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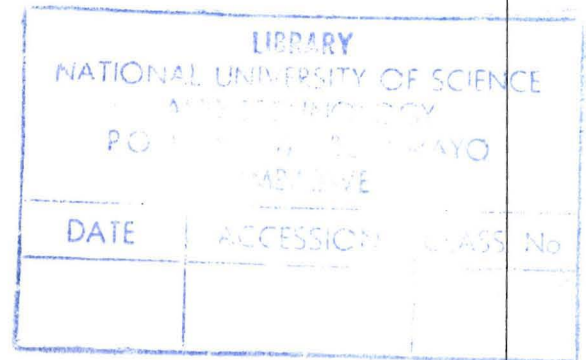
**Faculty of Communication and Information Science  
Department of Library and Information Science**

‘Transformational librarianship’ - the changing role of the professional school librarian: A survey of the encounters of Professional school librarians in Bulawayo’s Government schools

by

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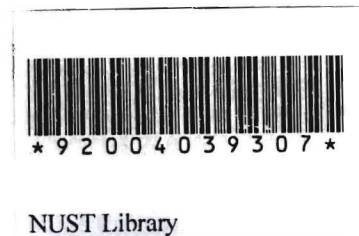
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## ABSTRACT

The purpose of the study was to explore the perceptions, opinions and observation regarding the opportunities and challenges confronted by the professional school librarians in Government schools of Bulawayo Province. The researcher, as a school librarian within a school system, was prompted to conduct a study on transformational librarianship from personal experience. Little is known about the daily roles of the school librarian in the Zimbabwean setting. The research utilised the post positivist method and gathered data using the mixed method approach. A cross-sectional survey was conducted in the 4 schools based on the Transformational Librarianship Theory. Data analysis was done and presented in Tables and Figures. According to IFLA / UNESCO (2009) “a transformational librarian is expected to execute 5 main roles amongst the other daily duties”. Qualitative data showed that often stakeholders lack the realistic information required to develop policies, procedures, and collaborative plans with school librarians. The study had four main conclusions. First, the school librarians are not yet fully transformational in nature. Second, the environment in which the school librarians operate in is not conducive for transformation. Thirdly, the school libraries are classified at level 1. Next, transformational librarianship is enabled by the positive perceptions of the stakeholders who all realise the importance of the school library to academic achievement; last, the advocacy of the librarian, and the use of the library by both students and teachers. Constraints such as lack of time for collaborative planning, ICT and other infrastructure, resources and inadequate funding constrain the professionals. Recommendations were made to school governing bodies, authorities, stakeholders, librarians and other bodies within the field.