

ABSTRACT

Information Services for Teachers: A Case Study of the Hope Valley Experimental School Library

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The provision of information services to teachers is essential in order for them to carry out their educational activities. Absence of such a service or a poor quality one will certainly affect their ability to teach as well as their own professional development. Within this context, a case study of the Hope Valley Experimental School library was carried out to investigate the nature of the services currently offered to the teachers at the school, the teachers' knowledge and use of the library and the teachers' satisfaction with the present services. Data were collected by means of an interview, an observation checklist and a questionnaire administered to thirty four teachers.

The findings revealed that the services provided for the teachers were inadequate and seemed to have been affected by the limitations posed by the available physical facilities and the absence of a professional collection. Many of the expected services for teachers were also absent. Despite these limitations, the majority of the teachers used the library and were very knowledgeable about the services it offered. However, while many of them referred their students to the library for assignment, their participation in materials selection was minimal and their involvement in joint lesson planning was occasional.

Further, the findings revealed that the teachers were mostly satisfied with the physical facilities of the library in terms of location, available space and seating and contrary to what was observed, the majority of them were satisfied with the adequacy, relevance and currency of the library's resources, which was more descriptive of the resources for the students. In addition, they rated the usefulness of the library in supporting professional development and lesson planning very highly but highlighted technology, the quality of professional collection, user education and funding as areas of the service that needed improvement.