When asked how they resource their teaching, 90% of the subject teachers stated that they used the prescribed textbooks. Another interesting aspect that came to light is the teachers' dependence on notes from their colleges or University. Of the teachers that responded to question 17, 35% said that they used notes from their universities or colleges. The question that remains unanswered is, do these teachers adapt the material to suit the learning needs of students? These findings are similar to Olën's (1997:35) findings that about 75% of the teachers she had interviewed had never used their college or University library, but relied on the prescribed textbooks. One can, therefore, conclude that teachers who are dependent on the prescribed textbooks do not refer students to the school library.

4.3.14 Recommendations arising from the study

4.3.14.1 Financial management and procurement of library materials

The importance of budgeting for library materials has been outlined in the literature review and its importance cannot be overemphasised. There is a need for funds to be released by the school management teams for the acquisition of library materials. The importance of acquisitions of materials on issues like HIV and AIDS and environmental education cannot be ignored. The RNPE recommends that these be infused into the curriculum (Botswana, 1994:26). Dyer et al (1970:95) remark that the budget should be flexible in order to accommodate such urgent needs. There is also need for school library materials that will cater for individual learning needs.

4.3.14.2 Staffing

The teaching load and the involvement of teacher librarians in curricular activities result in them failing to carry out their responsibilities effectively. It is recommended that there be a reduction on the teaching loads of teacher librarians to be equivalent to those of other heads of departments. This is in consideration of the day-to-day activities that are required for successful library management. Having a lighter

teaching load will also result in better preparation for teaching and learning activities in the library. In addition to this, there is need to set up a school library services unit within the Ministry of Education. This unit, as advocated for by the Revised National Policy on Education recommendation 48, should provide guidance to educational institutions on setting up and managing school libraries from an academic perspective rather than from a public library perspective (Botswana1994: 27).

4.3.14.3 Publicity of the school library and its services

It has become apparent that beyond going to the school library as part of a class, most students do not visit their school libraries very much in their own time. As indicated in Table 18, only 34% of students visit the school library in their own time. Of the subject teachers who do not refer students to the school library, 64% do so as they are of the opinion that the school library does not have relevant resources. (see Appendix 4 question 15) However, it is up to the teacher librarian to market the services that he or she can provide and those that are provided by the school library. It is reasonable to assume that this is not being done due to other commitments within the schools, but even then it seems that the teacher librarians are not making much effort to market and publicise the services and the information materials their libraries provide. This can be done in the form of flyers and information brochures to be distributed to all the potential library users at regular intervals.

4.3.14.4 In service training of the teacher librarian and library users

In service activities aim at keeping practitioners abreast with changes in their field. The literature review has established that library users have to be trained by the teacher librarians to acquire information skills. During induction of new teachers and students, teacher librarians have to conduct needs assessment to establish what needs to be done concerning development of information skills. This is in line with recommendation 105 made in the Revised National Policy on Education which advocates for school-based in-service training of teachers (Botswana, 1994:47). There is need that materials for such activities be acquired and be stored in a place that is accessible to all.

The same applies to teacher librarians; they too need to have in-service activities to enhance their skills. This can be done by the pre service training institutions, the Department of Teacher Training and Development and the Department of Secondary Education. In addition, teacher librarians, like all other subject teachers have to be sent for further training in the field of library and information science. Within the departments of Teacher Training and Development and Secondary Education, there is need to appoint Education officers who will be operating as school library management advisers. There is need to establish a panel of school librarians in conjunction with the training colleges and the teacher-training department. Such a panel will deal with issues of concern to the various stakeholders.

4.3.14.5 Monitoring and evaluation of library services

School libraries have to monitor progress and constantly evaluate services provision to ensure that it up to date with what the clients need. Facilities have to be taken care of. As such the school library committee should meet periodically to evaluate their school libraries and check on the state of resources. This committee should in addition to selecting library materials, inspect layout of resources to ensure that everything is accessible to all, including the physically handicapped. In addition this committee should consider issues of access to the school library, validity and currency of the library stock and promotional activities. In addition the Department of Secondary Education should make provision for inspection of school libraries. Currently, there is no Education Officer in charge of school libraries, and the need to appoint such an officer cannot be neglected further.

4.3.14.6 Integration of information skills development into the curriculum

This study has made it clear that despite going to the school library, students still rely on textbooks and notes from teachers. This is despite the fact that 64% of them reported they have been taught how to find and locate materials in the school libraries. There is need therefore to teach students how to use these information materials. They have to be taught how to identify key points in text and how to synthesise information and come up with their own opinions. This might help overcome the students' reluctance to use information materials other than the textbook. Before all this is done, teachers have to conduct needs assessment to investigate issues that should be

addressed. Progress reports on what has been done and achieved should be kept, as they will inform decision-making.

4.3.14.7 Inter-library links

There is need for school libraries to set up links with each other and other information agencies as a way of cutting down expenses and ensuring equitable access to information by all students irrespective of where they are living and the schools they go to.

4.4 Conclusion

As has been noted in this chapter, poor school library service provision in GACJSS in Botswana is attributable to a number of factors. These include; lack of full time librarians, heavy teaching workloads and involvement of teacher librarians in other activities, lack of support to teacher librarians from subject teachers and school administrators, shortage of suitable materials and lack of involvement of library users in decision-making regarding selection of library materials. It has also been noted that teacher librarians tend to fail to publicise the services of their libraries to the extent that school library users know very little or nothing about what is available in the libraries. On the other hand, most subject teachers do not encourage students to use school libraries or give them assignments that require the use of library materials. Strategies for promoting the use of school libraries, as has been highlighted in this chapter should emphasise collaborative decision-making, where library users are involved in identification and prioritisation of needs and selection of library materials. Decision making processes and selection procedures should aim to achieve provision of both recreational and non-recreational materials, with emphasis on providing for the learning needs of the school library users. It is also important for teacher librarians to help school library users to develop information skills so that there be effective use of library materials to enhance teaching and learning. The importance of inter-library links cannot be overemphasised as such links can help facilitate peer support and sharing of resources towards improvement of school library service.

CHAPTER FIVE

REVIEW OF RESEARCH QUESTIONS AND FINDINGS

In concluding this thesis, this chapter will examine the assumptions of this study and the research questions noted in Chapter One in the context of the findings discussed in Chapter Four. The Chapter will also present the researcher's views regarding how the outcome of this study may help the education system in Botswana.

5.1. Assumption

The assumption stated in 1.5 that resource allocation from the government is the same for all schools and that what differs is how these are put to use, has been validated by this study. GACJSS do receive funds from the government but how the money is allocated is completely at the discretion of Heads of Schools and the School Management Teams. Furthermore, it has been found that school management teams (SMT) do not give priority to the acquisition of school library materials. It also implies that there are gaps in the way the SMT plans with respect to acquisition of materials in the school. A solution for this is for teacher librarians to be part of the school management teams to participate in decision making and educate the school management teams on the importance of acquisition and replenishment of school library materials

5.2 Review of research problem and sub-problems

5.2.1. The extent to which students and teachers in Government Aided Community Junior Secondary Schools (GACJSS) in Gaborone City and the Southern District in Botswana use their school libraries

It has become apparent that teachers do make use of the school library and 56% of them use it to support teaching and learning. Students do make use the school library mostly during lessons.

5.2.2. Factors that predispose teachers and students to use the school library

Students are more inclined to study in the library as they find it a quiet place which enables them to study better. They also use the school library in situations where assignments are required from them. In situations where they regard the school library staff as welcoming, the students tend to make more use of the school library. It is, therefore, up to the teacher librarians to make the environment in the school libraries as conducive to work in and as attractive as possible in order to entice students to visit the school library as it is only when they are in it that they can start developing interest and use the school library materials.

5.2.3 Factors that deter teachers and students from using the school library

This study has established that lack of full time librarians which results in school libraries being closed during times when most students would gain access, heavy teaching workloads and involvement of teacher librarians in other activities which renders them ineffective, lack of support to teacher librarians from subject teachers and school administrators, all contribute to deterring potential school library users from using them. Shortage of books and the limited selection of materials put off most of the teachers and students from using the school library. The other deterring factor was the insufficiency of recreational materials.

It has also been noted that teacher librarians tend to fail to publicise the services of their libraries to the extent that school library users know very little or nothing about what is available in the libraries. On the other hand, some subject teachers, like those of Agriculture, do not encourage students to use school libraries or give them assignments that require the use of library materials.

5.2.4. Learning resources availability, relevance and adequacy in GACJSS libraries for the students' diverse needs

This study established that school libraries do have both print and non-print information resources. However, both the recreational and non-recreational information resources were reported to be irrelevant and uninteresting by both teachers and students.

5.2.5 Management of school libraries

This study has established that management has an impact on the running of school libraries. School libraries are failing to serve their purpose due to lack of staff. Teacher librarians are failing to be effective due to other commitments within the school which deflect their attention away from their school library management roles.

5.2.6 Teacher librarians' competence to manage libraries

This study has established that teacher librarians feel that they are competent to manage their school libraries.

5.2.7 Impact of the conditions of service on service provision

This study has established that the fact that teacher librarians are involved in extra curricular activities and academic activities makes them ineffective. They are just too busy to provide effective service.

5.3 Emerging Issues

This study has brought forth a number of issues that have to be investigated further.

Stock

There is no school library that has stock exclusively for teachers though reasons for this situation have not been established. There is need to investigate further and establish reasons why there is no library stock exclusively for use by teachers in schools. Teachers have to be provided with stock that meets their recreational, academic, professional development and other personal needs. If schools are to focus on school-based in-service training as recommended in the RNPE, this has to be addressed urgently.

The availability and range of both print and non-print materials in the mother tongue of students has to be established. This study has established that in all the schools covered by the study, only four percent of the stock is in the mother tongue of the students. As mentioned earlier in this thesis, Botswana is a multi-cultural country. The

information about the beliefs and cultural practices of the different tribes have to be documented and made accessible to the children. However, this should not be done to the detriment of unity and nationalism. A balance should be struck that these do not promote tribalism but rather nationhood. It should also be established what the students' attitudes and feelings are towards reading materials in their mother tongue and how they view their culture and language.

Teachers engage in different teaching methods within the same school. The students are of mixed ability due to the government's policy of providing each Motswana child with ten years of basic education. There is need to establish if the school library stock is reflective of the diversity of students' aptitudes and academic levels as advocated for by Revised National Policy on Education to provide adequately for the students' learning needs.

Attitude of school management towards the acquisition of school library materials
It has become apparent that school management teams do not share the same view with the government concerning acquisition and provision of school library materials as they divert funds which are allocated for this. There is need to establish reasons why school management teams do not give priority to acquisition of school library materials. It will also be worthwhile to find out what kind of planning GACJSS do in terms of planning for acquisition of materials in the schools and the role that the teacher librarians play.

Information skills
GACJSS students are very dependent on their textbooks and the notes given by their teachers. It would be interesting to establish the reasons why students, despite being taught how to find books in the school library, do not use these. There is need to enquire if the students can access, synthesise and form their own opinions after reading books. It will also be interesting to investigate why the teachers resort to using notes they obtained while they were at college and how and what they were taught in the colleges.

Users' involvement in stock selection

School library users in general are not satisfied with the kind of stock that is available in the school libraries, this is despite teacher librarians reporting that they are involved. There is, therefore, need to investigate how they are involved, how they make submissions and follow up activities. There is also a need to establish how needs assessment and prioritisation in acquisition of materials is done. The onus is on the subject teachers and teacher librarians to create environments that will encourage students to read beyond their prescribed textbooks and notes.

It will also be helpful if studies can be done to establish how school library furniture is maintained and replaced. This is due to the fact that Boipelego Education Project makes a one off supply of school library stock and furniture.

5.4 Conclusion

As has been highlighted, the findings of this study point to the fact that GACJSS libraries are not fully utilised by both teachers and students due to poor school library service provision. Lack of qualified library staff, heavy workloads and lack of incentives for teacher librarians have been identified as some of the factors which impact negatively on management of school libraries and provision of library service in Botswana. It is, therefore, necessary to improve school library service so that there be effective development of information skills to enhance teaching and learning. Investigation of the factors noted above might yield information that could help facilitate decision-making regarding the improvement of school library service in Botswana.

APPENDIX 1: SAMPLING FRAME

COMMUNITY JUNIOR SECONDARY SCHOOLS IN THE SOUTH DISTRICT AND GABORONE CITY

CITY	TOWNS	BIG VILLAGE	SMALL VILLAGE
1. Bokamoso	1. Letsopa	1. Ngwaketse	1. Mogobane
2. Bonnington	2. Kgosimpe	2. Bathoen II	2. Molopo River
3. GaboroneWest	3. Itireleng	3. Ntebogang	3. Emang
4. Kgale Hill	4. Ipelegeng	4. Mmanaana	4. Mmathethe
5. Maikano CJSS	5. Pitikwe	5. Tlhomo	5. Nthwalang
6. Maoka	6. Morama	6. Mathiba	6. Iphuteng
7. Marang	7. Diratsame	7. Mookami	7. Boiteko
8. Marulamantsi		8. Baitirile	8. Mariba
9. Moselewapula		9. Boswelakgosi	9. Thamaga
10. Motswedi		10. Maiteko	10. Letlole Mosielele
11. Nanogang		11. Mogale	11. Lotlaamoreng
12. Sir Seretse Kgama			12. Sekgele
13. Tlogatloga			13. Montshiwa
			14. Maokane
			15. Baratani
			16. Maraka
			17. Chichi

APPENDIX 2: TEACHER LIBRARIAN QUESTIONNAIRE

SCHOOL NO:_____

TEACHER LIBRARIAN NO: ____

Attached is a questionnaire investigating factors that are related to the role of the teacher librarians in Community Junior Secondary Schools and other issues that the teacher librarians are either happy or unhappy about. The information collected from this survey will be handled with confidentiality and respondents are, therefore, requested not to write their names on the questionnaire.

INSTRUCTIONS

Kindly respond by ticking responses that best describe your opinion regarding each of the statements given or write down required details in the spaces provided as appropriate.

QUESTIONNAIRE

TRAINING

1. I was trained at (please tick the appropriate response)

    i.   University of Botswana
    ii. Tonota College of Education
    iii Molepolole College of Education
    iv. Elsewhere (please specify) _____

2. Qualifications: _____

3. Post: _____

4. Years in post: _____

MANAGEMENT

5. What are the library opening hours? _____

6. How many support staff members does the library department have?

    _____

7. In addition to working as a teacher librarian, what other responsibilities do you have? _____

8. Has your teaching load been reduced in recognition of your working as a teacher librarian? (Please give reasons for your school's position in this matter)

    _____

    _____

9   How much money was allocated to the library department last year? P_____

10. What percentage of the library vote do you spend on periodicals? (Please tick the appropriate column)

i.	0%	
ii.	1 – 5 %	
iii.	6 – 10 %	
iv.	11 – 15 %	
v.	16 – 20 %	
vi.	Over 20%	

As far as my job is concerned:

		Strongly disagree	disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
11.	The course I did adequately prepared me for the work.						
12.	I am capable of managing funds allocated to the department.						
13.	I never overspend funds allocated to the department.						
14	I am capable of supervising the support staff.						
15.	I do take action when situations require me to do so.						
16.	I train the support staff.						
17.	The support staff know what they are supposed to do.						
18.	I train library users on how to retrieve information						

STATE OF LIBRARY USE

19.   The enrolment of students in the school is _____ (please give the total number of pupils.

20.   Our school library building is (Please tick the appropriate responses).

		Yes	No
i.	used as a library		
ii.	used as a base room.		
iii.	partitioned as a classroom		
iv.	used as a conference room		

Other (please specify) _____

_____

		Strongly disagree	disagree	Slightly disagree	Slightly agree	agree	Strongly agree
21.	We know what our users want as we conduct user needs assessment.						
22.	We try to meet users' needs.						
23.	Our users complain about our library collection.						
24	We attempt to match collection to the curriculum						
25.	Departments make submissions of what we should acquire for them.						
26.	The library can borrow books from other libraries on behalf of our users.						
27.	The library sometimes displays students' projects (for example artwork).						

28. When do students normally gain access to the library? (Please tick all appropriate responses)

		Yes	No
i.	During lessons		
ii.	During study time		
iii.	After school		
iv.	During weekends		

Yes	No

29. There is always a library staff member available to supervise students at these times. (Please tick the appropriate answer)

30. How many students borrow books from the library weekly? _____

31. How many students use the library for each of the following?
   i) Independent study _____
   ii) Leisure _____

32. How many teachers are there in the school? _____

33. Of these, how many are
   i) qualified teachers? _____
   ii) unqualified teachers? _____

34. How many of these make use of the library? _____

35. Do these numbers reflect optimum usage of the library?

Yes	No

(Please give reasons for your response)

_____

_____

RANGE OF LIBRARY MATERIALS

36. Which of the following resources does the library have?

		Yes	No
i.	Television set		
ii.	Educational videos		
iii.	Photographs		
iv.	Transparencies		
v.	Maps		
vi.	Films		

37. How many books are there in the library?

_____

38. Of these, how many are

i.	fiction?	
ii.	non-fiction?	
iii.	exclusively for use by teachers?	
iv.	in Setswana or the mother tongue of students?	

AVAILABILITY OF SPACE

39. Does the school library have

		Yes	No
i.	a reading section for magazines and newspapers?		
ii.	a reading section exclusively for use by teachers?		

8.   Why do visit the public library?

		Yes	No
i.	More books		
ii.	More conveniently meets your needs		
iii.	More magazines and newspapers available		
iv.	Fewer rules restricting the use of library materials		
v.	Opening hours longer and at more convenient times than those of the school library		
vi	It is quieter		

vii.   Other (Please specify) _____

_____

_____

SUPPORT SERVICE AND ACCESSIBILITY OF RESOURCES

9.   How do you find materials in the school library?

		Yes	No
i.	Browse until you get what you want		
ii.	Ask for help		
iii.	Stand around until someone offers assistance		

10.   Have you ever been taught how to find materials in the library?

Yes	No

11.   Are the bookshelves labelled legibly?

Yes	No

12. Whom do you normally ask for help when you have difficulties in the library?

		Yes	No
i.	Friends		
ii.	Library staff		

13. How often do you ask for help from the library staff?

		Yes	No
i.	Never		
ii.	Sometimes		
iii.	Always		

ROLE OF TEACHER LIBRARIAN AND THE LIBRARY IN THE SCHOOL

Please respond to questions 40 to 46 by ticking the appropriate boxes.

		Strongly disagree	disagree	Slightly disagree	Slightly agree	agree	Strongly agree
40.	Teachers understand my role in the school.						
41.	Students understand my role in the school.						
42.	I know what my role in the school is.						
43.	I feel that I am well utilised in the school.						
44.	I feel that I am paid well financially for the job that I do.						
45.	I assist students to retrieve information.						
46.	I train those teachers without information skills.						

47.   To what do you attribute your success or failure as a librarian? (Please give reasons for your answer)

_____

_____

48.   What do you think can be done to improve the state of the library?

_____

_____

SECURITY

49.   How many books do you lose yearly to theft?   _____

		Yes	No
50.	Does the library have a security alarm system?		
51.	Does the library have burglar bars on the windows?		

Thank you very much for your co-operation.

STUDENT QUESTIONNAIRE

SCHOOL NO: _____

Attached is a questionnaire investigating factors that are related to students who visit the library in Community Junior Secondary Schools. The information collected from this survey will be handled with confidentiality and respondents are therefore requested not to write their names on the questionnaire.

INSTRUCTIONS

Where you are asked to respond with either a "yes" or "no", please tick your response. Where you are asked to select options, please select as many relevant and appropriate options as possible by ticking the corresponding boxes.

PERSONAL DETAILS

Sex: (female / male): _____

Your guardian's highest qualification:

_____

Your guardian's occupation:

_____

INDIVIDUAL VISITS TO THE SCHOOL LIBRARY

1.   When does the school library open?

		Yes	No
i.	After the last class period		
ii.	During study time		
iii.	At lunch time		
iv.	During weekends		
v.	During school holidays		

Other (Please specify)

_____

2.   When do you go to the school library? (Please tick the appropriate answer)

		Yes	No
i.	During class visits		
ii.	At your own time		
iii.	Never		
iv.	After the last class period		
v.	During study time		
vi.	At lunch time		
vii.	During weekends		
viii.	During school holidays		
ix.	Other (Please specify)		

_____

3.   For which subject(s) do you normally get assignments that require you to use the library? (Tick as many as are relevant)

		Yes	No
i.	Agriculture		
ii.	Design and Technology		
iii.	English		
iv.	Home Economics		
v.	Mathematics		
vi.	Religious Education		
vii.	Science		
viii.	Setswana		
ix.	Social Studies		
x.	Business Studies		
xi	Physical Education		
xii.	Art		
xiii.	Moral Education		
xiv.	Any other (Please specify)		

_____

4. Do you go to the school library because: (Please select more than one of the options if they are relevant)

		Yes	No
i.	you have an assignment that require you to use library materials?		
ii.	you study better in the library?		
iii.	you like to browse around and look at books		
iv.	you have extra time so you try to keep busy		
v.	you have nothing to do at home		

vi. Other (Please specify)

5. Is there any particular reason that in any way prevents you from visiting the library?

Yes	No

(Please explain)

6. Where do you normally find information needed for your assignments? (Please select more than one of the options if they are relevant)

		Yes	No
i.	School library		
ii.	Public library		
iii.	Friends		
iv..	Notes given by teachers		
v.	Textbooks		

vi. Other (Please explain)

VISITS TO THE PUBLIC LIBRARY

7. Do you ever visit the public library?

Yes	No

If your answer to question 7 above is yes, answer question 8.

14. If you sometimes hesitate to ask for help, please explain why?

		Yes	No
i.	I am shy		
ii.	Previous help was unsatisfactory		
iii.	Uncertain about what kind of help is available		
iv.	Staff look so busy that I do not want to interrupt them		
v.	Embarrassed to do so		
vi	Library staff unwilling to help		
vii.	Cannot find staff members to ask for help		

15.   What is that you like about your school library?

		Yes	No
i.	Quiet		
ii.	Staff welcoming		
iii.	The resources interest me		
iv.	I like reading		
v.	I like being by myself		
vi	I like the peace and quiet		
vii.	Allows us to watch television and videos		
viii.	Nothing		
ix.	Other (Please specify)		

_____

_____

16. What is it that you dislike about your school library?

		Yes	No
i.	Not enough books		
ii.	It is too quiet		
iii.	There is a limited selection of materials		
iv.	The library is too small		
v.	Other students make noise		
vi.	Nothing		
x.	Other (Please specify)		

_____

_____

RECREATIONAL READING

17.   Why do you read for pleasure?

		Yes	No
i.	Reading helps me to pass the time		
ii.	I love reading		
iii.	No time as I am busy with my social life		
iv.	No time as I am busy with too much homework		
v.	I just do not like reading		

vi.   Other (Please specify)

_____

_____

18.   How many books do you read for pleasure in a month? (Please tick the appropriate box)

		Yes	No
i.	0		
ii.	1		
iii.	2		
iv.	3		
v.	4		
vi	More than 5		

19.   How many magazines do you read for pleasure in a month? (Please tick the appropriate box)

		Yes	No
i.	0		
ii.	1		
iii.	2		
iv.	3		
v.	4		
vi	More than 5		

20.   Which magazines do you like to read? (Please name up to three of your favourites)

_____

_____

21.   Which newspapers do you like to read? (Please name up to four of your favourites)

_____

_____

22.   Where do you obtain your recreational reading materials from? (Please select as many relevant answers as possible)

		Yes	No
i.	School library		
ii.	Public library		
iii.	Borrow from friends		
iv.	Borrow from parents		
v.	Buy from bookshops		
vi.	Other (Please specify)		

	Yes	No
23. Do you feel that the range of recreational materials in your school is interesting enough for you?		

AUDIOVISUALS

		Yes	No
24.	Does the school library have a television set?		

If your answer is yes, please answer questions 25 and 26. If not, skip them.

25.   In a normal week, how often do you get to watch the television set at school?

		Yes	No
i.	Once		
ii.	Twice		
iii.	Three times		
iv.	More then three times		
v.	Never		

26.   Which programmes do you watch?

		Yes	No
i.	Educational		
ii.	Recreational		
iii.	Both		
iv.	None		

CIRCULATION PERIOD

		Yes	No
27.	Do you want the number of books you can borrow from the school library increased or reduced?		

(Please give reasons for your answer)

_____

_____

		Yes	No
28.	Do you want the length of time that you can keep books increased or reduced?		

(Please give reasons for your answer)

29. Do you find that the books you need are checked out?

		Yes	No
i.	Sometimes		
ii.	Always		
iii.	Never, they are always available		

Thank you for your co-operation.

APPENDIX 4 : SUBJECT TEACHER QUESTIONNAIRE

SCHOOL NO.: _____

SUBJECT TEACHER NO: _____

Attached is a questionnaire investigating factors that are related to the role of the school library and how subject teachers make use of it. The information collected from this survey will be handled with confidentiality and respondents are, therefore, requested not to write their names on the questionnaire.

INSTRUCTIONS

Kindly respond by ticking responses that best describe your opinion regarding each of the statements given or write down required details in the spaces provided as appropriate.

TRAINING

1. I was trained at (Please tick the appropriate response)

		Yes	No
i.	University of Botswana		
ii.	Tonota College of Education		
iii.	Molepolole College of Education		
iv.	Elsewhere (Please specify)		

2. Qualifications:

3. Post: _____

4. Years / Months in post:

5. Subjects taught:

TEACHERS' PERCEPTION ABOUT THEIR ROLE

6. What is your role as a teacher?

		Yes	No
i.	Maintaining order in the class		
ii.	Imparting curriculum knowledge		
iii.	Helping students learn how to find information for themselves		
iv.	Helping students to learn		

RESOURCE AVAILABILITY AND RELEVANCE

7. When did you last evaluate resources in the library?

		Yes	No
i.	This term		
ii.	In the third term of last year		
iii.	In the second term of last year		
iv.	In the first term of last year		

8. How do you rate resource availability in the library?

		Yes	No
i.	I do not know		
ii.	Non-existent		
iii.	Out of date		
iv.	Adequate in number and content		
v.	Appropriate material available for students		
vi.	Appropriate material available for teachers		

9. Are there audiovisual materials in the school library that you can use to support teaching and learning?

Yes	No

TEACHER PARTICIPATION IN IDENTIFICATION AND SELECTION OF LIBRARY MATERIALS

10. Is your department represented in the School Library Committee?

Yes	No

11. The school librarian

		Yes	No
i.	consults me to find out what I need.		
ii.	invites me to visit the library and shows me materials.		

STATE OF LIBRARY USE BY TEACHERS AND STUDENTS

12. Do refer students to materials in the library?

Yes	No

13. How often do you use the school library?

		Yes	No
i.	Daily		
ii.	Once a week		
iii.	Twice a week		
iv.	Three times a week		
v.	Once a month		
vi.	Twice a month		
vii.	Three times a month		
viii.	Rarely		

14. When do you refer students to the library?

		Yes	No
i.	Before the beginning of a new topic		
ii.	At the end of a topic		
iii.	When you have given them an assignment to do		
iv.	When they are preparing for presentations		
v.	When you need to do something else other than teach		

15. I never refer students to the library because

		Yes	No
i.	I provide them with all the information they need.		
ii.	they are unable to research on their own.		
iii.	the school library does not have relevant resources		

16. My students

		Yes	No
i.	never find information for themselves.		
ii.	are dependent on me as a teacher to give them information.		

17. How do you resource your teaching? (Tick as many as appropriate)

		Yes	No
i.	Use my notes from the university or college of education		
ii.	Use prescribed textbooks		
iii.	Use school library books		
iv.	Use public library books		

v. other (Please specify)

18. How do you encourage students to use the library?

		Yes	No
i.	Give them a list of resources available in the library		
ii.	Give them a reading list for each assignment		
iii.	Give them topics to read and present on		
iv.	Get them to engage in independent study and present on topics studied.		
v.	Take them to the library as needed		

vi. Other (Please specify)

Thank you very much for your co-operation.

APPENDIX 5: STAFFING AND STUDENT ENROLMENT FOR THE YEAR 2001

SOUTH REGION

| SCHOOL | TEACHERS | | STUDENTS | | | | | |
| | | | Form One | | Form Two | | Form Three | |
	Male	Female	Female	Male	Female	Male	Female	Male
Baitirile CJSS	18	16	120	122	131	113	104	128
Baratani CJSS	9	14	64	49	56	58	38	48
Bathoen CJSS	20	18	100	79	88	97	108	90
Boiteko CJSS	9	5	49	34	43	39	45	40
Boswelakgosi CJSS	11	20	55	51	58	60	59	58
Chichi Hill CJSS	22	24	93	78	91	77	85	77
Diratsame CJSS	19	16	91	67	93	114	83	84
Emang CJSS	11	15	63	72	44	54	75	62
Ipelegeng CJSS	20	17	100	88	82	84	99	83
Iphutheng CJSS	16	11	59	42	57	56	47	51
Itireleng CJSS	21	12	78	86	95	79	95	69
*Kgolagano CJSS	17	8	83	91	77	78	93	54
Kgosimpe CJSS	10	15	47	60	57	58	54	44
*Lehutshelo CJSS	17	12	76	89	89	83	75	85
*Lehututu CJSS	7	7	45	38	41	44	56	33
Letlole Mosielele	24	15	103	109	113	111	121	93
Letsopa CJSS	19	19	108	99	103	86	95	99
Lotlamoreng CJSS	13	18	70	78	62	56	86	68
Maiteko CJSS	12	9	41	46	57	50	145	146
Maraka CJSS	13	15	72	83	81	83	66	65
Mariba CJSS	15	9	77	64	81	66	73	70
Mathiba CJSS	14	24	106	100	108	85	89	97
Mmanaana CJSS	21	19	122	99	106	129	103	101
Mmathethe CJSS	20	17	121	106	120	94	99	84
Mogale CJSS	19	11	107	100	111	91	90	94
Mogobane CJSS	9	6	25	35	24	34	32	31
*Molongwa CJSS	12	8	60	60	62	50	51	52
Molopo River CJSS	14	9	61	63	68	48	78	61
Montshiwa CJSS	17	19	112	114	95	92	104	95
Mookami CJSS	18	18	128	108	109	120	135	115
Morama CJSS	17	21	116	79	105	79	106	112
*Motaung CJSS	18	19	105	95	101	93	102	86
Ngwaketse CJSS	22	19	112	98	112	131	108	123
Ntebogang CJSS	25	16	124	110	112	110	113	101
Nthwalang CJSS	21	13	105	100	86	94	99	106
Pitikwe CJSS	16	22	102	98	93	83	99	83
Sekgele CJSS	14	23	121	110	109	109	124	104
*Tapologo CJSS	24	11	102	85	108	87	101	70
Thamaga CJSS	19	16	113	87	100	95	94	82
Thobega CJSS	11	17	108	92	91	112	98	102
Tlhomo CJSS	20	17	108	92	91	112	98	102
*Tsabong CJSS	21	17	99	88	88	88	95	83
Total	695	637	3751	3444	3598	3482	3720	3431
Grand Total	1332		7195		7080		7151	

STAFFING AND STUDENT ENROLMENT – KANG/KGALAGADI SCHOOLS

| SCHOOL | TEACHERS | | STUDENTS | | | | | |
| | | | Form One | | Form Two | | Form Three | |
	Male	Female	Female	Male	Female	Male	Female	Male
Tsabong CJSS	21	17	99	88	88	88	95	83
Tapologo CJSS	24	11	102	85	108	87	101	70
Motaung CJSS	18	19	105	95	101	93	102	86
Molongwa CJSS	12	8	60	60	62	50	51	52
Kgolagano CJSS	17	8	83	91	77	78	93	54
Lehutshelo CJSS	17	12	76	89	89	83	75	85
Lehututu CJSS	7	7	45	38	41	44	56	33
Total	116	82	570	546	564	523	573	463
Grand Total	198		1116		1087		1036	

STAFFING AND STUDENT ENROLMENT - GABORONE CITY

| SCHOOL | TEACHERS | | STUDENTS | | | | | |
| | | | Form One | | Form Two | | Form Three | |
	Male	Female	Female	Male	Female	Male	Female	Male
Bonnington CJSS	12	26	99	107	100	113	103	101
Bokamoso CJSS	32	15	133	155	154	154	129	141
Motswedi CJSS	25	12	129	101	117	97	105	110
Marulamantsi CJSS	28	9	99	99	90	96	93	98
Kgale Hill CJSS	25	15	127	105	119	90	116	93
Maikano CJSS	26	12	111	116	119	99	116	99
Tlogatloga CJSS	25	14	112	81	112	95	126	87
Nanogang CJSS	21	16	124	117	129	119	116	98
Sir Seretse Khama CJSS	29	12	105	141	108	129	95	115
Maoka CJSS	28	16	130	122	110	106	120	120
Moselewapula CJSS	22	20	127	96	122	106	104	91
Marang CJSS	32	16	151	157	136	140	130	134
Gaborone West CJSS	27	14	118	92	123	102	101	126
Total	332	197	1565	1489	1539	1446	1454	1413
Grand Total	529		3054		2985		2867	

SUMMARY OF DETAILS

Region/Area	Teachers	Form One	Form Two	Form Three
South Region (exclud. Kgalagadi)	1134	6079	5993	6115
Kgalagadi	198	1116	1087	1036
Gaborone	529	3054	2985	2867
	Total = 1861	**Total number of students = 30332**		

Source: Department of Teacher Training and Development

APPENDIX 6: ACCESS LETTER

G7 Alma Court
High Level Road
Greenpoint

5th January 2001

School Head

_____

_____

_____

Sir/Madam

RE: REQUEST FOR INFORMATION

I am currently studying for Masters in Library and Information Sciences at the University of Cape Town. As part of my studies, I am conducting research to establish the extent to which students in GACJS Schools make use of the their school libraries.

Kindly assist by requesting the Staff Development Co-ordinator to administer these questionnaires as follows; Teacher Librarian questionnaire to the teacher in charge of the school library, student questionnaire to one Form Three class and the subject teacher questionnaires to four subject teachers – one from the Humanities department, one from the Maths and Science department, one from the Practical Subjects department and one from the Social Sciences department.

You will be informed in due course when these will be collected.

Thank you.

Yours faithfully,

Bojelo Esther Mooketsi (Mrs)

REFERENCES

American Association of School Librarians. 1998. The vision of information power: building partnerships for learning. (Online) Available: http://www.ala.org/aasl/ip_goals.html[21/11/ 2001].

American Libraries Fact Sheet. 1999. Partners in learning: the school library media centre (Online) Available: http://www.ala.org/aasl/SLMR [21/11/2001]

Baleseng, O. 1989. The role of school libraries in Botswana [DLIS Project]. University of Botswana. (Unpublished).

Borg, C. and Gall, A. 1989. Educational research: an introduction. London: Longman

Botswana. 1982. Migration in Botswana: patterns, causes and consequences. Final report of the national migration study. Vol. II. Central Statistics Office. Gaborone.

Botswana. 1992. O and M review: office of the president report on ministerial organisation review Ministry of Education. Gaborone: Government Printer.

Botswana. 1993. National commission on education report. Gaborone: Government Printer.

Botswana. 1994. Revised national policy on education: Government paper number 2 of 1994. Gaborone: Government Printer.

Botswana. 1996. Framework for a long-term vision for Botswana. Presidential task group for a long-term vision for Botswana. Gaborone: Government Printer.

Botswana. 1997a. Vision 2016 - Long-term vision for Botswana: Towards prosperity for all Botswana. Gaborone: Government Printer.

Botswana. 1997b. National development plan 8 1997/98 – 2002/03. Gaborone: Government Printer

Botswana. 2001. Approved teaching loads in secondary schools. Gaborone: Department of Secondary Education.

Burks, F. 1999. Student use of school library media centres in selected high schools in the greater Dallas- Fort Worth. [On-line]. Available: http: www.ala.org. cgi-bin/AT-Webdatasearch.cgi. [21/11/2001]

Byrne, A.1999. Libraries and democracy. [Online]. Available: http: // www. faife. dk/papers /others/ byrne3. htm [6/10/2000]

Credaro, A.B. 1998. The role of the teacher librarian [Discussion Paper.] [Online]. Available: http://www.geocities.com/Athens/Styx/7534/UNIVERSITY/TLship/-discuss.html [9/3/2000]

Curriculum Corporation.1993. ALIA/ASLA Joint statement on teacher librarians. Online Available: http://www.alia.org.au/policies/teachers

Dambe, M. and Moorad, F.R. 2000. Paradise lost and paradise regained: the case of teacher education in Botswana. In Advocating instructional improvement in the new millennium-developing strategies for teachers' education in Botswana. Edited by D.T.Letsholo et al. Gaborone: Ministry of Education. 177-188.

De Jager, K. 1995. What is the use of the library? A search for appropriate measures with which to evaluate the functions of an academic library in South Africa in the 1990's [Ph.D. Thesis]. University of Cape Town. (Unpublished).

De Silva R. and Turriff, A. 1993. Developing the secondary school library resource centre. London: Kogan Page.

Dickinson, T. 1994. Learning and library resources for schools. In Managing library resources in schools, Edited by M. Kinnell. London: Library Association Publishing.

Dike, V. 1991. The state of school libraries in Nigeria in school libraries: international developments. Edited by E. Lowrie and M. Nagakura. London: Scarecrow Press. 119 – 129.

Drever, E. and Munn, P. 1996. Using questionnaires in small-scale research: a teacher's guide. London: The Scottish Council for Research in Education.

Dyer, C. et al.1970. School libraries: theory and practice. London: Clive Bingley.

Fullan, M. 1991. The new meaning of educational change. London: Cassel.

Fourie, J.A. 1998. Reading motivation and the teenager. Mousaion. 16 (1): 15-34.

Fredericks, G. 1995. The role of the teacher librarian and school library education in South Africa. Innovation. 10: 45-48.

Galler, A.M. and Coulter, J. 1989. Managing school libraries. IFLA Journal 17 (1): 53

Grand, B. 1987. The availability, organisation and use of learning and teaching resources in Community Junior Secondary School. [DLIS Project] University of Botswana. (Unpublished).

Hannesdottir, S.K. 1995. What do school librarians need to know? Guidelines for competency requirements. (On-line). Available: http://www.ifla.org/IV/ifla61/61-klas.htm [21/11/2001]

Hargreaves, A. 1997. Rethinking educational change with heart and mind. Virginia: Association for Supervision and Curriculum Development.

Harvard-Williams, P. 1994. Education for library and information science in Botswana. Innovation. 9:10-15

Haycock, K. 1999. School libraries and reading achievement. (On-line) Available: http://www.teacherlibrarian.com/pages/whatworks26_4.html [21/11/2001]

Hitchcock, G. and Hughes, D. 1995. Research and the teacher: a qualitative introduction to school based research. London: Routledge.

International Association of School Librarianship. 1993. IASL policy statement on school libraries. (Online) Available http://www.hi.is/~anne/ [21/11/2001]

Kayira, A. 1995. Labour Force, Employment and Unemployment. In Botswana population and housing census dissemination seminar. Gaborone: Ministry of land and development planning. 279-280.

Kedikilwe, P.H.K. 1998. Official opening. In Improving education quality for effective learning. The teacher's dilemma. Edited by C.D. Yandila. et al. Gaborone: Ministry of Education. 5-9.

Kotei, S.I. 1984. Investigation of reading habits and book needs among literate and semi-literates. In National book development policy for Botswana. University of Botswana: Gaborone.

Kruger, J.A.1998. The role of the school library in Curriculum 2005. Mousaion 16 (1): 2-14.

Krynauw, P. 1994. Problems and implications of western dominance in the production and distribution of books in Africa. Innovation. (8) 4-10.

Kwame-Nkurumah, B. 1999. An evaluation of the training programme for teacher librarians at the University of Botswana. [MLIS Thesis] University of Botswana. (Unpublished).

Leepile, L.M. 2000. Kalanga leaders' submission misleading. In Mmegi /The Reporter. Gaborone: Botswana.

Lesetedi, T.L.S. 1997. A needs assessment on the development, use and management of LRC in Senior
      Secondary Schools in Botswana: a comparative case study of Gaborone Secondary School and
      Kagiso Secondary School [MEd Dissertation] University of Botswana. (Unpublished).

Lowrie, E. and Nagakura, M. 1991. School libraries: international developments. London: Scarecrow
      Press. 228 –382.

Made, S.M. 1972. The secondary school libraries in Botswana, Lesotho, and Swaziland: a survey
      conducted in April 1972. (Unpublished)

Machet, M.P. 1994. Black children's ability to access western literate stories. South African journal of
      library and information Science. 62 (2): 65-74.

Machet, M and Olën, S. 1997. Literacy environment of pupils in urban primary schools. South African
      journal of library and information science 65(2): 77-84.

Matenje, U. 2000. The role of school heads in the improvement of teaching and learning. In
      Advocating instructional improvement in the new millennium-developing strategies for teachers'
      education in Botswana. Edited by D.T. Letsholo et al. Gaborone: Ministry of Education. 344-352.

Mancall, J.C. et al. 1986. Educating students to think: the role of the school library media program
      (Online). Available: http://www.ala.org/aasl/SLMR/slmr_resources/select_mancall.html
      [21/11/2001].

McCune, B. 2000. New study shows impact of school libraries, librarians on students. (Online).
      Available: http:// www.ala.org/aas/news/colaradostudy. [7/10/2000]

Maruatona, T.1998. Facilitating dialogue: the quest for effective learning across the curriculum in
      Botswana In Improving education quality for effective learning. The teacher's dilemma. Edited
      by C.D. Yandila. et al. Gaborone, Botswana. Ministry of Education. 87-95

Metzger, J.B. 1992. The training of teacher librarians for community junior secondary schools in
      Botswana. Journal of Librarianship Archives and Information Science. 2 (2): 141 – 147.

Metzger, A.J.B. 1998. Teacher education and school libraries in Botswana In improving education
      quality for effective learning. The teacher's dilemma. Edited by C. D. Yandila. et al. Gaborone,
      Botswana: Ministry of Education. 357-360.

Mfolwe, S. 2000. Staff development as an integral part of enhanced teacher and school improvement
      towards effectiveness. In Advocating instructional improvement in the new millennium-
      developing strategies for teachers' education in Botswana. Edited by D.T. Letsholo et al.
      Gaborone: Ministry of Education. 276-280.

Mlandi, T.N. and Bester, M. 1997: Literacy through literature. South African journal of library and
      information science. 65 (4): 199-206.

Mniki, L. 1995. An analysis of African students' perception of the role of their school media centre as a
      resource for learning. [MPHIL Thesis] University of Cape Town. (Unpublished).

Molatedi, S.V. 1999. An evaluation of Bokamoso and Nanogang CJSS. [MLIS Thesis] University of
      Botswana. (Unpublished).

Mosimakoko-Mosalakgogo, B.T. 2000. Gender and the self-concept: the teaching and learning of
      science in schools -the case of Botswana. In Advocating instructional improvement in the new
      millennium-developing strategies for teachers' education in Botswana. Edited by D.T. Letsholo
      et al. Gaborone: Ministry of Education. 202-216.

Motshabi, K.W. 2000. A study of students' attitudes and performance in English language at junior
      secondary school level in Botswana. In Advocating instructional improvement in the new
      millennium-developing strategies for teachers' education in Botswana. Edited by D.T. Letsholo
      et al. Gaborone: Ministry of Education. 395-412.

Mukamaambo, E.P. 1995. Demographic and social economic situation in Botswana. population and housing census dissemination seminar. Botswana: Central Statistics Office. 51 – 61.

Mulindwa, G.K. and Baffour-Awuah. 1998. The ministry of education/national library partnership. In improving education quality for effective learning. The teacher's dilemma. Edited by C. D. Yandila. et al Gaborone, Botswana: Ministry of Education. 351-356.

Nametsegang, N. 1997. Attitudes of secondary schools administration towards school librarians and the school library service: a survey of Botswana Senior Secondary Schools. [MLIS Thesis]. University of Botswana. (Unpublished).

Neuman, W.H.L.1997. Social research methods: qualitative and quantitative approaches. Boston: Allyn and Bascon.

Nyati-Ramahobo, L. 1998. Language culture and learning: the missing link in teacher education. In Improving education quality for effective learning. The teacher's dilemma Edited by C. D. Yandila. et al. Gaborone, Botswana: Ministry of Education. 207 –213.

Norwich, B. 1994. Differentiation: from the perspective of resolving tensions between basic social values and assumptions about individual differences. Curriculum studies.2 (3)

Olën, S. 1997. Utilisation of school libraries. Mousaion.15 (2): 10-38.

Powell, R.1985. Basic research methods for librarians. New Jersey: Ablex.

Prophet, R.B and Rowel, P.M. 1990. The curriculum observed. In Curriculum in the classroom: context and change in Botswana's junior secondary school instructional programme. Edited by C.W. Snyder and P. T. Ramatsui. Gaborone: Macmillian.1-56.

Pretorius, E. 2000.What they can't read will hurt them: reading and academic achievement. Innovation (21): 33-41.

Radebe, T. 1997. Experiences of teacher librarians in the work place after completion of the school library programme. South African Journal of Library and Information Science. 65 (4): 218-226.

Ray, C.1981. Handbook for Teacher Librarians. London: Commonwealth Secretariat.

Rossoff, M. 1971.The school library and educational change. USA: Kogan Page.

Scott, C.D and Jaffe, D.T. 1989. Managing organisational change: a guide for managers. USA: Kogan Page.

Sefe, B.W. 1991. An investigation into the factors influencing reading among Junior Secondary School Students: a case study of Matlala Community Junior Secondary School students. [Diploma in Library Studies Project]. University of Botswana. (Unpublished.)

Simpson, M. & Tuson, J. 1993. Research strategies module unit C4 research methods. [Notes prepared for MEd Students] Northern College of Education: Aberdeen and Dundee (Unpublished).

Spreadbury, H. and Spiller, D. 1999. Survey of secondary school library users. LISU occasional papers no2 [Masters dissertation]. University of Loughborough.

Ssebbale, F. 1993. The planning and designing of library building: how they affect users, with special reference to Tutume McConnel School Library. [PGDLIS Project]. University of Botswana. (Unpublished).

Streatfield, D. and Markless, 1994. Invisible learning? : the contribution of school libraries to teaching and learning: report to the British Library Research and Development Department on the 'Effective school library' research project /London: British Library.

Tabulawa, R. 1997. Pedagogical classroom practice and the social context: The case of Botswana. International Journal of Educational Development. 17(2): 184-204.

Tabulawa, R.1998. Teacher's perspectives on classroom practice in Botswana: Implications for pedagogical change. In Improving education quality for effective learning. The teacher's dilemma. 101-114

Tawete, F. 1998. Joint school/public libraries: a catalyst for school library development in Africa. African Journal of Library, Archives and Information Science.5 (1): 31-7.

Tilke, A. 1999. The role of the school librarian in providing conditions for discovery and personal growth in the school library: how will the school library fulfil this purpose in the next century? (Online). Available: http://www.ifla.org/IV/ifla65/papers/077-119e.htm [21/11/2001]

Tshireletso, L. D. 2000. Teachers' use of language and culture in classroom instruction as politics of power: provision for children of Botswana ethnic minorities. In Advocating instructional improvement in the new millennium-developing strategies for teachers' education in Botswana. Edited by D.T.Letsholo et al. Gaborone: Ministry of Education.

Totemeyer, A.J. and Stander, C. 1990. The state of school libraries / media centres in Namibia and the need for training for school libraries / media centres. [Report on Survey]. University of Namibia: Department of Library and Information Sciences.

Ward, M.L.1977. Readers and library users: a study of reading habits and public library use London: Library Association.

Yitzhaki, M.1991.The state of school libraries in Israel. In School libraries: international developments. Edited by E. Lowrie and M. Nagakura, London: Scarecrow Press. 195-204.