

CHALLENGES IN THE PROVISION OF SCHOOL LIBRARY SERVICES IN KATLEHONG SECONDARY SCHOOLS

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ABSTRACT

This article reports on a study that investigated the issues and challenges in the provision of school libraries in secondary schools in Katlehong, Gauteng province, South Africa. A qualitative research method was used to conduct the study among 14 secondary schools in Katlehong. The target population included 14 teacher-librarians, 14 principals and one Gauteng Department of Education (GDE) official, who were interviewed. Additionally, 102 teachers participated in focus group discussions (FGDs). Convenience sampling was used to select the teachers, while purposive sampling was used to select all the other participants in the study. The study revealed that teachers are not using school libraries in Katlehong because they are unable to provide relevant information services due to a lack of space; out-dated and inadequate information collections; uncatalogued and poorly organised books; inaccessible opening hours; and a lack of funds and networked computers. Only 29 per cent of the schools had qualified teacher-librarians in their employ, while the 71 per cent unqualified 'teacher-librarians' indicated that they were managing the school libraries without the professional skills required to guide both teachers and

learners in the use of library resources. The teacher-librarians were also burdened with additional teaching loads, which negatively affected the opening hours of the libraries. It was recommended, firstly, that a specific library period be allocated to each class to allow for library orientation; secondly, that sufficient funding be allocated to each school library to enable it to function optimally; and, thirdly, that library hours be regulated and qualified library staff be employed.

KEYWORDS

Katlehong, Katlehong secondary schools, school library services, teacher-librarians, school library, school library resources

1 INTRODUCTION

According to Lowe (2006), students excel academically in schools that have functional school libraries. Lance, Rodney and Hamilton-Pennell (2003:127) conclude that the school library is one of the few facilities whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by any other powerful influences on student achievement. Lance et al (2003:186) define high quality media programmes as libraries that are adequately staffed, stocked and funded, and whose personnel have collaborative relationships with classroom teachers. Lance et al (2003) further explain that these programmes also embrace networked information technology.

According to Haycock (1999:18), learning does not just happen in the classroom; it needs to be encouraged, supported, directed and inspired. A school library can be instrumental in this respect. To achieve this, teacher-librarians must not only be proficient with the wide range of information sources available, but should also be able to work with teachers to instil information literacy and to promote lifelong learning in learners (Haycock 1999:16). Services and activities that can normally be expected in a school library include: access to information sources; computer provision and training; basic information literacy education; reading programmes; competitions; guest speakers; educational games such as chess' and displays based on important days, occurrences or events (Lance et al 2003:17).

School libraries experience various challenges in their efforts to provide effective information services to learners and teachers and to serve as an educational support system to the school as a whole (Lonsdale 2002:147). Challenges may differ from school to school, but some of the common challenges experienced both locally and globally include: teacher-librarians having to perform teaching duties together with the running of the library, often without any assistance; the low regard in which teacher-librarians are held by both principals and educators; lack of space to expand the library services; library rooms which are often utilised as classrooms; lack of manners and ill-discipline among learners who disrupt the atmosphere in the library with their unruly behaviour;

the library serving as a detention hall, especially if there is no other space in the school to discipline learners; and the lack of current content based on the curriculum (Connor 1990:76; Lonsdale 2002:172; Olën 1996:110; Uys 2005:79). Other challenges include: inadequate space to house the collections; a lack of reading space in the libraries; and unqualified staff (Connor 1990:81).

Most teacher-librarians working in school libraries are faced with budgetary constraints in terms of collection development, as the price of library materials increases every year (American Association of School Librarians 1998). Insufficient library material and out-dated and inappropriate information resources are often the result of the lack of financial resources allocated to schools, or when budget cuts are made. As schools move technology into classrooms, there may be even fewer funds available for the school library (Streatfield & Markless 2000). A further result of the decrease in funding is that the position of the teacher-librarian could ultimately be eliminated (Scheirer 2000:21). According to the South African Department of Arts and Culture (SA. DAC 2009:40), South African schools, especially public schools, face many challenges in relation to the functioning of libraries, including non-existent space to house a library, and the lack of learning resources, funds and staff.

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) School Library Manifesto (2006), a school library should provide at least ten books per learner, something that is evidently not the case in the majority of South African school libraries. In most school libraries, conditions are not conducive to the provision of effective library services as required by modern educational needs, and many collections are unbalanced or have a disproportionate distribution of books (Conyngham & Isaacs 2010).

Katlehong Township is on the East Rand which is part of Ekurhuleni Metropolitan Municipality, Germiston, in Gauteng province, South Africa. Boasting a population of 407 294 Katlehong has 14 secondary schools in Katlehong Township, namely: Katlehong Secondary, Ponego, Alafang, Katlehong Technical Secondary, Kwadukathole Comprehensive, Eketsang, Phumlani, Lethukuthula, Mpilisweni, Mponseng, Fumana, Ntombizodwa, Sijabulile and Winile. All 14 schools have school libraries. However, two of the schools have converted their designated libraries into classrooms due to an increase in student numbers (Shandu 2014:100). Aside from printed materials, such as books, some of the school libraries in Katlehong provide a range of other information media, such as CDs, DVDs and cassettes. Facilities to access the Internet, by way of a service called 'Gauteng Online' (GOL) are provided by the schools, but are not always attached to the school libraries. Photocopy services and self-service photocopying machines are available in some of the libraries (Shandu 2014:89).

The introduction of Outcomes-Based Education (OBE), the Curriculum of 2005, and the newly introduced Curriculum Assessment Policy Statement (CAPS) system have necessitated the availability of information resources at schools. However, the utilisation

of these facilities is still hampered by challenges, such as inadequate resources. The provision of library facilities and information sources falls under the auspices of the Department of Basic Education (DBE) and the respective provincial Departments of Education (DoE). It is therefore their responsibility to provide the space for a library and to supply the necessary funding for information materials and library staff (Naidoo 1997:7).

Although the majority of schools in South Africa do not have a functional school library (SA. DBE 2011:23), all the secondary schools in the Katlehong Township are fortunate enough to have such a facility. Despite the fact that the secondary schools in Katlehong have libraries at their disposal, these facilities seem to be seriously underutilised and in many cases not utilised at all. This study therefore aimed to identify the challenges and issues facing school libraries in the provision of library services to both learners and educators in Katlehong's secondary schools. The following research questions guided the study:

- What services and resources are provided in secondary school libraries in Katlehong?
- What challenges or issues do the teacher-librarians face in providing school library services?
- What solutions can be offered to improve school library services in Katlehong school libraries?

2 CHALLENGES IN THE PROVISION OF SCHOOL LIBRARIES AND INFORMATION SERVICES TO LEARNERS AND EDUCATORS IN SOUTH AFRICAN SCHOOLS

In a report released in 2011 the SA DBE (2011:23) indicated that although 21 per cent of the schools in South Africa had libraries, only 7 per cent had stocked libraries. Inequalities in school library provision under the pre-1994 DoE resulted in a widespread lack of facilities, inadequate resources, and a lack of trained personnel in the majority of schools (Du Toit & Stilwell 2012:127). According to these authors, these disparities were also buoyed by the fact that there was no legislation forcing the DoE to provide school libraries and to establish library standards. With school libraries largely being ignored in current national education reform strategies, the onus is now falling on individual education departments to establish and develop school library services (Du Toit & Stilwell 2012:121). According to Zinn (2012:124), the development of a school library policy in South Africa has been an on-going process since 1997, and to date no policy has been formally adopted.

A lack of full time teacher-librarians and resources results in allocated library space being wasted, or poorly stocked libraries with a range of unsuitable and out-dated books (MediaWiki 2008). Currently in Gauteng, the GDE advises schools to allocate 10 per cent of each school's budget to Learner Teacher Support Materials (LTSM) (SA. DBE 2010:4). This allocation cannot be used exclusively for the acquisition of library materials, but has to be used to buy all the support materials that the school may need. Despite the fact that the South African Human Rights Commission (2006:42) identified school libraries as basic infrastructure for the provision of basic education, and the National Reading Strategy asserts that libraries are 'the backbone of reading communities' (SA. DoE 2008:18), the lack of dedicated funding results in underdeveloped school libraries as the available funding is stretched over a number of subjects.

Currently, most school libraries that operate in South African schools are not optimally utilised and remain locked most of the time because there is no one taking responsibility for the running and management of the library (Mahwasana 2008:81). Paton-Ash (2012:15), citing Zinn, observes that 'by 2000, specialist posts were abolished in schools, the training of school librarians trickled to zero'. Equal Education (EE) (2010:25), a non-governmental organisation concerned with educational resources in South African schools, estimated that only 23 per cent of South African school libraries had a full-time librarian. According to Paton-Ash (2012:15) citing Zinn, the fact that there is no budget for school librarian posts has implications on the services provided by school libraries, as the responsibility for running the library is allocated to personnel who are full-time teachers and who are not knowledgeable concerning the management of school libraries. The EE (2010:14) found that even though there are books in a school, they might either be locked away in store rooms or unused because the educators do not know what to do with them or how to use them. The lack of a qualified manager of information resources therefore results in under-utilisation of library materials by both learners and teachers (Mahwasana 2008:83).

The School Library Policy developed by KwaZulu-Natal (2003) for its schools advocated that every school should attempt to acquire the most basic technology facilities, and all schools should use information communications technologies (ICTs) as part of their school library services. This policy stipulated that ICTs, particularly computers, should be installed as part of school libraries, to be used both to access the Internet and also to be used for administrative purposes. However, the DoE (2004) that many South African schools lacked basic ICT infrastructure.

Among Gauteng's public schools, the Gauteng Online (GOL) programme was initiated in 2002 by the GDE. In April 2007, the GOL programme was transferred from the GDE to the Gauteng Department of Finance (Shandu 2014:22). The objective of the GOL programme was to create a sustainable, school-based, e-learning environment where every learner could maximise his/her educational experience. This was to be achieved by providing each learner in a public school with an e-mail address and free

Internet access, and by implementing a technology-enabled learning environment. As an objective, the GOL programme wanted to expose the learners to ICTs in order to enable them to use them for school-related information activities. Meant mainly for educational purposes, the system has been riddled with problems, largely due to the inability of service providers to render reliable access to the Internet when the learners need it to do their school work (OECD 2009). Sometimes the system is offline for as long as two months (Shandu 2014:104).

3 METHODOLOGY

A survey research design was adopted for the study. A qualitative method was used to gather the data on the topic under investigation. All 14 secondary schools in Katlehong Township were included in the study. The population consisted of the teachers dedicated to the library in each school, the principals of each school, the teachers at each school, and a GDE official dedicated to overseeing the delivery of school library services to Gauteng public schools. The teacher-librarians were targeted as they could provide details on how funding and facilities are provided, and how services are provided to the user groups. They were also able to elaborate on the issues and challenges they experience in the provision of library services. The principals were selected as they are the custodians of all the services their schools deliver and as such are responsible for overseeing the provision of library services to their staff and learners. They could therefore inform the researchers about the current status of school library service provision in their schools and the challenges they experience in supporting the service. The teachers, as users of the library services, were expected to be able to inform the researchers where the service provided enabled them to access and use relevant information for their subjects, from the information materials provided by the library. In the last instance the GDE official could provide insight into the role of the DoE in the provision of library services to schools and the responsibility of the DoE in this regard. Data was collected by means of interviews and focus group discussions (FGDs). Interviews were held with 14 teacher-librarians, 14 principals, and one GDE official. FGDs were also held with the 102 teachers from all the schools. After permission to conduct the study was obtained from both the DoE and the principals, the study commenced and was completed over a two-month period. The recorded data was analysed qualitatively. The tape-recorded sessions for each targeted population were grouped together in themes and reported by way of narratives.

4 RESULTS AND DISCUSSION

4.1 SERVICES OFFERED BY SCHOOL LIBRARIES IN KATLEHONG

4.1.1 Information resources

School libraries should offer a variety of services in order to cater to the diverse needs of their users. The study determined that the most common services provided by the libraries in Katlehong's secondary schools include lending, reference, user guidance services, audio-visual materials, charts, and photocopying services (Shandu 2014:110). The GOL programme is one of the services that enable the schools to have access to the Internet. Hart and Zinn (2007:87) confirm that these services are common in public school libraries. Herselman (2003) advocates that library services should eventually evolve to include computers that can assist in information literacy instruction.

The majority of teacher-librarians (70%) revealed that services such as DVDs, CDs and cassettes were not purchased by the school libraries but formed part of a package of teaching materials provided by the DoE to support teachers' classroom presentations. However, from the FGDs with teachers, it was clear that these materials were seldom used as they were not perceived to be relevant to the subjects taught in class. Photocopying was identified as one of the most popular services currently offered in the school libraries, but not all of the libraries allowed learners to use the photocopy machines on their own. In some of the schools, copies could only be made at the administration offices by a school administrator at a scheduled time. Teacher-librarians also mentioned that the schools with self-service photocopy machines had purchased them so that learners could create copies on their own.

Although the GDE official indicated that newspapers and magazines should be part of the services offered by school libraries, it was found that these services were not funded through the school library budget; the newspapers and magazines that were available in the libraries had been provided by the teachers and sometimes parents, who either bought or subscribed to these information sources. Since they are first read by the teacher/parent before being given to the library, the newspapers or magazines are already out-dated by the time the other teachers or learners got to view them.

From the data collected on the schools under investigation, it became evident that they do not provide the necessary library collections for effective service delivery, as only 17 per cent of the teachers indicated that they were satisfied with the materials provided. Both the principals and the teachers (83%) concurred that very few teachers used the available library services as the materials were deemed to be irrelevant and out-dated.

From the interview with the GDE official, it was clear that information resources are acquired in a haphazard manner and that when school libraries buy books for their libraries, they do not follow a collection development policy. This unsystematic

collection acquisition is probably one of the contributing factors to the development of irrelevant information services to users. This was in contrast with the advocacy of Evans (2000:18) that a collection development policy would help teacher-librarians to select the most appropriate materials for their collections.

4.1.2 Access

Although user guidance/education was offered by the teacher-librarians, 43 per cent of the teachers mentioned that it was not effective enough to allow them to easily find and access the materials or the information they require. According to Arua (2011), user guidance/education should be taken seriously, especially at secondary school level, so that both staff and learners grow interested in using the available library services.

The findings revealed that school libraries in Katshehong's secondary schools are meant to open every day in the morning when the school starts and to stay open until it closes. In reality, most of the school libraries were only open if the teacher-librarians were available during lunch time and breaks, but they were locked if the teacher-librarian had teaching or other commitments. A study by Paton-Ash (2012:111) on primary school libraries in Gauteng found that the fact that the libraries were only accessible to the users in very restricted times had a very negative effect on what they could gain from visiting the library. The National Guidelines for School Libraries (SA. DoE 2012:23) make it clear that there must be clarity with respect to access times and that the opening hours need to be displayed on library notice boards to make learners aware of when the library is accessible for utilisation. In an effort to keep the library open at all times, the principal of one school mentioned that the library in his school also acted as a staffroom for teachers during their off-periods, which allowed the library to stay open even if the teacher-librarian was not available.

The teachers confirmed that they were restricted in terms of the time they had to use the library (Shandu 2014:112). Aguolu and Aguolu (2002) observed that the availability of an information service, such as the school library, does not necessarily imply its accessibility, because access can be prevented for various reasons, in this case the closure of the library because the teacher-librarian is teaching. The accessibility of the library is closely related to staffing. According to Ubegu (2006), if a school does not have a full-time teacher-librarian or library assistant, the library may not be open as often as it should be because teaching related emergencies might have to be attended to by the teacher-librarian. These emergencies might include invigilating during examinations, assisting administrators and educators with making copies, or doing other administrative work as requested by teachers and principals. This goes directly against the American Library Association's guidelines (2000:3), which state that a teacher librarian must work in the school library full-time to attend to the information needs of teachers and learners and should not be given any other teaching commitments in the school.

4.2 PHYSICAL FACILITIES

4.2.1 Space

Thirteen (93%) of the teacher-librarians indicated that their libraries did not have sufficient space and furniture to provide efficient services, for example there were no reading rooms or study halls in the libraries. Rowley et al (in Mahwasana 2008:40) advocate that a school library should have rooms that are quiet and peaceful, and at least one of these should be set aside for computers and the Internet. The lack of space was supported by 12 (86%) of the principals while two (14%) indicated that according to them they had enough space in their school libraries. Among the teachers, 90 (88%) complained that due to the insufficient space a class of learners could not be accommodated in the library at one time to attend library instruction, or do task-related information work. According to the teachers, the lack of physical space often results in the learners having to wait in a queue outside the school library to get a turn to use the library facilities. In this regard, Tilke (1995) posits that the problem of insufficient space is caused by the people who plan the school or library building without considering the future expansion of resources and the growing number of learners.

Table 1 provides an indication of the problems experienced in terms of space.

Table 1: Size of Katlehong’s secondary school libraries

Schools	Space size	Sufficient space
A	Very small – only half of the class can fit in	No
B	Size of a classroom	No
C	Can be used by two classes at a time	No
D	Only one class can use it at a time	No
E	Small – accommodate one class at a time	No
F	Very small	No
G	Very small	No
H	Small – can only be used by half of the class at a time	No
I	Size of two class rooms	No
J	Big enough – three classes can fit in	Yes
K	Very small	No
L	Very small	No
M	Very small	No
N	Very small	No

4.2.2 Furniture

The lack of enough chairs and tables was also cited as a problem as learners are required to sit on the floor or stand during library periods or when they want to use the library for academic purposes. At some schools, it was found that there was no proper furniture at all in the library, and school desks were being used as library furniture.

Only ten (10%) of the teachers indicated that according to them the furniture in their libraries was sufficient; however, they indicated that there was no space to accommodate any more furniture. The GDE official confirmed that it was the responsibility of the school principal to ensure that the libraries are sufficiently resourced.

4.3 INFORMATION COLLECTION AND ITS ORGANISATION

Both the teacher-librarians and teachers mentioned that the information resources were out-dated and irrelevant; and that only a few sources were helpful to the teachers and learners. According to Boekhorst and Britz (2004), most schools in South Africa simply did not have the means to run libraries because most of the available materials contained information that is irrelevant to the existing curriculum. The study also found that current magazines, journals, and books that can support the teaching and learning of students were not available in the school libraries, mainly due to the general lack of finances. The money that is allocated to the library is often used by the school to cover other expenses. The principals indicated that since most of the secondary schools in Katlehong are non-fee-paying schools, they did not have enough money to spend on library resources, as the budget of 10 per cent from the Learner, Teacher Support Materials (LTSM) fund supplied by the GDE was too little to buy expensive books. Schools were therefore forced to select books that they felt they needed the most, and had to leave the rest for the next budget or to pursue donors for additional funding or books. One teacher-librarian indicated that in dealing with the issue of under-funding, he involved the principal, School Governing Body and parents to raise funds to buy materials.

According to the GDE official, schools were being provided with the funds to purchase library materials. However, the GDE official conceded that the libraries in Katlehong were not up to the standard required by the DoE for school libraries. She mainly attributed this to untrained teacher-librarians who have little time for the library because they are also loaded with classroom work, leading to poor service provision in school libraries.

4.4 STAFFING ISSUES

The findings revealed that the teacher-librarians, especially those with no formal training, did not have the required skills and knowledge to teach information literacy and perform the different roles within the school as required from teacher-librarians. Though each school library had a dedicated teacher-librarian, with varying years of

experience, only four of these (29%) had any library qualifications. The ten (71%) ‘teacher-librarians’ without appropriate library qualifications indicated that the school principals assigned to them the responsibility of running the school library, but they were unable to explain the criteria used in their appointment. It was confirmed by the GDE official that it is the responsibility of the principal to appoint a teacher-librarian, but also mentioned that there was no policy in place guiding the principals in this regard. All the principals indicated that since no additional funding is made available to employ a dedicated teacher-librarian, they tried where possible to employ a teacher with a dual qualification in teaching and librarianship, and failing that they assign a teacher to the librarian position. This situation is in contradiction with Latrobe and Laughlin’s (1992) recommendation that staff members who serve in the library should be in possession of relevant qualifications and be properly trained to do library work. According to the SA DoE (2012:12), it is important for a school library to be under the management of an appropriately qualified teacher-librarian. The qualifications and years of experience are shown in Table 2.

Table 2: Qualifications, years of experience of teacher-librarians/teachers in charge and the number of their assistants (N = 14)

Schools	Qualification	No. of library staff	Years of experience	Library monitors
A	B.Paed	1	21	5
B	BA & Higher Education Diploma	1	3	3
C	Degree & Diploma in Librarianship	1	7	2
D	Secondary Teachers Diploma (STD)	1	19	2
E	STD	1	16	5
F	B.Bibl	1	4	4
G	STD	1	11	4
H	STD & Diploma in Librarianship	1	16	4
I	B.Paed	1	10	3
J	B.Paed	1	13	5
K	B.Paed	1	12	4
L	STD & Diploma in Librarianship	1	6	5
M	STD	1	11	4
N	STD	1	14	4

The findings showed that a number of books in the school libraries were not catalogued and classified because most of the teachers who were employed as teacher-librarians were not trained for library work. Only in the schools that had qualified teacher-librarians were the materials catalogued and classified accordingly. Lonsdale (2003)

advocates that the use of unqualified staff does not address the problem of shortage of staff, but creates more problems as these staff members are not equipped to manage and run the library.

The lack of computer skills and the teaching of computer information literacy skills were identified as a challenge by the teacher-librarians. This lack of skills also impacted on the learners' ability to develop/acquire information skills as the teacher-librarians indicated that they were not in a position to teach either their colleagues or the learners to use the computers for information retrieval.

The findings showed that in all the schools the libraries were operated by the teacher-librarians in their spare time without any assistance from library assistants. However, all the schools had library monitors who assisted during break times (see Table 2).

5 CONCLUSION AND RECOMMENDATIONS

Despite the fact that all the secondary schools in Katlehong Township are in the fortunate position of having a school library, these school libraries have been found to lack the necessary facilities and resources to provide effective information services to teachers and learners. The study established that while some library services are being offered, the lack of funding and lack of facilities are hampering the provision of innovative services such as access to networked electronic information retrieval systems to the school community. The collections were also found to be in a poor condition, and due to the irrelevance of the materials, the utilisation of the school libraries has been negatively affected. The teacher-librarian posts have been abolished and no provision has been made for teacher-librarians in schools. This has led to a situation where most of the staff in the investigated schools are not professionally qualified and are therefore unable either to organise the library resources systematically or to manage their libraries efficiently. The study also confirmed additional challenges such as insufficient library space, resource selection problems, and insufficient government commitment. All of the above impact on restrictive opening hours which limit access to the library and its resources, as well as the effective provision and utilisation of school libraries by both learners and educators in Katlehong secondary schools.

In order to improve the provision of school library services in the secondary schools in Katlehong, the following recommendations are proposed:

- **Allocation of a library period in the school time-table for library orientation:** Teacher-librarians, in cooperation with the School Management Team and teachers, should allocate time for a library period for each class in the school timetable. At least one period should be allocated for each class in a cycle. These periods should be used by learners in the library under the

supervision of the teacher-librarian who would be training them in the use of the different services that are available in the library. It is further recommended that library orientation should also be provided to the teachers so that they can be encouraged to use the library resources. This would help them to acquire information-seeking skills which would reduce their frustration when searching for and using information.

- **Allocation of sufficient funds:** Funds are crucial to the development of education and libraries. Therefore, the government should be petitioned by all stakeholders to revise its funding model for the allocation of funds to school libraries. The DoE should monitor and supervise the effective utilisation of the funds that are allocated to the libraries. It is additionally recommended that the available funding should be spent judiciously in order to maximise its benefits from any funding spent on the acquisition of library resources.
- **Employment of qualified teacher-librarians:** The school library plays an important role in the organisation and availability of information resources that support the curriculum for both teachers and learners; therefore, the librarian in charge of the library needs to be a person with professional training. Since this is currently not the case in Katlehong, it is recommended that the GDE should make provision for the employment of dedicated professionally trained teacher-librarians from the GDE budget. It should not be left to each school to find the funding to employ a trained librarian. Should this not be economically feasible for the GDE, it is recommended that the GDE should ensure that the current teacher-librarians are provided with the necessary training by way of short courses to develop effective services to meet learners and teachers' information needs.
- **Regulated opening hours:** The Library and Information Services (LIS) Transformation Charter (SA. DAC 2014) mentions that a library builds social cohesion. A library that is open all day, after school hours, benefits the whole school community. It provides a safe space for serious leisure for personal, social and cultural development. It is a place for exploring oneself and the wider world. In order to allow all learners and teachers sufficient time to use the school library, access to school libraries should be scheduled to reflect regular hours, and the library should also stay open after school to encourage all users to make use of the facility at a convenient time.
- **Provision of networked computers:** It was determined that the schools were experiencing problems with network connections due to poor servers supporting the networks. Sufficiently supported networked computers need to be made available to school library users, and the numbers thereof need to support the needs of the users. It is therefore recommended that schools fundraise to enable them to purchase more computers for the library.

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