



**The role of school libraries and teacher-librarians in the promotion of reading culture  
at uThukela district, Bergville Circuit.**

By:

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## Declaration

I, **Noluthando Cynthia Mtshali**, declare that:

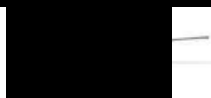
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Supervisor signature



 3 July 2023

## **Dedication**

This study is dedicated to God, who gives everything to my children (Amor and Kai). My supervisor who believes in me, my friends and my family for their endless support.

## **Acknowledgements**

I would like to thank the God Almighty, who gave me the strength when I felt that I couldn't do it and the wisdom to do the research. My gratitude goes to my supervisor Dr Siyanda Kheswa and my editor, who worked on my thesis. My family and in-laws for having patience with me during the entire study, my daughter Amor for having to endure her mother's attention directed elsewhere when she also needed it the most, and my friends for understanding and endless support. You are all loved.

## **Abstract**

The study aimed to explore the role of school libraries and teacher-librarians in promoting reading culture at uThukela District, Bergville Circuit. The circuit currently has 110 schools, and only seven have functional libraries. The Circuit has one public library, which is in town.

Studies on the reading culture have been done before, but studies have yet to be conducted within the Bergville Circuit. Most of the studies on this topic were conducted internationally, with a few in the African and South African contexts. The study was guided by an interpretivism paradigm and adopted a qualitative research method using a multiple case study design to collect data through in-depth interviews. The study adopted a purposive sampling technique to select teacher-librarians and principals from seven schools with functional school libraries.

The researcher found that factors contributing to the poor reading culture of learners from uThukela District, Bergville Circuit, were: Access to the reading material, poor economic background, illiterate parents, educators' workload, learners with special needs, and child-headed households. The role of school libraries and teacher-librarians in the promotion of reading culture at uThukela District, Bergville Circuit were: opening the library, organising the books on the shelves, assisting learners in choosing the reading material, providing learners access to books and information, identifying and help learners who are struggling with reading, encourage learners to read, managing and keeping library books safe, monitoring library monitors and creating reading corners and reading competitions.

Based on the findings, the study recommends that school libraries should effectively create and sustain a strong reading culture in schools at uThukela District, Bergville Circuit, by ensuring the following: Proper library setup and infrastructure, ensuring learner's favourite genres are stocked up, Curriculum Integration Plan by educators and school-librarians, attracting new readers and marketing the library, developing programs encouraging learners to read library material and read continuously, storytelling, book recommendation, book clubs, readers cup competitions, read aloud and speeches, getting all educators involved and having the SMT's involvement in the promotion of the school library usage.

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## **List of abbreviations and acronyms**

AASL: American Association of School Librarians

COVID: coronavirus

DOE: Department of Education

DDC: Dewey Decimal system

ELITS: Education Library Information and Technology Services

FET: Further Education and Training

GET: General Education and Training

(ICT): Information and Communication Technology

IFLA: International Federation of Library Associations and Institutions

KZN: KwaZulu-Natal.

NFP: National Freedom Party

OCLC: Online Computer Library Centre

PIRLS: Progress in International Reading Literacy

SA: South Africa

SMT: school management team

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# **Chapter 1: Introduction and background**

## **1.1 Introduction**

Mojapelo (2018) states that the amended South African Schools Act (No. 84 of 1996) indicates that all schools should have a library or media centre where learners and educators can be able to get books and read. According to the National Library of South Africa (2014), the Department of Basic Education's regulations relating to norms and standards for public school infrastructure includes a library as a core education area that must have adequate and suitable school library collection. National Library of South Africa (2014) further explains that good school libraries are essential to the transformation of the South African education system, which aims to provide quality schools for all South African learners because the curriculum cannot be delivered without access to well-managed collections of learning resources. School libraries and teacher-librarians develop reading literacy which is crucial for academic achievement and participation in a democracy.

## **1.2 The purpose of the study**

“Willenberg (2018) stated that South Africa (SA) is ranked last out of 50 countries in the 2016 Progress in International Reading Literacy Study (PIRLS), which tested the reading comprehension of learners in their fourth year of primary schooling. The study found that 78% of pupils at this level could not read for meaning.” The purpose of the current study is to establish the role of school libraries and teacher-librarians in promoting reading culture at uThukela District, Bergville Circuit. This will greatly benefit the schools that have library establishments to promote literacy, to contribute to eradicating the issue mentioned above.

## **1.3 Background and the outline of the research problem**

Bergville circuit is the subdivision of the uThukela District. The Bergville circuit offices are situated in Bergville town ward 37, KwaZulu-Natal. KZN online (2016) describes Bergville as the town within Okhahlamba Local Municipality located in the mountainous region of KwaZulu-Natal between Lesotho, the Free State, the Alfred Duma, and Inkosi Langalibalele Local Municipalities. Okhahlamba is made up of privately-owned commercial farmland and smallholder settlements. The urban areas of Bergville are Winterton, Cathkin Park, and Geluksberg, and two tribal authority areas. According to Municipalities of South Africa

(2020), Capa (2021), Okhahlamba municipality is under the leadership of Vikizitha Mlotshwa, the National Freedom Party (NFP) founder and former member of the KwaZulu-Natal legislature. He is the newly elected mayor.

KZN online (2016) states that the municipality is largely reliant on Ladysmith for shopping, medical services, and education, among others. Bergville is a small town and is known as the gateway to the Northern Drakensberg. According to KZN online (2016), approximately half a million tourists are attracted to the Drakensberg annually, and Bergville hosts an office of the Drakensberg Publicity Association, the ideally situated agricultural and trading centre of Bergville. Bergville's main economic sectors are manufacturing, wholesale and retail trade, finance, insurance, real estate, and business services.

The town has one public library, which is Bergville Public Library. Mbhele (2020) states that the circuit currently has 110 schools and Shabalala (2020) adds that only seven schools have functional libraries. According to Shabalala (2020), there are four high schools and three primary schools with functional school libraries within the Bergville circuit. All the schools are situated in the rural areas of Bergville. School A is a high school located at Bethany, school B is a high school at Amazizini, school C is a high school at Langkloof, school D is a high school at Zwelisha, school E is a primary school at Emoyeni, School F is a primary school at Edukuza and school G a primary school at Emmaus.

The concern is poor reading skills and the lack of reading culture at uThukela District, Bergville circuit. The circuit is in rural areas where reading is not a priority given the major challenges communities face, such as access to water and electricity, distance travelled to schools and subsistence farming as a means of survival. Looking at the statistics by PIRLS (2016), the study aims to explore the role of school libraries and teacher-librarians in promoting reading culture at uThukela district, Bergville Circuit.

#### **1.4 Rationale for the study**

While these studies provided the research with relevant information, no study has been conducted within the Bergville circuit and with the schools that the study will focus on using in-depth interviews with teacher-librarians and principals in providing solutions to the growing concern on the poor reading skills and the lack of reading culture at the circuit. Most studies have focused on the outer parts of the library, like the infrastructure, collection, and

staffing. Still, studies focused on the role of school libraries and teacher-librarians in promoting reading culture. Most of the studies on this topic were conducted internationally, with a few in Africa and South Africa. Even though the literature informs of few studies on this topic, they are dated. There has yet to be any study conducted at uThukela District, Bergville Circuit hence a need for the current to be undertaken. A need to find solutions for this research problem is imperative to the researcher of this study because the researcher lives amongst the people of Bergville and is directly affected by the research problem of this study.

When the investigation is complete, the recommendation will be sent to Education Library Information and Technology Services (ELITS) officials to help improve the functionality of existing school libraries. The study will guide the new teacher-librarians and new school libraries on the role they can play in promoting the reading culture uThukela district, Bergville Circuit.

### **1.5 Limitations and Delimitation of the study**

The study will only focus on the schools with functional libraries within the uThukela District, Bergville Circuit. The limitation that the study anticipates is the lack of interest and unwillingness to participate by the school principals, as they might assume that the investigation is evaluating the performance of their schools. The limitation would be COVID-19, as no information has been provided on when exactly the pandemic will end. The study will continue under the restrictions of COVID-19 protocols. It might be difficult to conduct face-to-face interviews and access premises where the population is, as constrained by the current conditions caused by COVID-19.

### **1.6 Research objectives and Key questions to be asked**

This section will outline what the study will achieve (objectives of the study) and the key questions to be asked to meet these objectives.

#### **1.6.1 Research objectives**

The research objectives presented below are subdivided into the main objective and sub-objectives.

**The main research objective is:**

The main objective of the study is to determine the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit.

**The sub-objectives are as follows:**

- Determine the factors contributing to poor reading culture among the uThukela District learners, Bergville Circuit.
- To understand how school libraries and teacher-librarians can promote the reading culture in schools at uThukela District, Bergville Circuit.
- Determine the library and teacher-librarians' activities to promote sustained reading culture at uThukela District, Bergville Circuit.

These objectives will be achieved by asking the following key research questions:

**1.6.2 The following are the key questions to be asked**

- What are the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit?
- What is the role of school libraries and teacher-librarians in promoting reading culture at uThukela district, Bergville Circuit?
- How can school libraries effectively create and sustain a strong reading culture in schools at uThukela District, Bergville Circuit?

**1.7 Conceptual Framework**

The prospect study will make use of the conceptual framework. "Conceptual framework is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher. It is the researcher's explanation of how the research problem would be explored" (Adom, Hussein, and Agyem. 2018). Regoniel (2015) further explains that the conceptual framework reveals an integrated way of looking at a problem under study; it describes the relationship between the main concepts of a study and is therefore arranged in a logical structure to provide a visual display of how ideas in a study relate to one another. Imenda (2014) discusses conceptual frameworks as frameworks that can be graphical or in a narrative form showing the key variables to be studied and the

relationships between them. For example, it assists the researcher in identifying their worldview on the phenomenon to be investigated. “Conceptual framework is mostly used by researchers when existing theories are not applicable or sufficient in creating a firm structure for the study” (Adom, Hussein, and Agyem 2018). The conceptual framework will allow the researcher to identify and construct the worldview on the phenomenon to be investigated using the concepts which are the main variables in a study. To explain the relationship between the main variables in the study that consists of interconnected concepts to explain the relationships between them.

For this study, a “whole school information literacy model” will be used, supported by some legislative documents advocating for the development and management of school libraries. The study employs Education Library Information and Technology Services (ELITS) KZN School library policy (2003), National Guidelines for School Library and Information Services (2006), School Library Strategy (2012) and KwaZulu-Natal School Reading Strategy (2020) in identifying variables and explaining the relationship between the main concepts of a study, arranging in a logical way to provide a visual display of how ideas in the study relate to one another.

The following diagram illustrates the interactive nature of the whole school information literacy model policy:



**Figure 1.1: Diagram illustrating the interactive nature of school library policy (ELITS 2003)**

Source: Adapted from ELITS School Library Policy (2003)

### **1.7.1 Curriculum Integration Plan-educators and school librarian**

Dubazana (2007) has referred to the taxonomy of eleven graded levels that range from no involvement to full involvement of the school library in the taught curriculum. Dubazana (2007) explains from level one to level eleven.

- Level 1: The teacher-librarian acts as a book custodian. They are not involved in curriculum matters.

- Level 2: The school library becomes a self-help warehouse waiting to be utilised by interested users.
- Level 3: Users occasionally come to the library with specific needs.
- Level 4: There is spontaneous interaction without advance notification between teachers and the teacher-librarian.
- Level 5: Teachers and the teacher-librarian engage in cursory planning, usually during breaks and ad hoc meetings.
- Level 6: Teachers and the teacher-librarian plan for projects and materials are gathered in advance of learners doing the projects.
- Level 7: The teacher-librarian adopts an evangelistic style of outreach to promote library usage and its benefits.
- Level 8: There is formal planning by teachers and the teacher-librarian for resource-based teaching and learning.
- Level 9: The teacher-librarian is involved in resource-based teaching.
- Level 10: The lesson revolves around resources and the school library program.
- Level 11: There is a full collaboration of the teacher-librarian and teachers in curriculum development, implementation and evaluation.

Still, the researcher will mostly focus on levels nine to level eleven because they indicate on-going and steady partnerships between teachers and teacher-librarians. According to Dubazana (2007), this is the highest level of collaboration which means a collaboration of teachers and the teacher-librarian in their instructional roles. Curriculum Integration Plan-educators and school librarians produce the most effective utilisation of school library resources for effective teaching and learning to fulfill the curriculum needs. In this phase, teachers and the teacher-librarian create a plan which will provide a curriculum with support through the utilisation of the school library, where teachers, teacher librarians, and learners will use the library as the core educational area to find information.

### **1.7.2 Information Literacy Skills (all educators)**

Capstone Press (2021) states that information literacy is the ability to identify, find, evaluate, and use information effectively. The skill must be taught to save learners from drowning in the information or information overload. This will also save the library user time. Patrons should be able to identify important information, Find the information they need, evaluate

sources, and use this information effectively, not misusing information. According to ELITS (2003), this important skill should be taught by school teachers and the teacher-librarian to learners.

### **1.7.3 Reading Programs Supported by all educators**

KZN Reading Policy Guidelines of 2005 state that all schools are expected to develop reading programs that explain how a school will promote reading for information and pleasure (KwaZulu-Natal Department of Education: 2006). The reading programs are informed by the principles in the Reading Policy Guidelines and will be supported by reading materials and relevant training. KZN Reading strategy (2020) states that teachers need to be able to measure and record whether their teaching has improved learners reading skills and also monitor the ongoing progress of the learners in reading.

### **1.7.4 Information and Communication (ICT) Policy for the School**

Education Library Information and Technology Services (2003) states that this policy advocates that an information literacy policy should be developed in the school and align with the school's ICT policy. The teacher-librarian should work with the educator team to ensure a holistic and holistic information literacy policy for the whole school. ELITS (2003) states that the policy aims to provide the continuous development of reading and information literacy skills across the whole school. A reading program across the whole school is developed and supported by the educator team, management of the school library, and the establishment of a school library.

KwaZulu-Natal Department of Education's (2012) School Library Strategy explains that ELITS), on behalf of the department, advocates for the reading hour that must take place in all public schools once a week. KwaZulu-Natal Department of Education's (2012) school library strategy indicates that the directorate implemented several strategies to promote reading in school libraries. The techniques implemented are workshops based on the reading promotion handbook, reading promotion events such as Storytelling competitions, the formation of reading clubs organized for districts annually during the school week, readathon week, and world book day led by teacher librarians and administrative school library staffing

### **1.7.5 Professional and administrative school library staffing and Training and Professional Development for school library staff**

KwaZulu-Natal Department of Education (2012) states that a school should appoint at least one educator responsible for the school library or classroom collection. This person should be qualified as a teacher and librarian and must understand resource-based teaching and learning. Furthermore, KZNDOE (2012) explains that this person should be trained in fundamental ICT skills and plan jointly with the educator team to fully integrate library resources with classroom teaching and reading.

### **1.7.6 School Library Budget: Norms and Standards**

According to the Education Library Information and Technology Services (2003), the school library is integral to the educational process, and therefore the Schools should budget for the library development and resources. This funding can come from school funds, the Norms and Standards allocation, and fund-raising activities.

### **1.7.7 School Library Policy/Library Management and Strategic Planning and Development for the school library**

According to ELITS (2003), the school library committee chooses the appropriate school library development model to develop a school library policy covering library management and book selection issues, including a three-year development plan and an annual action plan and fund-raising. This should be represented on the education team developing the whole school information literacy policy. The ELITS (2003) explains that school library policy will support an integrated approach towards using the resources within the curriculum and support the development of learner reading and information skills across the curriculum at all grade levels.

## **1.8 Definitions of key terms and summary:**

This section defines key terms used in the study.

### **1.8.1 School Library**

KZN School Library Strategy (2012) describes a functional school library as an entity with sufficient and admissible resources that every patron can access. KZN School Library Strategy (2012) further elaborates that the resources should be arranged and managed systematically according to classification systems groups, and the amenity should utilize all the resources available, both physical resources (building, books, CDs and videos) and human resources (teacher-librarian and the library committee) to meet the user's needs in this case which can either be a teacher or a learner.

International Federation of Library Associations and Institutions (2015) states that the role of school libraries is to help to develop learners with information so that they become responsible participants in society. To develop learners to seek, access and evaluate resources in various ways and use information technology tools to seek, access, and evaluate these sources. KZN School Library Strategy (2020) adds that libraries must be used for teaching, reference, research and assignment purposes. IFLA (2015) shares that the role of school libraries is to develop thinking learners with the ability to use data and information through research and inquiry processes, develop learners who are capable of reading and who enjoy reading or read for pleasure, and who can read them with meaning and understanding, learners with abilities to prepare for, plan, and successfully undertake a curriculum-based inquiry unit. A school librarian plays a leadership role in developing these abilities through individual and collaborative instruction and facilitation explicitly connected to curriculum content.

### **1.8.2 Teacher-librarian**

Australian School Library Association (2011) describes a qualified teacher-librarian who holds both teaching and librarianship qualification and supports and implements the school's vision by building an effective library and information services and programs that contribute to lifelong learning learners.

IFLA (2015) explains that a school librarian is responsible for the school's physical and digital learning space where reading, inquiry, research and thinking can occur. KZNDoE Reading Policy Guidelines (2006) outlines various names used in school for this particular teacher, e.g. Librarian, media teacher, media specialist, media center teacher, resource center

teacher, and information specialist. According to IFLA (2015), one key role of a professional school librarian is instruction, the instructional role of an experienced school librarian provides teaching situations with individual students or small groups of students. The core activity of the instructional work of a school librarian includes literacy and reading promotion. According to IFLA (2015), one key role of a professional school librarian is instruction, the instructional role of an experienced school librarian provides teaching situations with individual students or small groups of students. The core activity of the instructional work of a school librarian includes literacy and reading promotion.

## **1.9 Structure of the dissertation**

This section provides key aspects of what is included and discussed in the dissertation. The introduction and background of the study, literature review, research methodology, discussion of the results, conclusion, and recommendation

### **Chapter 1: Introduction and background**

This chapter outlines the study's introduction, the background of the study, the research problem, the purpose of the research, the questions to be investigated, the limitation and delimitations of the study, the discussion of a conceptual framework, definitions of key terms, and a summary.

### **Chapter 2: Literature review**

This chapter reviews the literature on different studies conducted on school libraries, teacher-librarians, and reading.

### **Chapter 3: Research methodology**

Chapter three describes the research methods employed in this study. This includes sampling size, population, data collection methods, and data analysis.

### **Chapter 4: Discussion of the results**

In this chapter, the dissertation highlighted the findings, analyzed and interpreted the results.

## **Chapter 5: Summary, findings, conclusion, and recommendations**

This chapter includes the summary, conclusion, recommendations, and suggestions for the research.

### **1.10 Summary**

This chapter has introduced the research. It highlighted the aims and objectives of the study. In this chapter, the key questions for the research were outlined. This chapter gives the reader definitions of the important terms that will be used throughout the whole research. The next chapter reviews the literature related to the topic of promotion of the reading.

## **Chapter 2: Literature review**

### **2.1 Introduction**

McCombes (2019) postulates that a literature review is a survey of scholarly sources on a specific topic. It provides current knowledge and allows the researcher to identify relevant theories, methods, and gaps in the existing research. This can be done using relevant publications such as books and journal articles. This chapter reviews the literature studies conducted on school libraries, teacher-librarians, and reading.

### **2.2 The importance of reading**

According to the Department of Basic Education (2019), reading is the most important linguistic skill that needs to be developed in young children because reading serves as a building block upon which all other learning takes place. Oyewo (2012) views the school library as a major ground for promoting the reading culture among learners by teacher-librarians. Oyewo (2012) highlighted the importance of a school library to help students develop critical thinking, become independent readers and form good reading habits.

“The culture of reading is also a means to the independent acquisition of knowledge and life-long learning, and it builds in a person the necessary attributes for self-advancement and national growth and development” (Kuluchumila: 2017). Kuluchumila (2017) further elaborates that a reading culture facilitates learners to excel in their studies and future life. The reading culture develops learners’ self-confidence, creativity, and positive self-esteem. “The issue of poor reading culture cannot be overemphasized because reading makes great people and great nations” (Ogbonna and Eze: 2015).

Earlier on, in Chapter One, the 2016 Progress in International Reading Literacy (PIRLS) study highlighted that it was discovered that “South Africa (SA) ranked last out of 50 countries in the 2016 PIRLS study which tested reading comprehension of learners in their fourth year of primary schooling. The study found that 78% of pupils at this level could not read for meaning” (Willenberg: 2018). It seems unfair to focus on the recent study of PIRLS without discussing the previous results from 2006 up until the current year, which is 2021. PIRLS results are updated every after five years. The most recent results are from 2016. In 2006, Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Scherman, and Archer (2006)

found that South Africa got the lowest score during its participation in PIRLS out of 45 education systems. Howie, van Staden, Tshele, Dowse, and Zimmerman (2011) also found that South Africa performed poorly in 2011 during PIRLS research. Van Staden, Combrinck, Roux, Tshele, and Palane (2019) state that South Africa's participation in three cycles of the PIRLS since 2006 has pointed to disappointingly low reading comprehension performance.

Chizwina (2011) suggests that building a learner's competence is very important, and it refers to the interaction between the reader and the text. It is very important to ensure that people can understand and make sense of what they are reading. Awerbuck, Dyer, Nonkwelo, Norton, Pillay, and Ralenala (2016) suggest that learning should occur everywhere, but learning in a different language from the one spoken at home cuts off the link, which makes learners think that they should read and learn only at school as nothing links to home and school. Howie, Combrinck, Roux, Tshele, Mokoena, and Palane (2017) support the above statement by referring to research conducted, stating that learners cannot read for understanding because most learners in English schools do not speak English at home. These learners got lower scores than those who speak English at home and school in the PIRS test.

### **2.2.1 Factors contributing to lack of reading culture**

Howie, Combrinck, Roux, Tshele, Mokoena, and Plane (2017) state that learners with economic disadvantages attained lower reading literacy achievement. This might be due to the lack of reading materials that these learners are exposed to. Hlaethwa (2013) claims that most families do not have books around the house for learners to read because of financial constraints. Willenberg (2018) adds that poverty contributes to parents not being able to buy books for pleasure. Willenberg (2018) explains that poor reading culture may result from the lack of family support for the learners. They are not encouraged to visit libraries at a very young age or be accompanied to the facilities. This might be due to the lack of libraries around the area, as the background of the study shows that only a few schools around the Bergville circuit have the privilege of having school libraries. The Circuit has one public library in a town far from the rural areas making it difficult for learners to access it due to the lack of transport fees.

According to Howie, Combrinck, Roux, Tshele, Mokoena, and Palane (2017), fifty per cent of schools do not have school libraries, and the learners who were tested from the schools

scored lower than those with libraries. Willenberg (2018) added that schools have limited books, and sometimes learners have to share just one book. Most schools do not have proper school libraries, while others have libraries, but they are not functional. Those schools with functional libraries still have the challenge of very limited reading resources. Hardy and Hastings (2016) claim that the reality of life in South Africa for many school children is the lack of access to reading material. The public library remains the main institution able to assist in providing access to reading material for leisure and information reading purposes. Hlaithwa (2013) states that learners have little opportunity to read. Learners from these environments are unable to acquire reading skills similar to those exposed to an environment that provides them with an opportunity to read.

Howie, Combrinck, Roux, Tshele, Mokoena, and Palane. (2017) suggests that more than forty percent of learners reported being bullied weekly at school and their reading literacy scores were much lower than those not bullied. Learners need safety and controlled environment where they can study and read without being interrupted or bullied. School libraries should be safe homes for such learners, as the school libraries mostly have a teacher-librarian to monitor learners. According to Willenberg (2018), family instability contributes to poor reading culture, and children cannot focus on reading books while they are on-going fights at home or constant violence. They need a positive environment to be able to read. Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Scherman and Archer (2006) have considered that many South African learners are from child-headed households. This means that children carry a burden with the responsibilities of taking care of their siblings, making it hard for them to get any time to read.

Hlaithwa (2013) also argues that learning styles have much impact on children's ability to read. Using one method of teaching learners how to read might work for some learners, but some might find it very difficult. Sullivan and Brown (2015) suggest that the lack of a reading culture included the increases in competing demands on learners' time, including homework, organized activities, and the internet. However, Sullivan and Brown (2015) provided solutions for this matter by stating that there is scope for new technologies to be exploited to provide access to books. Such as a digital library which provides a convenience to the reader. It is convenient and can be used on the go.

### **2.2.2 Ways in which the lack of reading culture can be solved**

Nengomasha, Uutoni, and Yule (2010) argued that teaching loads for teacher-librarians should be lessened to commit more of their time in the school libraries and promote a reading culture. This will help teacher-librarians focus on reading programs that promote reading culture in school. Merga (2019) affirms that librarians in schools are often overlooked, leading to budget cuts, with the library's needs remaining unfulfilled. School libraries are crucial in supporting the school curriculum and providing access to resources that assist learners in improving their reading and information literacy skills. After all, these learners are increasingly disadvantaged as they move through the years of schooling without proper literacy skills.

Department of Basic Education (2019) suggests that the school library is the heart of the school's reading culture. Therefore, where a school has a library, the school librarian and principal can help instil a reading culture by ensuring that the library is well-resourced and well-used. In line with Merga (2019), the president of SA, Mr. Ramaphosa, stated his concern about the poor reading culture in SA during his address to the state of the nation on June 20, 2019, highlighting the importance of learners being able to read for understanding. Ramaphosa (2019) mentions that reading is a basic foundation determining a child's educational progress. For a child to progress in school, a learner should be able to read for understanding. Without the ability to read for understanding, a learner will not be able to learn, and completing assessment tasks would also be difficult. Hlaithwa (2013) is in line with the above claims by advocating that the importance of quality education is literacy. Without the ability to read for understanding, most people are denied access to the most important information about health, economics, social, cultural, and political issues around them.

Sullivan and Brown (2015) found a stronger link between reading and progress in vocabulary development because books directly expose readers to new words therefore, reading should influence vocabulary directly. Reading indirectly influences attainment in other areas because improved reading improves an individual's ability to learn across the curriculum. When a learner's skill to read for understanding improves, the learner is more likely to improve in other areas as it is a disadvantage for learners to not read for comprehension. Answering any question paper requires a learner to understand the language of instruction. Sullivan and

Brown (2015) further suggested that supporting reading for pleasure amongst disadvantaged learners could provide a powerful tool for closing social gaps. Learners who read a lot could also improve across the curriculum.

### **2.2.3 The role of teacher librarians in promoting the reading culture**

Merga (2019:145-160) argues that the role of teacher librarians in promoting the reading culture is to improve the reading engagement and literacy outcomes of learners struggling with reading in the library. Department of Basic Education (2019) further elaborates that teachers should work with the librarian and use the library as an essential resource for literacy programs. A teacher librarian knows the curriculum and what learners like to read. The teacher-librarian integrates this knowledge in an active school-library program. A teacher-librarian may play a vital role in providing support for learners struggling with reading by identifying them and providing them with skill and age-appropriate materials in the library. The Conversation (2018) adds that the sooner struggling learners with reading are identified, the sooner the teacher-librarian and the library can help them. Teacher librarians can identify the learners who are struggling with reading by looking at the progress report and statistics on a learner's performance.

Chizwina (2011) recommends that learners be guided in selecting the reading material and that their opinions are considered. What they are interested in is very important when building their interest. The Conversation (2018) adds that helping learners choose age-appropriate material and the genre they prefer will help learners enjoy reading and make them read more frequently. In line with the above claim is Wessels (2010), who suggests that learners should be categorized according to their age, reading levels, different levels of reading competency, and reading preferences of learners, so school librarians should choose books with universal themes and appeal such as books which are based on popular television programs and movies shown on television such as Hannah Montana to increase the interest of the reader.

Wessels (2010) affirms that teacher-librarians should also choose easy-to-read books and realistic picture books to promote the reading culture in SA. Easy-to-read books mean that the reader should understand the language of the book. Chizwina (2011) advocates that choosing the book's content should depend on the levels of difficulty and language and with

the interest levels appropriate to the readers' skills. Chizwina (2011) adds that the issue of the language in reading material is critical to success in learning to read, as becoming literate is easier when the language of learning is either the learner's mother tongue or a well-mastered second language. When choosing the reading material for the learner, the teacher-librarian should first consider introducing the material using the mother tongue. The teacher-librarian can consider introducing the material using the second language when the learner shows improvement.

Merga (2019) further state that supporting students with special needs means providing one-on-one consultation, promoting access to books and reading aloud to students, facilitating silent reading, and preparing students for literacy testing in the library might help struggling learners to read for understanding. The conversation (2018) suggests that silent reading opportunities might be rare for some learners both at school and home, so teacher-librarians should provide such an opportunity when learners visit the library. Teacher librarians should practice online testing programs in the library, which will give struggling readers the practice they need to be able to read.

Nengomasha, Utoni, and Yule (2010) suggest that learners need to be comfortable when they get to the library. Providing the library with adequate furniture will make the learners want to visit the library. Nengomasha, Utoni, and Yule (2010) encourage teacher-librarians to develop meaningful library programs that will involve learners and that they will enjoy during participation. These programs should be integrated into the school curriculum so that learners do not feel like school and the library is separate places. Wessels (2010) states that daily literacy periods should be established for reading or library visits and borrowing library books. Department of Basic Education (2019) adds that the teacher-librarian should create a link between the school and the library by making class visits to talk about books making block book loans, by setting dates on which dates certain grades can use to borrow books from the library. Wessels (2010) further suggests that encouraging learners to read for pleasure promotes the reading culture in South Africa. Sullivan and Brown (2015) argue that no one can be forced to read for pleasure, but learners should be encouraged to adopt silent reading during reading periods in schools, which may help to establish reading as a habit to enjoy.

Ogbonna and Eze (2015) added to the statement above by stating that learning becomes relevant as learners learn to enjoy reading and improve their reading ability. With this statement being made, school libraries should provide reading programs that will motivate learners to read for pleasure. Programs such as displays and exhibitions to advertise to students what the library has in stock and create awareness of the library resources and usefulness of the resources displayed, access to reading materials, storytelling, debates, and book talks. With all being said, Ogbonna and Eze (2015) highlight that one very important program is providing access to books. That is the first program that a school library should implement. Krolak (2005) proposes that learners must be given access to a wide range of attractive and relevant reading materials to develop reading habits.

These need to be exchanged from time to time to keep learners' interests and meet the curriculum needs as the curriculum changes from time to time. Suffield (2019) suggested displays and author visits. According to Suffield (2019), keeping the school library bright and colourful is important. They create displays to promote events, new books, and specific genres. Changing exhibitions regularly helps to keep the learners interested. Regarding author visits, Suffield (2019) suggested that with the support of the school, the teacher-librarian can organize for the author to visit and read or review the book in front of the learners.

Oyewo (2012) emphasizes that the importance of school libraries in developing the reading interests of learners cannot be overemphasized. Unfortunately, it has been observed that most school libraries have insufficient reading materials to play this role. Sadly, with this statement and other statements mentioned earlier in this chapter, libraries remain a luxury that many do not afford in South African schools. Krolak (2005) suggests that though most school libraries do not have enough reading resources, it is better to have a single set of books in a classroom than to have no reading material. We all have to start somewhere, which could be the first step in getting more reading material for the learners.

Chizwina (2011) and Oyewo (2012) suggest that teacher-librarians should adopt the reader-centred approach used to prove the reading competence of the learner. The methods that are used in the reader-centred approach can be the training of intermediaries, reading competitions, reading clubs, reading instruction, reading campaigns, reading mentoring, and reading and writing programs. "The reader-centred approach emphasizes the individual as

a reader-responder. It argues that reading a literary text is part of a complex process that includes a collaboration between the writer, the text, and the reader” (Russell: 2009).

#### **2.2.4 Training intermediaries.**

Willenberg (2018) adds that learners need skilled readers to teach them how to read. The problem with that notion is that most parents are semi-literate or illiterate, and teachers need more time to teach learners how to read at school, given the large enrolments faced by rural schools. Hlaethwa (2013) claims that factors contributing to poor reading skills are teachers’ competence, that is, teachers not able to teach learners how to read and working parents not having time to teach children how to read.

Combrinck, Roux, Tshele, Mokoena, and Palane (2017) stipulate that despite the policy stating 40 learners per class, most schools in South Africa have a large number of enrolments, leading to overcrowded classes. Teachers cannot focus on just individual learners to teach them literacy skills. Parents who are less enthusiastic about reading may discourage learners from participating in reading activities as it will seem less important. In line with the above statement was Chizwina (2011), who advised that it is the teacher-librarian’s responsibility to create a positive attitude within communities towards reading. Parents should be encouraged to read, in general, reading material such as books, magazines, and newspapers. Learners should not feel that reading is simply an academic duty because they will ignore it. Parents can pass on their attitudes toward reading to their children. The Department of Basic Education (2019) advocated that parents must be encouraged to read to children from when they are small because reading promotes a reading culture within society. Parents who read to children daily associate reading and books with closeness, caring, and happiness even after learning to read themselves. They develop a love for books that will likely last develop for a lifetime. Teacher-librarians can be given a slot during parents' meetings to discuss what has been discussed above.

Chizwina (2011) suggested that the solution to this is that teachers develop learners as their reading instructors. So, there is a need to train teachers on how to teach learners to read, making reading fun and using school resources, for example, school periods for reading. Reading Champions Manual (2021) further explains that it is the role and the responsibility of the teacher mentor to support the reading champions that are assigned to them by

understanding and communicating the reading projects at the school level. Reading Champions Manual (2021) states that teacher mentors need to engage learners with books in and out of school and create a link between school and home.

### **2.2.5 Reading clubs**

Department of Basic Education (2019) explains that a reading club in a school means a group of learners who are registered club members for enjoying stories and other fun literacy activities led by a reading champion or coach, usually a teacher, and these learners should meet regularly. ELITS Directorate (2021:2) adds that a reading club gives a space to promote reading for enjoyment. Eventually, that may develop to be a reading habit among learners that participate. Part of the reading club's objective is to encourage learners to take responsibility for their reading and writing activities at school and home. Educators and monitors can bring food during the meetings to make participants more relaxed. Chizwina (2011) states that reading clubs should be managed by trained facilitators. Oyewo (2012) advocates that reading clubs bring children together to share books and book experiences. School libraries should create a regular story hour for learners where they are introduced to book stories. According to ELITS Directorate (2021:5), Reading activities that take place during the meetings can vary from book reviews, reading charts, book buddies, book dramatization and reading aloud.

### **2.2.6 Reading competitions**

Northeastern Educational Intermediate Unit (2020) the goal of the Reading Competition is to increase the quality and quantity of books students read for enjoyment. Chizwina's (2011) reading competitions include reading quizzes, the use of a reading facilitator, reading festivals, and storytelling. According to Oyewo (2012), the teacher-librarian can encourage the children to read the books regarding the quizzes. At the end of six months, the library could run a quiz on the books with classes sending teams to compete. Department of Basic Education (2019) stipulates ways to promote the reading culture in schools, such as having teachers and learners regularly promote books at the assembly. The school library should host an event or activity to encourage reading each term. Parents, guest speakers, sportspeople, and entertainers should be encouraged to discuss the importance of reading in their lives.

Writers, illustrators, storytellers, and librarians from other libraries discuss the book. Learners can get involved in reading competitions and book review competitions.

### **2.2.7 Storytelling**

According to Russell (2009), storytelling entails telling the stories you love and being sure your story is appropriate for your audience. A story suitable for learners under the age of 10 years cannot be ideal for learners over 16 years. The teacher-librarian tells the story in their own words, making the language easy to understand. When selecting the story, the teacher-librarian must ensure that the story has an attractive beginning and a strong ending to capture learners' attention and make learners want more to read more books. Getting learners involved in such reading experiences through book talks and storytelling will help learners develop the habit of listening and comprehension in reading. Learners' participation in these activities will challenge them to read.

### **2.2.8 Gaps in the literature**

The studies discussed above provided the research with relevant information. Still, no study has been conducted within the Bergville circuit and with the schools that the study has focused on using in-depth interviews with teacher-librarians and principals in providing solutions to the growing concern on the poor reading skills and the lack of reading culture at the circuit. Most studies have focused on the outer parts of the library, like the infrastructure, collection, and staffing. Most of the studies on this topic were conducted internationally, with a few in Africa and South Africa. Even though the literature informs of few studies on this topic, they are dated. There has yet to be any study conducted at uThukela District, Bergville Circuit; hence a need for the current to be undertaken

## **2.3 Promoting the reading culture during the coronavirus pandemic.**

On the 15<sup>th</sup> of March 2020, the president of South Africa, Cyril Ramaphosa (2020), declared a national state of disaster in terms of the Disaster Management Act. Due to the covid-19 epidemic, in his speech, the announcement of the School's closure was made with effect from Wednesday, 18 March. As of 23 March 2020, the president of South Africa, Cyril Ramaphosa (2020), announced that the National Coronavirus Command Council has decided

to enforce a national lockdown which was to last for 21 days with effect from Thursday, 26 March 2020.

More than two years since this announcement was made, most countries are still on lockdown due to the coronavirus. What happens now as people have to adapt to this new normal? How are the school libraries affected as schools were closed for the longest time? Even when they opened, learning was different due to the restrictions to control the spread of the pandemic. Following the speeches made by the president of South Africa, Cyril Ramaphosa was the South African Minister of Basic Education Angie Motshekga on Basic Education Sector plans to support learners during the coronavirus lockdown. Angie Motshekga (2020) stated that since the schools were closed, they consulted with the provincial education departments to identify ways to ensure that South African learners continue their education at their homes. Minister Angie Motshekga (2020) announced that the CEM has agreed to focus on the catch-up program promotion of learning and teaching in homes, including online learning. The question was how the teacher-librarians can still promote the reading culture while learners are at home.

Korbey (2020) states that digital access to information became necessary overnight for schools that closed and moved to online learning due to the coronavirus. According to the statistic of The International Federation of Library Associations and Institutions (IFLA) (2020), many public and national libraries were closed during 2020 because of the pandemic, but most of them around the world were open for operations. IFLA (2020) further suggests that school libraries in 34 countries were affected by the closure of all educational institutions. This will include uThukela school libraries.

IFLA (2020) states that the restrictions aimed at reducing infections have forced libraries to put a hold on in-person access and services, so there is a much greater need for digital tools to promote the reading culture amongst learners. According to Miller (2020), they are ways to ensure that our school libraries are still functional and promote the reading culture. The New York Department of Education (2020) argues that the reopening of school libraries is critical to teaching and learning for all learners. Teacher-librarians must continue to provide services to learners and teachers through remote and blended learning practices. This includes access to print and non-print resources.

According to Indiana Library Federation Guidance (2020), schools should continue circulating books throughout the 2020-2021 school year because children need access to books. Research agrees with the importance of reading and literacy even during the pandemic. Indiana Library Federation Guidance (2020) states that while online reading has increased, research shows that physical books are still preferable over electronic reading because many learners have no access to the internet and technology at home. Indiana Library Federation Guidance (2020) maintains that learners need library time because learners benefit from the freedom and privacy to choose books that interest them.

American Association of School Librarians (AASL) (2020) affirms that a school librarian can support blended learning by making the reading resource which supports the curriculum available in both the virtual and physical space library, following the new restrictions imposed to eliminate the spread of the coronavirus. AASL (2020) suggests that the school librarian's role during the pandemic is to promote the reading culture by supporting blended Learning through preparing ready-made electronic instruction for research projects that educators can deploy in the physical classroom. AASL (2020) further elucidates that the teacher-librarian also has to organize the reading material to support hybrid learning by helping learners access the appropriate reading material both at home and at school. Learners can get eBooks through virtual libraries or print books through physical libraries.

### **2.3.1 What to consider when making plans for the reopening of school libraries?**

Ellis (2020) highlighted that the COVID-19 pandemic challenges school libraries nationwide. The challenges of whether to open school libraries to learners in-person, online, or as a hybrid model of blended learning to promote the reading culture. In making such a tough decision, IFLA (2020) suggested that if the decision is to be made, these are the things to consider, firstly, make plans for reopening when rules, permissions, library buildings, and resources themselves permit this to happen safely. School libraries should set limits on the number of people using the library at any one time and prevent situations where people may gather closely together. Number one considers the issue of space, Ellis (2020) suggested repositioning or removing seating and tables to ensure distancing inside the school libraries. Miller (2020) indicates that after the issue of space is building a virtual desk, here teacher-librarians are encouraged to create a virtual library and update it regularly and include visual links to the most important reading resources that learners and teachers might need during

this time, such as official health links, current news stories and just storybooks that learners can read for fun and enjoy. This is like a display shelf in the digital library.

Number two is the circulation of print materials. AASL (2020) states that a teacher-librarian should develop procedures for the safe handling of materials for blended learning, where learning takes place at home and in school. Ellis (2020) proposed allowing only pre-booked visitors to use the school library, suggesting that school libraries should set up a system for learners and educators to pre-book the reading materials they would like to read and also make appointments. In line with the above statement is the Elementary Librarian(2021), suggesting that If the school's administration allows, learners and educators can be given the option to e-mail book requests and then schedule a time to come pick them up and if learners are not sure about what books they would like to read, consider having them fill out an online questionnaire, and then choose few books you think they might enjoy based on the answers they provided. Ellis (2020) adds that once the reading material that the school library patron has requested becomes available, the teacher-librarian can deliver them to learners and educators in the classroom or create a specific area where learner and teachers can pick up their items. Elementary Librarian (2021) further illustrates that if you are visiting classrooms, put together a mobile library cart with a few selections of books students might enjoy encouraging learners to read for pleasure. Use their records, interests, and reading levels as the guide and if learners are interested in any of these books, write down the learners' names and titles and update the system when you return to the library.

IFLA (2020) also added the importance of offering the possibility to borrow and return books at a counter or through a book drop and added the relevancy of the drive-through pick-up and the return of books if the school has not fully allowed learners to attend classes in person. Learners can reserve through emails and pick them up when they are ready on arrival. As stated by Elementary Librarian (2021), once the school library opens physically for in-person service, schedule appointments through e-mails for learners to visit the library because having few students visiting at a time will make it easier to control where students go and pay attention to areas that might need to be disinfected so, the teacher-librarian according to Elementary Librarian(2021) must leave bins or boxes around the library for learners to place books they have touched.

Factor Number three is to consider the idea of Returning Books. Ellis (2020) suggested that school librarians should prepare bookshelves as the return area with a date because if school libraries operate during the pandemic to promote the reading culture, returned materials may be contaminated. So, it is important to isolate the returned material for many days per the REALM Project guidelines before checking in and shelving them. OCLC, the Institute of Museum and Library Services, and Battelle (2020) created a Reopening Archives, Libraries, and Museums (REALM) project to produce science-based information about how materials can be handled to eliminate covid-19 exposure to staff and visitors of archives, libraries, and museums. REALM (2020) found five items commonly found in libraries, which are also in high circulation: hardback book covers, softback book covers, plain paper pages inside a closed book, plastic book covering, and DVD/CD cases. If the items are contaminated, the results show that the SARS-CoV-2 virus was not detectable on these materials after three days of quarantine. Testing was conducted by applying the virulent SARS-CoV-2 virus on these five materials held in standard room temperature and humidity conditions. These Items were laid flat.

OCLC conducted another test, the Institute of Museum and Library Services, and Battelle (2020) through the REALM project (2020) on archival folders, glossy pages, children's board books, braille paper, and magazine pages. Results show that the virus was not detectable on the archival folders after two days of quarantine. After four days of quarantine, the virus was not detectable on the braille pages, glossy book pages, and board book. The magazine showed a trace amount of the virus at four days. Day four was the final time point tested.

If REALM project 2020 further postulates that the Slovenian Public Health Institute has also suggested that learners receiving books at home or borrowing over the counter from the library or drive-through should quarantine reading material for several days and wait some days before opening the packages and then, if materials are not made of paper or card, can further be sanitized before the use. This means isolating some reading materials is helpful after being borrowed or taken out of the school library to reduce the risk of infections. Elementary Librarian (2021) asserts that learners that have been sick should be encouraged to keep an overdue book just a little while longer. When handling the returned reading resources, the teacher-librarian should wear gloves to ensure they are not exposed to infection.

Number four is the issue of e-books; Ellis (2020) advocated that the teacher-librarian should add e-books to the collection, to allow learners to have more digital resources. If learners have a lot to choose from, it will arouse their interest to read. According to IFLA (2020), The Portuguese Network of School Libraries has produced a platform for school libraries, suggesting tools and materials, even during the lockdown, to use supporting reading at home.

Number five is programming and Digital presence, IFLA (2020) suggested that school libraries reconsider programs such as storytelling or workshops because of restrictions. Lots of people can only gather in one place at a time. New York Department of Education (2020) argues that the teacher-librarian can still host student clubs, such as online book clubs and other recreational reading programs to meet learners' needs and promote a reading culture of reading by using google meet and zoom. Ellis (2020) adds that clubs can meet outside classrooms with social distancing in schools with enough schoolyard spaces if the school libraries open. American Association of school librarians (AASL) 2020 proposed online book clubs to promote reading culture because there will be no physical space needed or social distancing as learners attend the book clubs in the comfort of their homes. A time could be set where learners and the teacher-librarian can have a zoom meeting and read or discuss the book chosen. The teacher-librarians can still read with kids by running virtual book clubs.

Mrs J. in the library (2020) suggests that the part of the reading promotion, a teacher-librarian can host a live broadcast from different social media platforms and read a book aloud to students. Miller (2020) adds that there are many authors reading their books online that can be shared with learners. Still, the teacher-librarian should first check with publishers first if they are allowed recorded read-aloud. After reading a book, the teacher-librarian can do a virtual book talk and ask learners questions about the book that was read. Elementary (2021) further added that the teacher-librarian could record themselves reading stories and post those videos or podcasts online. Connect a research question to answer with a book you read aloud on a live videocast. Elementary Librarian (2021) and IFLA (2020) recommend posting links online where learners can get free read-aloud or digital books online.

Elementary Librarian (2021) sending out weekly reading challenges online, whether it is a Facebook page, WhatsApp, or the library school page might be helpful to promote the reading culture during the pandemic. Mrs J.in the library (2020) suggests creating a digital reading log, listing the books that have to be read by learners, taking one of the quizzes after

viewing it to check for understanding, and offering prizes. Elementary Librarian (2021) advises teacher-librarians to engage with learners by asking them to submit book reviews online after reading the books from the library list log, teacher-librarians may suggest and review different books from the library every day to increase learners' interests in reading for pleasure. Elementary (2021) encourage teacher-librarian to play a game of mystery book where they reveal the cover of a book throughout the day with a clue about its contents, and learner guess what book it is. This can be done on the library school page, WhatsApp groups, or the school-library Facebook page. Mrs. J.in the library (2020) suggests that creating a space where learners who are facing difficulties in reading can contact a teacher-librarian directly and privately will also help learners to be able to read for understanding. Encourage students to write their own stories and then share them online.

IFLA (2020) adds that school libraries should also be offered remote services such as eLending and eLearning, where learners can learn and borrow books digitally. If copyright permits, organizing digital story-times can help promote the culture of reading even when learners can no longer visit the school libraries due to the pandemic. IFLA (2020) has commended Libraries in Johannesburg, South Africa to reinforce their activities on social media, including new regular 'ask a librarian' sessions to promote the reading culture, during this pandemic. AASL (2020) and IFLA (2020) have shown concerns that resources online depend a lot on how they are accessed and suggest that a teacher-librarian should try and find digital resources that will be free to learners. Some learners do not afford the internet. AASL (2020) and IFLA 2020 reveal that some publishers and vendors have taken the helpful initiative by providing open access to materials related to COVID-19, and Others have facilitated access by making it easier to log in and access materials from outside of official networks. Providing learners with targeted videos or electronic resources appropriate for their curriculum or age group will help them read for knowledge and pleasure. Collaborating with the public library to provide learners with various reading resources has been suggested since learners cannot go to the public library due to the restrictions.

## **2.4 Summary**

The researcher has grasped from this literature review that most scholars kept emphasizing that reading for pleasure was the first task to instil in learners if ever a positive culture for reading was to be promoted. Reading for pleasure can be instilled by creating humorous

library activities to make learners interested in reading. Activities that have been mentioned above, such as reading quizzes, reading campaigns, the use of the reading facilitator, reading festivals, storytelling, and book clubs, of course now things have changed as the world is fighting the coronavirus pandemic. However, the school libraries still have to adapt and continue promoting the reading culture in schools, which is what this chapter has been about.

## **Chapter 3: Research methodology**

### **3.1 Introduction**

Oxford South African Dictionary (2013) states that research is the systematic investigation of the study of sources to establish facts and verify the information. Oxford South African Dictionary (2013) elaborates that methodology is a set of systematic techniques used in research. This simply means a guide to research and how it is conducted. Igwenagu (2016) clarifies that research methodology describes and analysis methods and throws more light on their limitations and resources.

McCombes (2019) postulates that the research methodology chapter explains what the researcher did and how they did it because this allows the readers to evaluate the reliability and validity of the study. In this chapter, the researcher describes the research methods employed in this study. This includes sampling size, population, data collection methods, and data analysis that will create an understanding of the role of school libraries and teacher-librarians in promoting reading culture at uThukela District, Bergville Circuit. This section discusses the research paradigm, research approach, design, selection of participants, trustworthiness, and data analysis.

### **3.2 The setting**

Bergville is a small town situated in the low hills of the Drakensberg mountains, Okhahlamba Municipality, uThukela District, KwaZulu-Natal, South Africa. According to the census (2016), Bergville has a total population of 135 132. The racial makeup is Black African 60.4%, Coloured 1.3%, Indian/Asian 14.6%, White 20.0%, and other 3.8%. The First languages as of 2011 are IsiZulu 82.2%, English 12.1%, Afrikaans 1.3%, Sign language 2.3% and others 2.1%.

Wikipedia (2022) states that it was established as Bergville Mountain Village in 1897 and is now the commercial centre for dairy and cattle. Bergville has land areas which are Amangwane and Amazizi, Acton Homes, Rookdale, Bethany, Woodford and the CBD. Amazizi includes Emazizini and Obonjaneni. Amangwane includes Emaswazini, Ngoba, Dukuza, Zwelisha, Emoyeni, Emakhosaneni, Ndunwane, Stulwane, Khokhwane, and Magagangangozi. The two most famous people from Bergville are Sjava (Jabu Hadebe)

singer and Big Zulu (Siyabonga Zulu) a rapper. Below is a figure 3.1 graphical shows uThukela District.



Figure 3.1 uThukela district (source: Trade and Investment KwaZulu-Natal 2016)

### 3.3 Research paradigm

Kivunja and Kuyini (2017) explain that a research paradigm reflects the researchers' beliefs about the world they live in and want to live in. It constitutes the beliefs and principles that

shape how researchers see the world and how they interpret and act within that world. Perera (2018) adds that the examples of this paradigm are the cultural themes, worldviews, mindsets, and ideas. They provide ways of viewing life and are based on sets of beliefs about our reality. Patel (2018) claims that a research paradigm is a set of common beliefs and agreements shared amongst researchers about how problems should be understood and solved.

Perera (2018) argues that researchers can use different paradigms to solve problems. No one is right or wrong, as they each shape the kind of theory created for the general understanding. There are several different kinds of research paradigms. This study has adopted the interpretivism paradigm because it allows the researcher to understand the world in which participants live and work to have a subjective understanding of their experiences. Bonache and Festing (2020) add that the interpretivism paradigm helps to understand the world from the perspective of its participants and cannot be carried out without the interpretation effort of the researcher. The interpretivism paradigm suggests that we do not live in one social reality but rather in multiple socially constructed views.

The researcher chose the interpretivism paradigm because according to Rehman and Alharthi (2016), interpretivism does not claim that there can be any permanent standards by which truth can be universally known. They believe that different societies create different realities, meaning the truth will be according to what that particular society sees and believe. The researcher believes that experiencing what society experiences while listening to their stories is the best way to extract information. To add to the reasons the researcher has chosen the interpretivist paradigm is because Rehman and Alharthi (2016) believed that the truth and the reality are created and not discovered, so it is not possible to know reality as it is because it is always mediated by our senses.

Grix (2004) stated that external reality cannot be directly accessible to observers without being contaminated by their worldviews, concepts, and backgrounds because people interact with other people in society and ascribe meaning and names to different social phenomena. Grix (2004) further claims that researchers are part of the social reality being researched and they cannot remove themselves from the subject they are studying. Bhattacharjee (2012) states that interpretive methodology requires that social phenomena be understood through the eyes of the participants rather than the researcher. The interpretive paradigm aims to

understand social phenomena in their context. This is why the researcher has visited most of the sites where the participants work, to understand social phenomena in the context of the participants. The researcher finds the above statements to be true through the fact that the since the researcher is also the teacher-librarian, they had already had some assumptions about what is expected from the library, and so if the researcher had not visited the sites from where the participants work then the truth would have been contaminated without having understood social phenomena in their context. The interpretivist paradigm requires that social phenomena be understood through the eyes of the participants rather than the researcher and what is a better way of understanding through the eyes of the participants than being a participant yourself? Being in the environment where they are in and experiencing what they are experiencing and then what they say makes much sense.

### **3.4 Research approach**

Bhattacharjee (2012) states that interpretivists collect most of their data using a qualitative approach from the participants over some time. Bhattacharjee (2012) further explains that Interpretive researchers use methods that generate qualitative data, and although numerical data could be involved but they are not relied upon. This is the reason that this study used the qualitative approach to gather data from a population that is involved. Qualitative data can be relied upon because it can help the study to get in-depth feelings and thoughts of the participants, and in that way the researcher gets more understanding of the social phenomena being studied. Astalin (2013) describes qualitative research as an inductive process of organizing data into categories and identifying patterns and relationships among categories. This implies that data and meaning meet originally from the research context. Dworkin (2012) states that qualitative research works out under a combination of observing participants and interviewing participants, which involves one-on-one interviews, focus groups, telephone and electronic mail interviews, and document reviews.

Qualitative and quantitative research represents two different world views. Bhandari (2020) elaborates that qualitative research is the opposite of quantitative research because its deals with analyzing numerical data for statistical analysis. On the other hand, qualitative research involves gathering and analyzing non-numerical data such as text, audio, and videos to understand opinions and experiences. Hammarberg, Kirkman, and De Lacey (2016) added that qualitative research is usually seen as suspicious and often considered lightweight

because it involves small samples that may not represent the wider population and is viewed as not objective and the results are assessed as being contaminated by the researchers' own experiences and opinions.

### **3.5 Research Design**

The study has adopted a simple qualitative research method using a multiple case study design. Gustafsson (2017) states that a multiple case study helps us to understand the phenomenon much better because in a multiple case study the researcher studies multiple cases to understand the similarities and differences between the cases. Therefore, the researcher can provide the literature with important influences from its differences and similarities. This design is commonly associated experiments and the evidence that is generated from a multiple case study is strong and reliable.

Hunziker and Blankenagel (2021) adds that the major advantage of multiple case research lies in cross-case analysis, a multiple case research design shifts the focus from understanding a single case to the differences and similarities between cases. Hence this the reason why the researcher chose this design and also because the schools involved are different and so are treated as multiple cases. This design also offers data collection flexibility, including questionnaires, document reviews, interviews and observations which the researcher has used in this research.

### **3.6 Population and Sampling**

MaCombes, (2021) makes the differentiation between the population and the sample that the population is the entire group that the researcher wants to draw conclusions about, and the sample is the specific group of individuals the researcher will collect data from. Regoniel (2015) states that the sample size used in qualitative research methods should be smaller. Hammarberg, Kirkman, and De Lacey (2016) agree with the above statement and add that larger sample sizes do not produce greater applicability and depth may be sacrificed to the breadth and there may be too much data for adequate analysis.

Regoniel (2015) affirms that the reason is that qualitative research methods are often concerned with gathering an in-depth understanding of the phenomenon or are focused on the meaning, which is usually centred on the how and why of the particular issue, or process, situation, and set of social interactions.

According to Bhattacharjee (2012) sampling is the statistical process of selecting a sample of a population of interest for the purposes of making observations and statistical inferences about that population because we cannot study entire populations because of feasibility and cost constraints, but we must select a representative sample from the population of interest for observation and analysis. Sampling techniques can be grouped into two broad categories: probability sampling and non-probability sampling.

MaCombes (2021) suggests that qualitative research often uses purposive sampling. This type of sampling involves the researcher using their expertise to select a sample that is most useful to the research purposes. The study adopted a purposive sampling technique where teacher-librarians, principals and Educational specialist or Deputy Chief Education specialist from ELITS were selected based on their roles and involvement in the school library and curriculum development. The research was conducted on three levels: firstly, the district level where the Senior Education Specialists ELITS was interviewed and lastly at a school level where principals and teacher-librarians from selected schools were interviewed.

As established earlier in the study, there are only seven schools in the Bergville circuit with functional school libraries, four high schools, and three primary schools. These schools are all located far from each other as the locations of the investigated schools are as follows: School A Bethany. School B Amazizini. School C Langkloof. School D Zwelisha. School E Emoyeni. School F Edukuza. School G of Emmaus. The researcher made make appointments and visited most of the schools mentioned above. The research consists of one official from ELITS District level, seven principals from the schools mentioned above and teacher librarians from the schools mentioned above. All of the participants were interviewed.

Laerd (2012) states that total population sampling is a type of purposive sampling technique that involves examining the entire population because that population has a particular set of characteristics, such as specific traits, experience, knowledge, skills, age, gender, occupation, and health status. In the case of total population sampling, the units of interest may have some characteristics that are rare, and they influence our choice of total population sampling. Mishra and Alok (2017) state that two aspects allow when total population sampling may be used, number one is when the population size is very small. In total population sampling, researchers choose to study the entire population because the size of the population that has the particular set of characteristics that we are interested in is very small. Therefore, it is

important to include every unit so that no part of the information may be missing. Number two, the population shares rare characteristics. The characteristic shared by the population is considered rare, which explains why the population studied is very small. Laerd (2012) further explains that due to the very small sample sizes and the rare characteristics of populations that make up a total population sample, researchers look at these samples in-depth using qualitative research methods. With total sampling, the researcher does not generalize the information because every unit in the population is being studied.

The researcher made appointments and visited 6 of the schools mentioned above including official participants from ELITS and made a call interview with one school. The researcher did not select any sample from the population of the study but has interview the entire population of this study. The current condition of COVID-19 has made the researcher try and find an alternative in the case where the researcher cannot meet up with other respondents due to COVID-19 pandemic and restrictions in place. Telephonic interviews were conducted with the respondents.

### **3.7 Data collection process**

Data was collected through in-depth interviews, using a semi-structured interviews schedule and through analyzing documents such as Education Library Information and Technology Services (ELITS) KZN School library policy (2003), National Guidelines for School Library and Information Services (2012) School Reading Strategy (2009). Owens (2020) states that modes of survey administration are personal (face-to-face), telephone, mail, or a combination of methods. The researcher used face-face interviews that were scheduled with the participants for a length of no longer than (45) minutes.

The researcher used face to face interviews because Owens (2020) suggested that it helps to get the highest cooperation rate and lowest refusal rates. The researcher considered that school lunch breaks lasts for 45 minutes, thus which is how long the interviews lasted with each participant. Participants were called before the interview to set the appointment for the interview. The researcher asked for the permission of the participants to record or take notes during the interviews. Confidentiality of the information provided was assured to the participants, and the information provided is solely for the study. The participants that the researcher could not meet due to covid-19 restrictions were called, and the interviews took

place over the phone. A phone interview is less expensive than a personal interview and it minimizes the risk of contacting the coronavirus.

Bhandari (2020) claims that these are some qualitative methods used to collect data in qualitative research. The first is observations, where the researcher records what they have seen, heard, and experienced in detailed field notes. The researcher observed around in sites while they were conducting the interviews with the participants and recorded their observations the second is the interviews, where the researcher personally asks people questions in one-on-one conversations. The researcher went in schools and called in participants for one-one interviews where the researcher asked the questions to participants and recorded their responses. The third is focus groups, where the researcher asks questions and generates a discussion among a group of people. This method brings together a small group of people to answer questions in a controlled setting, chosen due to specific demographic traits. Focus group were not used in this study as it needed one-on-one in-depth interviews.

Fourth is surveys, where the researcher distributes questionnaires with open-ended questions. The disadvantage of this one is that people can answer these questions even if they are not close to the researcher. So, while answering the researcher does not get see the participants' expression whole answering questions. Also, with one, does not provide enough room for the participants to elaborate on what they mean and so the researcher cannot get that much information. Fifth is secondary research, the researcher collects existing data through texts, images, audio, and video recordings. Secondary research includes research material published in research reports and other similar documents. According to Aspers and Corte (2019), qualitative research is multi-method that focuses on involving an interpretative approach to the subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, and interpret the phenomena in terms of the meanings that people bring to them. Qualitative research also uses a variety of methods, such as intensive interviews or in-depth analysis of historical materials, and it is concerned with a comprehensive account of some event or unit.

### **3.8 Trustworthiness**

Sileyew (2019) explains that with trustworthiness, the report of a qualitative study should contain the same procedural description as any other study, the purpose of the research, how it was conducted, procedural decisions and details of data generation and management should be transparent. In this report, there should be enough description, explanation, and justification of the methodology and methods used to defend the integrity of the work done. Connelly (2016) states that the trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study using a certain criterion. This study has used a semi-structured interview schedule.

Kallio, Pietila, Johnson, and Kangasniemi (2016) state that a semi-structured interview schedule consists of two levels of questions which are the main question and follow-up questions. Kallio, Pietila, Johnson, and Kangasniemi (2016) affirm that with the semi-structured interview schedule the researcher prepares a list of questions but does not strictly follow a formalized list of questions, because they ask more open-ended questions, allowing for a discussion with the participants. The semi-structured interview schedule was chosen because it will enable the respondents to answer the questions asked by the researcher, elaborate and clarify the information that they feel might be misunderstood by the researcher and the readers. This also helped the researcher seek more clarification and explanation, which benefited the study.

### **3.9 Data analysis**

This study used thematic analysis to analyze the findings of data generated through in-depth interviews and document reviews. Crosley (2021) suggests that thematic analysis is about analyzing the themes within the data set to identify meaning, based on the researcher's questions. Crosley (2021) further states that thematic analysis is also useful when looking for subjective meaning such as a participant's views, opinions, and experiences. Thematic analysis has different approaches but this study, in particular, has used the inductive approach.

According to Bertram and Christiansen (2015), the inductive approach involves taking meaning and creating themes from data without any preconceptions. This means that the researcher analyses data without an idea of what themes will emerge, and allows themes to be

created by the data found. From different types of thematic analysis, the researcher has chosen the inductive approach as is perfectly fitting for the study because the study does not have a hypothesis so the researcher does not have any expectations of the outcome but will rather let the data lead to themes and meaning. Reduces the bias of having an individual contaminate the findings of the study.

### **3.10 Ethical clearance**

Bhattacharje (2012) States that Ethics is the moral distinction between right and wrong, and what is unethical may not necessarily be illegal. Bhattacharje (2012) continues to define that ethics are defined by the way they conform to the standards of conduct of a given profession or group. These standards are defined at a disciplinary level through a professional code of conduct and can be enforced by the university. University College London research ethics Committee (2016) explains that ethical review aims to protect participants because they are a valuable part of the research process and not merely a means of accessing data. The researcher used the University of KwaZulu-Natal research ethics policy and follow all the rules and regulations outlined in the policy, including obtaining the ethical clearance protocol.

The researcher has asked for the permission to conduct the study from the KwaZulu-Natal Department of Basic Education permission to research the concerned schools and the district. Participation in this study was voluntary. The participants in this study were guaranteed confidentiality and anonymity (pseudonyms were used instead of their real names to protect their identities) and the information received will only be used for this study. The participants were fully informed about the research procedures, and they were asked to give their signed consent to participate in this prospective study.

### **3.11 Summary**

This chapter discussed the methodology employed in this study. This included sampling size, population, data collection methods, and data analysis used in this study. The research methodology used in this study assisted in the collection of data and also ensuring the accuracy and integrity of the results. This chapter described the methodology used in the study by explaining what was done in the study to collect data to answer the research questions in the most accurate way. The researcher used the qualitative research design to

gather data using survey research design and in-depth semi-structured interviews as data collection methods. The choice of methods used was dictated by the nature of the problem under study.

## **Chapter 4: Discussion of the results**

### **4.1 Introduction**

This chapter presents the findings induced at the mentioned schools and by the participants of the study regarding the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela District, Bergville Circuit. The findings are exhibited under the following sub-topics:

- What are the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit?
- What is the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit?
- How can school libraries effectively create and sustain a strong reading culture in schools at uThukela District? Bergville Circuit?

The six teacher-librarians, seven principals, and one ELITS official who responded to the questionnaire expressed their understanding of the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela District, Bergville Circuit. Two participants were wearing two hats. They both held two positions of SMTs members and teacher-librarians. Before discussing the findings, the researcher starts with biographical sketches of the teacher–librarian interview and their school library’s background.

#### **4.1.1 School A**

School A is a high school in the deep rural of Bergville at Amazizini. A teacher-librarian from this school is a female in her forties. The teacher-librarian is a qualified teacher and teacher-librarian. She has an honours degree in Education and a postgraduate Diploma in Librarianship from the University of KwaZulu-Natal with a scholarship from ELITS. She teaches English as a First Additional Language and Life Orientation from grades eight to twelve. The library for school A is class size library. It has shelves around it and has a space to walk freely. There are record books, like accession books, and learner’s book records. The school won a reading competition provincial district and provincial levels.

#### **4.1.2 School B**

School B is a primary school in the deep rural of Bergville in the Dukuza area. A teacher-librarian from this school is a female in her forties also. The teacher-librarian is a qualified teacher with a degree in Education, and a Postgraduate Diploma in Librarianship obtained from the University of KwaZulu-Natal funded by ELITS. She recently got promoted to be the principal, she teaches natural science in grades five, six, and seven. The library for school B is big and class-sized; it has shelves, desks, and a space to walk freely. There is an accession book and learners' book record. The school has a relationship with an international organization that constantly donates books to the school and visit the school. School B was selected to participate in the PRLS study in 2016.

#### **4.1.3 School C**

School C is a primary school in the deep rural Bergville in the Moyeni area. A teacher-librarian from this school is a female in her fifties. She is a qualified teacher and teacher-librarian. She has a degree in Education and a diploma in librarianship. She obtained her Postgraduate Diploma in Librarianship from UKZN with a scholarship from ELITS. She is a grade five and six educator. The library for school B is big and class size library. It has shelves, furniture, and a space to walk freely. The library has more books than other libraries in the schools that the researcher visited during the observation. There is an accession book and learners' book record. The school has won the District and provincial reader's cup competition

#### **4.1.4 School D**

**School D** is a high school in the deep rural Bergville at Zwelisha area. A teacher-librarian from this school is a female in her late thirties. The teacher-librarian is a qualified teacher and teacher-librarian. She has a degree in Education and a postgraduate Diploma in Librarianship. She obtained her librarianship qualification with a scholarship. She teaches English First Additional Language from grades eight to twelve. The library for school d is double the class size, it has shelves around, and in the middle, displays, aircon and has a space to walk freely. There is an accession book and learners' book record. There are library cards used in the library that are usually issued when grade 8 learners first arrive at school. The school won the reading completion in 2016 in the uThukela District.

#### **4.1.5 School E**

It is a high school in the rural of Bergville at Langkloof. Mostly this area is a tourist destination. It has the best hotels and restaurants. A teacher-librarian from this school is a female in her late thirties. The teacher-librarian is a qualified teacher and teacher-librarian. She has a degree in Education and a diploma in librarianship. The teacher-librarian is also a Departmental Head (DH). Got her diploma of librarianship with the ELITS scholarship. She also teaches English First Additional Language from grades eight to twelve. The library for school E is double the class size. It has shelves around and, in the middle, displays, library policy, and a space to walk freely. There is an accession book and learners' book record. The school has participated in the reader's cup completion.

#### **4.1.6 School F**

**School F** is a high school in the rural of Bergville at Bethany. This school is closest to the town that other schools visited. A teacher-librarian from this school is a female in her early thirties. The teacher-librarian is a qualified teacher and teacher-librarian. She has a degree in Education and a Postgraduate Diploma in Librarianship from University of KwaZulu-Natal funded by ELITS. She teaches English First Additional Language and IsiZulu Home Language grade nine to eleven. The library for school F is class size, it has shelves around the wall, different collections of books donated by ELITS and the University of KwaZulu-Natal, displays, library policy, and a space to walk freely. There is an accession book and learners' book record. The school won the reader's cup completion in 2019 in the district and competed at the provincial level.

#### **4.1.7 School G**

**School G** is a primary school in the deep rural of Bergville at Emmaus; this school is closest to the hospital of Bergville. A teacher-librarian from this school is a female in her early thirties. The teacher-librarian is a qualified teacher and teacher-librarian. She has a degree in Education and a postgraduate Diploma in Librarianship. She teaches in the foundation phase. The library for school G, is a central classroom library. It has shelves around the wall, and the books are arranged according to the DDC, displays, and library policy. It provides a fully functional floor for a wide variety of activities. There is a collection of books donated by both ELITS and Biblionef. There is an accession book and learner's book record. They also have

issue cards for learners borrowing books. The school has participated in reading competitions.

#### **4.2 Factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit**

The principals were asked if they thought learners around Bergville read as much as they should. The responses were different, as expected, considering that people do not see with the same pair of eyes and have different views or opinions. Some expressed that they did not think learners read as much as they should, and some believed that learners read as expected. What struck the most is that even though the responses were different, most teacher librarians felt that learners were not reading as much as they should have. Several principals stated that, in their view, learners were not reading as they should. One principal explained that the school's performance is monitored and evaluated by department he was quoted saying, "we have more insight into the district results as each year after grade 12 results, we are called to the circuit meetings to discuss the results of the previous years, the facts that contributed to the results and how they can be improved".

Both the principals and the teacher-librarians expressed their view on learners around Bergville not reading as much as noticed when in classes teachers were assessing learners on reading allowed and answering questions paragraphs that needed reading for comprehension. One principal, who is also a teacher librarian, stated that these learners were also spotted when they were expected to read aloud. It was said that these learners tend to be more aggressive because of the fear of being laughed at by their fellow peers. The results from the research undoubtedly showed that learners around the Bergville circuit were not reading as much as they should. This is due to several reasons that are discussed below. Still, the number one reason mentioned in chapter one. The fewer functional libraries around the uThukela District, Bergville Circuit. During the interviews, the participants discussed numerous reasons contributing to learners not reading as much as they should. These are some of the reasons: Access to reading material can be difficult, illiterate parents, do not understand the importance of reading Just GET classes, others have a lot of school work, the school is in a rural area and parents are illiterate, deep rural area, children don't have access to the libraries. Others cited that there are few schools with libraries, and the community library is far. Some schools are said to have limited reading resources. Parents and learners

don't understand the importance of reading learners with special needs and child-headed households.

#### **4.2.1 Access to reading material**

The number one factor contributing to poor reading was access to reading material, as stated by teacher-librarians who felt that accessing reading material was difficult for most learners in Bergville, considering the fewer school libraries around Bergville. In chapter one, it was established that the town has one public library, Bergville Public Library. Mbhele (2020) mentioned that the circuit had 110 schools and Shabalala (2020) stated that only seven schools have functional libraries. The principals and teacher-librarians commonly cited this as the main reason for learners not reading as much as they should because they could not access the reading material, because the circuit is rural, and most schools are in deep rural areas, so getting to the public library might be a hustle for most learners.

#### **4.2.2 Poor Economic background**

Poor Economic background, this factor was named as the second reason that children around this circuit did not read as much. This factor is an extension of the above factor, the access to reading material. Learners with no school libraries in their school have access to reading material and might be required to visit the public library. As established earlier, the town has one public library in town. Getting there needs learners to have money for a taxi, and with rising oil prices, taxis are not cheap for parents who eat greens with a stick. For these learners accessing the library is not just possible. Even parents don't have enough money to buy newspapers or magazines for children to read. Some teacher-librarians and principals highlighted that some learners have cell phones but are not always smart phones, so accessing reading materials is still challenging even for learners with cell phones. Some learners with smartphones do not have access to the internet as that needs money also, so cell phones are also not helpful in this situation. The issue of cell phones not having the internet is most vivid in grade twelve when learners are supposed to be applying to universities and accessing emails for the responses. They simply don't have the means unless the schools and teachers help them to access their emails using teachers' cell phones.

### **4.2.3 Illiterate parents**

The third factor was cited as illiterate parents. There was a great emphasis on these factors. The parents play a major role in shaping the child and helping the child progress, but it becomes a problem when a parent cannot read because that means they cannot assist children in that area. Without the parents being able to help their children, children become disadvantaged because they can ask them for help when they feel stuck and home is where a child may be more comfortable asking for help than at school if they feel like they cannot progress. Also, the factor established with illiterate parents is that they are not educated, making them not prioritize reading as the results disturb a child during a reading with excessive house chores because they feel like children reading is a waste of time. Parents do not encourage learners to read because they do not understand the importance of reading. It is said that most parents don't understand the importance of reading because they are illiterate and as a result, they barely get involved in their children's studies. The blame of children not being able to read cannot entirely be blamed on illiterate parents because of their previously known disadvantage with the apartheid system.

### **4.2.4 Workload**

The fourth factor is the workload. There is much work for learners and teachers. So there is simply no time for reading time for learners. Most learners only get time during that 1 hour of Dear at school per week for reading, which is not enough to instill the love of reading in learners. Most high school participants said that only GET grades are involved in reading activities, for the rest of the FET classes, learners can't participate in reading activities or read for pleasure because of the workload, so some FET learners go to the library when an assignment is involved. Some primaries, had the same story that the learners from the upper grades could not participate in reading activities as they desired due to the workload.

### **4.2.5 Learners with special needs**

Kagan (2021) states that a special needs child is a youth determined to require special attention and specific necessities that other children do not. Participants raise a point about learners with special needs that require more attention and extra attention from what others schools offer. It was claimed that some parents are in denial that their children need a special needs education that some schools do not have. Some parents see that their children have a

problem, but it is difficult for them to send their kids to these schools, considering that these schools are far from where they reside and getting children there might be a problem. As much as in South Africa, it was suggested that all schools should provide inclusive education, where all learners can get educated equally regardless of their gender, race, and disabilities. This is not always possible, considering that children with special needs require more individual attention from their teachers to understand what others learned in a class full of learners. The problem in South Africa is that most public schools are short-stuffed, and teachers have periods throughout the working hours, which makes it impossible for them to teach learners with special needs to read. Parents at home are not trained to teach children with special needs how to read. The children end up being at a disadvantage. This was one of the saddening reasons that participants highlighted that contribute to the poor reading culture.

#### **4.2.6 Child-headed households**

Child-headed households were mentioned as another issue affecting learners contributing to poor reading culture. We have been discussing how the parent is not helping their children with reading, but what about those children who have no one to come back to after school? The issue of child-headed households raised some deep emotions during the discussion. It is not only that these children have no one to cook, clothe and care for them, but also, they have to face the reality of not being able to ask for help at home with homework and defiantly no one to teach them how to read or read to them bedtime stories so that they develop the love of reading. Some learners are young but caring for their siblings for different reasons, which maybe that their parents died, they are working from far, and some decided to abandon their children without anyone to take care of them. These learners do not have anyone to help them at home with reading; even at school, they are distracted, and it is hard for them to focus on anything while thinking about where their next meal will come from.

#### **4.2.7 Possible solutions**

When discussing the recommendations and how these issues can be solved, participants were not all positive about the solutions as they raised their concerns that most of these issues were outside the control of teachers such as the lack of school libraries, lack of community libraries, and economic factors. It was said that unless the external stakeholders intervened,

there was not much hope. The external intervention would be the municipality's at least providing mobile libraries to communities where they are none, bringing access to the people.

It was also established how the minor factors could be solved within the participants' control. It was suggested that they could be helped by helping learners at school to read. Participants claimed that teachers were also responsible for assisting the learners with reading. Teachers need to make time for learners to read and also provide assistance. All the schools where the research was conducted have a reading hour called D.E.A.R (Drop Everything and Read). This is where everyone in school drops everything and read during this hour. It is once per week, is that enough? The responses of this hour not being enough and not contributing much to the learner's progress. With the crisis we face, an hour per week to instil the love of reading and encourage learners to read is not enough, but what can be done? The curriculum still has its needs and workload. Participants voiced out that an hour to teach and help learners to read is not enough and emphasized on learners being encouraged to read at home as they might get more time to do so.

Encouraging learners to read at home is not just the duty of teacher-librarians or teachers, but is also the duty of the parents. Participants suggested that parents must be encouraged during the parents' meetings to be more concerned with their children's studies, and that includes continuously encouraging them to read and monitor if they are reading even though parents cannot read themselves. Encouraging learners about the importance of reading can go a long way.

At schools, if teachers buy reading materials such as newspapers and magazines, they can bring those to the classes and borrow the learners to read. Magazines are a great way to instil the love of reading as they have pictures, the latest trends, and celebrity gossip which might interest learners to read since these celebrities are their idols. In this way, learners might be interested in reading more magazines to learn more about their favourite celebrities. Teachers should be encouraged to ask the magazines even with their neighbours so that they can borrow learners to read.

With the lack of reading materials in schools such as books, some schools have books but these books are not enough for the learners. The teacher-librarians suggested that the teacher-librarian of that school should try making a relationship with the public library. The school

can borrow books from the public library and give them to learners who have difficulty getting to the public library.

### **4.3 The role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit**

Teacher-librarians had different ideas of what their duties were. They defined their duties according to what they were already doing on a day-to-day basis in their school libraries. Before discussing the role of school libraries and teacher-librarians in promotion of reading culture at uThukela district, Bergville Circuit, we have to discuss the role of ELITS at the District level, and of the principals at schools to look at the issue at its bigger scale.

#### **4.3.1 The role of ELITS at the District level**

When the ELITS was asked about their role at uThukela district, the ELITS Deputy Chief Education Specialist stated that their first role of ELITS at uThukela district is to promote a culture of reading. Secondly, it is to help schools establish their school libraries by training them in library administration and management so that their library will be effectively used. The district has mobile library services that they facilitate to help schools that have a limited number of resources or which have none at all. So, that mobile library visits schools that are in remote areas. They also help with the integration of ICT in the library. Hence, they have a digital library that they have introduced, even though only a few schools have been identified, but some of them have already started. Closer to home, ELITS' project at uThukela district is distribution of gargets to target schools, especially those with functional libraries as a start and then focus on stablishing more school libraries in other schools. These are all possible interventions to aim to improving the issues of the reading culture at uThukela district.

#### **4.3.2 Principals supporting the promotion of the school library and the teacher-librarian**

The principals continuously encourage the teachers to help the teacher-librarian. If the librarian is busy and cannot do the work at the library. The principal delegate at least one educator from the library committee to come and help supervise learners while they are reading in the library. Principals also encourage teachers to help monitor students' progress during the term, especially when regarding reading. When the learners struggling with

reading have been identified, and the teacher librarian is consulted to help the situation. The principals Encourage learners and teachers to visit and use the school library as much as possible. Teachers are also encouraged to create projects requiring learners to visit the library. Principals provide physical support if needed and also if financial support is needed. The principals help through the library budget on the norms and standards. Like installing an aircon and buying a new set of books for the library.

#### **4.3.3 The role of school libraries and teacher-librarians in the promotion of reading culture by ELITS**

When a district official was asked about the role of school libraries and teacher-librarians in promoting reading culture, this is what the researcher found out that a teacher-librarian, as well as a school library, have a vital role in promoting reading at schools. The ELITS official says that, “A library is where reading material is found, so the library's role is to provide reading material to learners. A teacher-librarian role first role is to have a passion for the library and create a conducive atmosphere for patrons visiting the library”. This role helps to create an environment that is none threatening to learners. It is where they are free to read whatever they would like to read in the library, not read-only school work. A passionate teacher-librarians role is to market their resources to make the whole school aware of what is happening in the library. This will help others or the whole school to use the library and also to extend the usage of the library to the classroom by allowing the class teachers to have block loans if the library has enough resources. Block loans are when the school has a timetable for which grades borrow on a day of the week. If it is a grade ten day to borrow, then it is compulsory for all learners in that grade to borrow a book on that day. What teacher-librarians need is passion, and everything else will be easy.

#### **4.3.4 Teacher-librarians**

In this section the Teacher-librarians share their view points on the role of school libraries and their roles of promoting the reading culture at uThukela district, Bergville Circuit.

##### **4.3.4.1 Open the library, arrange the books on the shelves**

Teacher-librarians described and explained that their first duty is to make sure the school libraries doors are open as often as possible for the library users. While keeping the library

open patrons use the library and misplace lots of books around the library. Returned books are also not placed on the shelves by the patrons. They are usually in the return box or on top of the teacher-librarian desks waiting to be placed back on shelves. They all need to be arranged and placed back on shelves. We know that libraries are the facilities where certain systems are used to arrange everything. Without that libraries would be just one big mess. So, the teacher-librarian's role is to organise and shelf the books according to the Library of Congress Classification System (LC) or the Dewey Decimal Classification System to organize their books.

According to Library of Congress Classification (2014) Library of Congress Classification System is a classification system that uses letters and numbers to arrange the books, so that books on the same topic are together. Newcastle University Library (2022) explained that the Dewey Decimal system is a classification system used by libraries to arrange books using subjects. Each book is issued a shelf mark number, usually found on the spine of the book, and arranged in numerical order. Arranging books this way makes it easier for learners and teachers to find the books that they are looking for. Above all, the teacher-librarians expressed that the library users need to find the library clean and neat to feel more harmonious while browsing through to find the book

In contrast, they are looking for or while sitting down and reading. Aliouche (2022) emphasized the benefit of a clean environment when stating that the absence of clutter can reduce the overstimulation produced by too many visual stimuli, helping increase focus and the ability to concentrate.

#### **4.3.4.2 Assist learners in choosing the reading material**

The teacher-librarians explained that they have to assist learners in choosing the reading material for reading pleasure and with material to assist with projects. National Library of New Zealand (2022) suggests that when helping learners subconsciously choose their reading material, we teach them to discover and articulate what they like reading and why it helps to build their sense of self as young readers, develop their browsing and selecting skills and leads to a lifetime of reading for pleasure. The teacher-librarians explained that this is the most important task of a teacher-librarian you have. Most first-time library users are afraid and lost. Some have never seen many books in one place, and some have never been to the

library, so they are scared, because there are so many books to choose from, they end up not knowing what to choose from. It helps someone is there to help them navigate this little world they have discovered. For obvious reasons mentioned in Chapter Two, librarians help learners choose according to their interests, age-appropriate material, and reading levels.

Teacher-librarians explained that helping them with their project is also important because most topics can be confusing and learners might feel lost when borrowing all through those books. They might also end up taking and writing the wrong information for their assignment, and when they fail it could feel like the library is of no use to them, and that could leave a bad impression of the library. Subject teachers communicate with the teacher librarian before handing out the assignments to learners so that the teacher-librarian can reserve all those books that are related to the topic of that assignment or project. When the learners are finally given the projects, the teacher-librarian can point them in the right direction when coming to the library with all the books that are reserved just for them. One librarian shared her story: “on the first day I fell in love with the library, reading, and law, when I was in grade eight. We were given a project where we had to investigate the laws and Acts. We were not familiar with these topics since we came from a different background than most of the learners. One day we went to the library with an assignment that seemed difficult to do and understand. As scared as I was seeing all those books and lots of people. I wanted to get out immediately but this one friendly librarian came to the rescue and asked what I needed. I gave the librarian the assignment paper and immediately pointed in the right direction. When I got to the shelf, a book was chosen. After a day, almost six books were consulted, and I found it very interesting. I did not only fell in love with a law that day, but I also fell in love with the library with all the information it provided. I got 100% on the assignment”. This story inspired the researcher but also highlighted the importance of the teacher librarian in helping the learners choose the right material from the moment they walk inside the library door.

#### **4.3.4.3 Giving learners access to books and information**

Apart from opening the library and making sure that the books are sorted in the DDC or LC way, learners should not only have access to books but also information. The teacher-librarians raised the issue of libraries having books for learners, but that does not always mean that learners have the information they need for their research. Sometimes the number

of books in the library is not enough for all the learners at school. Among other roles, the teacher-librarians voiced that providing access to information for learners and educators is just as important. The teacher-librarian at Bergville Circuit has created a healthy relationship with the public library so that they have more access to the much-needed reading resources at school. What happens is that the teacher librarians have made public library cards for learners at school. When there is a need for more resources for the learners, they consult the public library to borrow books from them. The teacher-librarian then fetches books from the public library and gives them to learners. When it is time to return them, the teacher-librarian collects all those books from the learners and returns them to the public library in that way, learners do not spend money going to town to borrow books but the teacher-librarians give them access to these books and information that they would have struggled to find considering that it was not available in school. Suppose teachers give learners assignments on topics that the school has no resources for. In that case, the teacher-librarian borrows a book from the public library related to the topic and sets them aside for that particular grade.

#### **4.3.4.4 Identify and help learners who are struggling with reading**

This role was also identified as important by the teacher-librarians as it sums up the core role of the school library itself. Teacher-librarians Identify learners who are struggling with reading at schools using many methods. Few were mentioned such as that the teacher librarian can ask for the schedule at the end of each term to identify learners who did not do well with their subjects. Failing the subject may be caused by the fact that a learner cannot read for comprehension, so they cannot understand the questions posed in the subject question paper. The second method that could help to identify such learners is observations in class when language teachers do read learners, teacher- librarians expressed that these learners who are struggling with reading can come off as rude when it is their turn to read trying to hide their fears of being laughed at by their peers. It was said that some even tell teachers to record zero during reading aloud which is a formal task in the curriculum in the mark sheet instead of reading in front of the class. As much as that seems rude, it is also a cry for help to learners. Some teachers take those learners to the teacher-librarian to teach them how to read.

Very few come and ask for direct help on their own from the teacher-librarian to help them learn how to read. After struggling learners have been identified, the teacher-librarian makes

time for them to read individually so they do not feel ashamed. Teacher-librarians also monitor that these learners borrow books weekly. When they return that they borrowed, the teacher-librarian asks them to bring book reviews and questions about the books they have read to ensure that they read the books from the library. This role was described as the most fulfilling after the learner showed some progress with their reading. The teacher librarian chooses the material according to the levels of reading and abilities. Learners who have a problem with reading for understanding can be identified because they read slowly, they stutter when they read

#### **4.3.4.5 Encourage learners to read**

Encouraging learners to read is not only the duty of the teacher-librarian but every teacher in school. Teacher-librarians take more on this role because of their exposure to the library and seeing how much learners use it. If there is only a small number of learners using the library, then teacher-librarians start getting concerned and start encouraging learners to visit the library and borrow books. The encouragement can be in different forms and different places, for example, teacher-librarians encourage learners to read at the assembly during the morning devotion, and the teacher-librarians also do classroom visits encouraging learners to read.

Learners are encouraged by speeches made by the teacher-librarian about the importance of reading. Learners are encouraged by the speeches made by the principals and their mates about the significance of reading. There are also lots of mentioned activities that encourage learners to read more, such as library competitions, read-aloud, and storytelling. One school, in particular, provides learners with library cards from grade eight, so each year when they receive new learners from grade eight. They issue a library card for each learner in grade 8. These cards have lots of space. These cards last until grade twelve. Every time a learner borrows a book, the teacher-librarian fills the card until it is full, and they are issued another card. When the card gets full. The card owner gets rewarded with a gift to encourage them to read more books.

#### **4.3.4.6 Managing and keeping library books safe**

Managing and keeping library books safe was mentioned as one of the roles that should never be forgotten. If the library books are not maintained well, that could lead to books being damaged and not returned to the library. Neglecting books could lead to an empty library.

Teacher-library places importance on ensuring that all learners return the borrowed books in a good state. Damaged and lost books should be paid for. The librarians are responsible for recording the books returned in a bad condition and the lost ones. These records are given to the SMT of the school, and they then decide if they want to inform and ask the parent to pay. The book should be replaced in the library for other learners, whether the school replaces it or they ask the parent to replace, it is entirely the choice of the SMT. Teacher-librarians also ensure that the books are not places where they might get wet when it rains. They ensure that the library stock is safe and well taken off.

#### **4.3.4.7 Balancing the teaching and library duties**

Australian School Library Association (2022) describes a teacher librarian as someone with recognized teaching qualifications and qualifications in librarianship. This means that our teacher-librarians do not have one job in schools; they are also teachers who teach and have a normal teaching workload, just like any other teacher. Balancing the two seems tricky on the outside, but the researcher got to have their views on how they balance the two. Teacher-librarians expressed that it was not easy to deal with a normal teaching workload and take care of the library as both require time and focus. Most teacher librarians are language educators so they have classes throughout school hours because all learners in schools must learn the language. When teacher-librarians were asked about balancing teaching and library duties, they responded that it is not easy but because of their passion for reading they make time for the library during lunch only get, some get one free period in between but it is not easy to use that time for the library because they are marking too. The only time for the library is during lunch and after school. The librarians remain behind for learners who want to borrow the book or return them.

#### **4.3.4.8 Library monitors**

The teacher-librarians suggested that Library monitors help them to maintain the library while they are busy during lunch. Library monitors give them a little balance between preparing for the classes, maintaining the library, and ensuring that the patron's needs are taken care of. Wilson (2022) states that library monitors are learners who help in the library during breaks, lunch, or after school. They work with the teacher-librarian to support the library running smoothly and provide an opportunity for other learners to be

active in decision-making about what the library offers. The teacher-librarians explained that the library monitors are chosen because they are usually in the library, love reading, and discipline individuals. Library monitors help keep the library tidy, re-shelve books, and support their peers with the books that might interest them.

#### **4.3.4.9 Reading corners**

Teacher-librarians explained that the classrooms have reading corners, especially in primaries where the research occurred. So, even if the teachers are not in the classroom and the teacher-librarian has classes, learners know that they should pick books up from those reading corners and read. These schools have reading corners and also the main school library. Save the Children Federation (2022) describes a reading corner as a literacy-rich book collection area created within the classroom where learners enjoy books while they wait for the next teacher to come into the classroom. Reading corners are intended to support the goal of promoting the reading culture in schools with age-appropriate books. Because each class has almost learners of the same age the material from the reading corner is chosen according to age, which is age-appropriate for users in that class. Reading corners are established by the teacher librarians but maintained by class managers, class managers can consult with the teacher librarian if there is an issue within the class involving the reading corner.

#### **4.4 School libraries effectively create and sustain a strong reading culture in schools at uThukela District, Bergville Circuit.**

Creating and sustaining a strong reading culture in schools at uThukela District, Bergville Circuit is very important in learners' academic development and improving the overall matric results. A space for the love of reading must be created in learners' psychological and physical space. It is not just important to get the learners on the hype of reading for just one day, but the reading culture should be sustained until it becomes a habit that learners cannot get out from. According to Danladi and Yohanna (2018), a school library's core task is encouraging positive reading interest and sustaining love for reading in learners. Emphasizing that the key role of the school library is the fundamental development of literacy which must manifest in the reading habits of the learners around the school. Therefore, if the learners around the school do not consider visiting the library daily as an important routine and only visit to study only to pass exams then the teacher-librarian and the school have failed in

creating and sustaining a strong reading culture and that means the reading culture is poor among learners in that school.

ELITS at the district level was positive on the issue of creating and sustaining a reading culture at uThukela District, Bergville Circuit. An ELITS district official suggested that libraries can create and sustain a strong reading culture in schools by having enough resources, and resources that relate to the learner's environment as well as all the users in the schools by having the resources that are inspiring and interesting. The library can sustain the reading culture if there are reading programs that are introduced in the library by the teacher-librarian. Reading programs like establishing reading clubs. If a reading club can be established in the library or different reading clubs that can sustain or create and sustain a strong reading culture, because they will always use the library so that they will be able to share whatever they are reading. It means they will be able to use all the reading resources that are there and introduce different reading strategies. If a teacher-librarian can use different reading strategies in a library not just one and be passionate about the library and reading then the school can have a sustained reading culture.

Teacher-librarians were also positive on this issue and suggested that there are many things that help to create and sustain a reading culture at school. Here are the findings on things they used to create and sustain a maintain reading culture: Library Set up and infrastructure, learners' favourite genres, Curriculum Integration Plan-educators and school librarian, Attracting new readers and marketing the library and Programs encouraging learners to read library material and read continuously, SMT involvement of the in promoting the school library usage

#### **4.4.1 Library Set up and infrastructure**

Nicola Baird (2012) teacher-librarians need to pay careful attention to school has a well-organized library because this encourages learners and staff to be comfortable enough to come and use the library. Hence, a library setup is the first step in creating and sustaining a strong reading culture. The teacher-librarians explained that libraries should be user-friendly so that the patrons don't feel lost or like they do not belong. Making shelf guides for the patrons was mentioned to be one of the things that are helpful to the users because they make it easy to find books. The library should be welcoming to the users and easy to navigate. The

schools that were visited have outstanding libraries that had plenty of space to move around in, even though they are not as big in a way that the whole school can get inside all at once but they are a class size which means that one class can fit and be able to move around.

The shelves were neat and well-organized. It was stressed to the researcher the importance of having shelves that are within reach of learners. You do not want them getting up and falling on chairs just to get a book. The collections are divided into categories. They were displays, such as informative posters, inspirational quotes, and pictures of children reading on the wall that made the libraries look more appealing to anyone walking inside. The writing on the wall also had rules about using or borrowing books and library rules. The teacher-librarians then explained how important for the library to have enough space for patrons to walk around without tripping into things.

The library should be a peaceful and friendly place, and the last thing a user expects when they go to the library is to be squashed in the small space, so even if they are tables and chairs inside but they are far apart from each other giving the library a breathable space. One library in particular even had an air-con, and the library in the whole school is the only place that has an air-con. This is big considering that the school is in a deeply rural area. It was explained that this is so that learners can be drawn to the library, whether it is hot or cold, but they can always find refuge in the library. Then there they will have no choice but to read books because someone said if you hang around the barbershop long enough, you will get a haircut at the end. Hence, it is expected that when learners go to the library because it is too hot outside, they will end up reading books. The findings are that the cover of the book is just as important as the inside of the book, the cover attracts a reader to the book, and the content of the book keeps the reader, so the library infrastructure as it attracts the reader to come and utilise the library but books keep patrons at the library. Library infrastructure and setup are the first important tasks when creating a reading culture.

#### **4.4.2 Learner's favourite genres**

The participants voiced that sustaining a reading culture for the teacher-librarian might mean taking and keeping records of the genres that learners love and prefer. This is part of maintaining the reading culture in a way that the teacher-librarian is aware of what stock needs to be filled and added to the collection as learners might get bored if the genre of the

books they love is limited and after reading few books from the library then there is nothing to read anymore. The worst type of scenario is when all the books from that genre that is loved by learners around the school are all landed out, then there is nothing left for others that will come seeking for that same genre. The data collected revealed that learners from different schools loved and preferred almost the same genre, which was novels and curriculum-related books. The issue of stocking up on books that learners love might raise the debate about library funding. This should not be an issue in a way that in chapter one, it was discussed on the whole school model that schools must be budgeted for in the School Library Budget of Norms and Standards.

#### **4.4.3 Curriculum Integration Plan-educators and school librarian**

Curriculum Integration Plan-educators and school librarian is the researcher's favourite way of creating and sustaining a strong reading culture. I call it Blended learning (double impact). The above discussion encouraged teacher-librarians to buy more that learners love; even though it is important to stock up on books that learners love learners, but that cannot be the only thing found in the library. If so, then the library would not be serving its purpose of performing the curriculum of the school. The participants placed an emphasis on also Integrating plans with the educators that will benefit the curriculum of the school which is called 'Curriculum Integration Plan-educators and school librarian' as discussed in chapter one. This plan produces the most successful utilization of school library resources for effective teaching and learning to fulfil the needs of the curriculum. In this phase teachers and the teacher-librarian create a plan which will support the curriculum through the using the school library, where teachers, teacher librarians, and learners will use the library as the core educational area to find information. The school library committee is made up of a member from different streams at school. This helps when creating Curriculum Integration Plan-educators and school librarians in creating the project and stocking up books that will benefit the whole school curriculum and all the streams within the school.

#### **4.4.4 Attracting new readers and marketing the library**

The teacher-librarians mentioned that attracting new readers to the library is also considered part of the viable library. It is not enough that the library has the same faces visiting it all the time while the rest of the school does not even understand what happens in the school library.

Attracting new readers is part of the success story. All the participants were able to agree that they all work on strategies to attract new readers, and the results are positive. Teacher-librarians found out that the activities organized by the library attracted new readers but some learners were encouraged by their peers who are regular library users to come to the school library. When they see other learners reading books in the classroom, they get interested and then come to the library to get books. In some schools, new readers are encouraged by the SMT at the assembly. The curriculum forces other new readers to use the library, and then after a while, they also fall in love with books. In one other school, the Learners are encouraged on arrival at grade eight to take library cards, and when they borrow books the card will have details of the book. This card is used until the learner reaches grade twelve, and if the card gets full before grade twelve then the library issues the new one. So everyone at school is a regular user of the library and the only time they attract new members is at the beginning of each year when grade eight arrives.

#### **4.4.5 Programs encouraging learners to read library material and read continuously**

Encouraging learners to read library material and read continuously is a great way of Creating and sustaining a strong reading culture at uThukela District, Bergville Circuit. A researcher found that they are programs initiated by ELITS to encourage the usage of a school library, but one was discussed in detail. That program is known as the school library excellence award, whereby schools are encouraged to enter that competition. The schools are encouraged to join the competition must have functional libraries. They are encouraged to join themselves in that competition. Afterwards, officials from Head Office visit to those school libraries and assess whether they meet all the requirements, of good practice. If those school libraries sets are found to be meeting all the requirements, then they will be awarded certificates as well as cups in a provincial competition. Such act encourages them to use their library and to have a functional library. Libraries that have entered that competition are still active even today.

Teacher-librarians at uThukela District, Bergville Circuit have competitions such as the one they have each term, where they encourage learners to read as much as possible and submit their book reviews as proof that they have read the book they took. The teacher-librarian asks those questions about the books that they have read .at the end of each term they announce the learner that read most books and then that learner receives a gift from the library

committee. This encourages learners to read continuously in hopes to receive a gift. Lots of readers join in, in the hope to win. By doing so they get to read more books. Debates were also mentioned as a great way that encourages learners to use the library. Debate in public is no joke. It needs facts and facts can be found by reading. This makes learners visit the library and research the topic they will debate on. This starts in class where learners from the same class debate against each other in groups, the winners compete amongst their peers within the same group, and the finale takes place between the grades. From grade eight to twelve.

The teacher-librarians that teach English include in their curriculum the number of books that learners should read for extended curriculum and ask learners to summarize the books they read. The principal encourages learners at the assembly to read and visit the library. This makes much difference because learners see the principal of the school as the authority, and they respect that.

#### **4.4.6 Storytelling**

Storytelling was mentioned as one of the activities that encouraged and were mostly enjoyed by learners. Storytelling allows the reader of the story to act the part they are reading, act like characters in the book. Learners enjoy that the most when it comes to library activities. Colwell (2022) states that libraries are about stories, stories both factual and fictional about people's lives, nature, the universe, the past, and the future, the possible and the impossible so storytelling is a vital activity as part of the library promotion. Stories create the link between near and far in both space and time, allowing the listener to journey in their mind to a different time and place. Storytelling is important because it arouses the imagination and visual stimulus of the listed allowing them to experience the writer's imagination. When storytelling is over learners borrow more books that have a related storyline to the one they were listening to and watching.

#### **4.4.7 Book recommendation**

When learners return library books, the Teacher-librarians encourage them to take more books and make suggestions on the ones that have related storylines to the ones they borrowed. Please give them the lists of interesting books according to the learners' lending records showing what they prefer. When the learners bring back the books, teacher-librarians make conversations about what was the book like, if they liked the book, and what they loved

about the book and then make recommendations based on that conversation. It helps learners to feel like someone is interested in their lives and is concerned with what they like and prefer. Interestingly enough learners who have had a librarian recommend a book to them tend to recommend the same book to other learners too.

#### **4.4.8 Book clubs**

Book clubs are a group of learners of the same age groups who forms a reading club where they take similar books read them, and meet and discuss these books before they return them to the teacher-librarian. The participants explicitly explained that these learners do not necessarily have to take the same book at once. They might take different books same time, set a date, and meet, on their meeting, every learner is allowed to discuss the book that they have read, explain to the audience what the book is about, and what they liked and did not like. In the end, they each recommend books to their mates. Book clubs were mentioned as a great social club for most learners who feel out of place at school, some who do not have friends if they join book clubs they felt included like they belong, so reading is the only thing that matters after that because the learner knows that sometimes they have to meet with peers and discuss the book. This becomes about more than just books but also friendships that are formed through the shared love of books amongst the learners. The learners can choose to be in the book clubs with their friends or can ask the teacher-librarian to group them with other learners.

#### **4.4.9 Readers cup competitions**

The reader's cup competition is the event planned each year by ELITS as the Department of Education Directorate, to encourage and promote the culture of reading in schools around KZN. All schools within the province are allowed to participate in the competition. The competition starts between the schools in the same circuit and then moves to the district level then the school that wins moves to the province. The schools that complete at the province level must be the school that has won over other schools in the district. Schools are given similar books. Learners must read these books and review them with their teachers and be able to do the storytelling on these books. When the competition starts, learners must be able to review these books and do storytelling on them. All the schools that participated in this study have all participated in the reader's cup competition and say that it is the greatest thing

that has been organized by the department of education that encourages learners to read. Learners love this competition and being selected to represent the school in the reader's cup competitions seems like the greatest honour in a learner's life.

Some lifetime achievements. This makes learners visit the library, borrow books and read to the teacher-librarian to showcase their reading skills so that on the next circle of the competitions, they are selected. The learners who are selected at the end to participate are learners who are regular library users and have shown great improvement regarding their reading abilities and also shown that they can comprehend what they are reading.

#### **4.4.10 Read aloud and speeches**

Read aloud in the assembly and also speeches have seemed to have a greater impact on learner flooding in to use the school libraries. Learners do not like being laughed at by their peers to appear like they cannot read. This makes them go to the library and familiarize themselves with reading if they know that they will be a read-aloud that will be required of them. Speeches also make them visit the library, to appear smart in front of their peers, they know that the library is the only place where they can find information about the topic that they will deliver a speech on. In primaries the read-aloud process is different. Learners are randomly selected to read out loud in the assembly. They are told a day before that they will be reading at the assembly. That does not give them much chance to prepare. In fear of not knowing when their turn might come, learners try to visit and read the books as much as they can to prepare for the day when their turn comes. This random selection keeps them on their toes, so to them reading is not only about pleasure but survival.

#### **4.4.11 Targeted grades**

Teacher-librarian explained that most of these activities target grades eight and nine in high schools. In primary schools, all learners are involved in these activities. The assumption is that these grades have more time than the FET learners and the plan is to keep them busy as possible and make sure that they absorb as much as they can so that when they get to the FET phase, these are independent and ready mentally to deal with academic pressure and can read for understanding. It is believed that this is a long-term benefit for them when furthering their studies to take more roles in the library. During the FET phase, these activities are completely voluntary.

#### **4.4.12 getting all educators involved.**

Creating and sustaining a strong reading culture in schools at uThukela District, Bergville Circuit is not a one-man show, it should not just be the responsibility of the teacher-librarian. Getting all educators involved seems can go a long way. The teacher-librarians made the educator's role very clear concerning the whole school information literacy model by ELITS. In the stages of Information Literacy Skills (all educators) interaction, the teachers have the Information Literacy Skills, teacher are helping the librarian by teaching this skill to the learners, so that learners can identify, find, evaluate, and make use of the information from the library effectively. This reduces the burden on the teacher-librarian because if learners already have this skill walking up to the library, they can help themselves.

Teacher's involvement in creating a strong reading culture at school in the next stage in the whole school information literacy model called Reading Programs Supported by all educators; here educators to help create the reading programs are informed by the principles in the Reading Policy Guidelines and are supported by reading materials and relevant training. For example, the reading hour involves everyone at school. During the reading hour, learners are encouraged to drop everything and read so are the educators. Educators facilitate this hour. Each educator in the class that the timetable points them at. Educators also set curriculum related projects that require learners to visit the library, so that learners use the library. The library committee has educators from different streams represented so, each term the teachers plan activities for learners around the school that will encourage them to read more supporting the curriculum.

The school library is part of the school and the school has its management as much as a library has. It would have been a mistake if the research was conducted without the school management who is the principal taking part in this research. The principals were asked about the tangible benefits of the school library just to check the effectiveness of the school library, and the findings were that the learners gain for confidence in their reading, the principals said that learners who were regular library users and who read often were confident enough in the classrooms to stand up and read voluntarily. Some were confident even in delivering the speeches because of the improved vocabulary and literacy skills.

They highlighted that ever since the library started functioning in their schools, the number of learners who shows more interest in reading has increased and learners are reading without being forced to, they read for pleasure. Learners show that they can read for understanding in classes, through their grades. Learners in these schools that have functional libraries can read for comprehension and excel in their studies, especially in content. Learners can read fluently. The school matric results have been improving ever since the establishment of school libraries in these schools. At one other school, the principal revealed that the learners from the school were chosen to participate in the PIRLS study. The learners excel in reading competitions, all these suggested that the principals saw the tangible benefits of the libraries and that the libraries are functional and viable.

#### **4.4.13 SMT involvement the in promoting the school library usage**

When the researcher asked about the involvement of the SMT in promoting school library usage, the response was positive. The findings were that in some schools, the principals were language educators who made reading very important to them and as a result, took more part in promoting library usage. In some schools the teacher-librarian was also part of the SMT which makes it hard for them not to be involved in promoting the school library usage .one librarian was the deputy principal and the other was the HOD.

#### **4.4.14 ELITS contribution towards a reading culture at uThukela district**

The resource schools with reading materials, identify a certain number of schools that will be resourced with library material and there is a lot of material there. They help schools to understand the reading strategies that they have to use so that those resources can be used effectively. ELITS at a district level helps schools to understand the value of reading by encouraging them to observe literacy days such as world read aloud which is always observed or celebrated in February, days like World book day, days like South African library weeks in all those days learners are encouraged to read. So, they motivate schools to observe those days. As it is September they are busy, it's literacy month so they are busy celebrating reading by having a different reading festival, and those festivals are organized by the school but encouraged by the district or ELITS to do that. That's how they contribute towards reading and also, they train them on different reading strategies so that they can use different

methods of promoting reading, not only one method that can end up boring learners. They have to employ or use different strategies that will make reading to be fun.

#### **4.4.15 Overview of effectiveness of school libraries at uThukela district since the introduction of school libraries by ELITS.**

After each invention, there has to be a review of whether that particular invention works, and in this case, the invention is the school library. The review for these particular inventions will be done by ELITS as founding members of the project. These were the findings from ELITS. In schools where school libraries are functional and have a comprehensive reading program, there is a huge difference in learners' reading levels have improved. They have well-developed skills in reading. In such schools, learners are passionate about reading, are active, and participate in almost all reading activities that are introduced or organized by ELITS or organized by their clusters. They also perform well in their school work, so they do not have a problem when it comes to reading because they read with understanding. They love reading, they understand and they read fluently so there is a huge difference in those schools but only in those schools with the effective library because some schools do have a library but those libraries are not functional at all. Some of them are even close because teachers or management are not passionate about it, they do not see the need of using the library which is a very unfortunate situation. But in schools where libraries are effective, there is a huge growth in reading skills

#### **4.4.16 new programs that ELITS from the district has been working on to sustain the reading culture**

ELITS in the districts works with other stakeholders. They do not work independently, they work with other departments to have different programs to promote reading also to have school libraries, and to make use of the school libraries. They have recently been using what is being introduced which is known as the Presidential youth initiative where they have the reading champion program. Those reading champions are employed by the school to help manage or run the library. Most of the libraries were closed during Covid-19, they were not functional. They were used as classrooms and others were closed but with the introduction of champions, most of them are functional. They resuscitated those libraries effectively used by the schools. So, such stakeholders help ELITS to keep on using the school library. ELITS has

another one that was introduced which is a reading recovery which was recently introduced by DBE and E-Net or Schools Net which also is to promote reading. It is another pillar of promoting reading. They gave ELITS the schools that identified a certain number of books that were needed in the school libraries that helped ELITS to be able to sustain libraries and reading in school libraries.

#### **4. 5 Conclusion**

This chapter discussed the results. It highlighted the findings, analysed and interpreted the results. This chapter analysed and discussed the findings using themes emerging from the information provided during the interview and the observations made during the sights visit. It presented biographical sketches of the teacher-librarians and their school libraries. In this chapter, the researcher presented findings on the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit. The findings were discussed under the following topics: the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit. The role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit. Are school libraries effectively creating and sustaining a strong reading culture in schools at uThukela District? Bergville Circuit. These topics were also research questions.

## **Chapter 5: Conclusions and recommendations**

### **5.1 Introduction**

In this chapter, the researcher summarizes, concludes, and discusses the recommendations for the current study.

### **5.2 Summary of the study**

Chapter one outlined the introduction and background of the study, the research problem, the purpose of the research, the questions investigated, the limitation and delimitations of the study, the discussion of a conceptual framework, and definitions of a key term. All of these created an intense understanding of the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit.

Chapter Two was the literature review. This chapter reviewed the literature on different studies conducted on school libraries, teacher-librarians, and reading. The researcher used literature from both international and local studies. The literature was used to compare the differences and the similarities in different contents and different parts of the world, and also to distinguish the uncanny similarities, which provided the researcher with a strong understanding of the strengths and weaknesses of the role of school libraries and teacher-librarians in the promotion of reading culture in general, doing so has provided this particular study with the information gaps to fill when the overall analysis is complete.

Chapter Three discussed the methodology employed in this study. This included sampling size, population, data collection methods, and data analysis used in this study. The research methodology used in this study assisted in the collection of data and also ensured the accuracy and integrity of the results. Chapter Three described the methods used in the study by explaining what was done to collect data to answer the research questions most accurately. The researcher used the qualitative research design to gather data using survey research design and in-depth semi-structured interviews as data collection methods. The nature of the problem dictated the choice of methods used under study.

Chapter Four involved a discussion of the results. It highlighted the findings and analyses and discussed the findings of the study. This chapter analyses and discussed the findings using

themes emerging from the information provided during the interview and the observations made during the sights visit. It presented biographical sketches of the teacher-librarians and their school libraries. In this chapter, the researcher presented findings on the role of school libraries and teacher-librarians in promoting reading culture at uThukela district, Bergville Circuit. The findings were discussed under the following topics: The factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit. The role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit. Are school libraries effectively creating and sustaining a strong reading culture in schools at uThukela District? Bergville Circuit. These topics were also research questions. The discussion also drew from the literature review to support the findings.

### **5.3 Answers to the research question**

In Chapter Five, we evaluate whether these key research questions were answered by the study. Conclusions and recommendations by the researcher based on the findings were made. The key research questions are:

- What are the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit?
- What is the role of school libraries and teacher-librarians in promoting reading culture at uThukela district, Bergville Circuit?
- How can school libraries effectively create and sustain a strong reading culture in schools at uThukela District, Bergville Circuit?

#### **5.3.1 What are the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit?**

Based on the findings on the first question, the researcher concluded that both teachers-librarians and the principals explicitly understand that there is a problem with the reading culture at uThukela District, Bergville Circuit. Both the principals and teachers-librarians were asked if they thought learners around Bergville read as much as they should. The responses were different but most expressed that they did not think that learners read as much as they should. The number of 'NOs' for this question was much high. Both the principals and the teacher-librarians expressed their view on learners around Bergville not reading as much as noticed when in classes and also on their report cards because learners who do not

read enough might struggle with assessments leading to poor results in the end. The reasons for this were discussed in Chapter Four and will be highlighted and summarised: lack of access to the material, poor economic background, illiterate parents, workload, learners with special needs, and child-headed households. All of this gives the study the answers to the first question, and it can be concluded that this question has been answered. The discussion on the factors given above serves as proof and reasons for poor reading activities by learners within the Bergville Circuit. The first key question was answered, and the first objective of determining the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit, was achieved.

### **5.3.2 What is the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit?**

The second key question was on the role of school libraries and teacher-librarians in the promotion of reading culture at uThukela district, Bergville Circuit. Even though teacher-librarians had different ideas of what their duties were (may be due to the fact that the teacher-librarianship /school librarianship post is not officialised), but were able to define their duties according to what they were already doing on a day-to-day basis in their school libraries. These answers correlated with some of the following documents: Education Library Information and Technology Services (ELITS) KZN School library policy (2003), National Guidelines for School Library and Information Services (2006), and KZN School Reading Strategy (2012). The researcher concluded based on the findings that the following are the main roles of the teacher-librarian and the functions of school libraries; establish and open the library, conduct collection development (assisted by other educators), arrange the collection (books and other available materials) on the shelves, assist learners in selecting the reading material, give learners access to books and information, identify and help learners who are struggling with reading, encourage learners to read, managing and keeping library books safe, balancing the teaching and library duties, library monitors, reading corners.

The discussion on the topic extended to principals, establishing their views on the promotion of the reading culture. The role of Principals supporting the promotion of the school library and the teacher-librarian is as follows: The principals continuously encourage teachers to help the teacher-librarian to ensure that libraries are functional and utilised. Principals also encourage teachers to help monitor learners' progress during the term to identify learners

struggling with reading. They further encourage learners and teachers to visit and use the school library as much as they can. Teachers are also encouraged to set projects that will require learners to go the library. Principals provide physical support if needed and also if financial support is needed.

The discussion included the ELITS official, on the role of school libraries and teacher-librarians in the promotion of reading culture as mandated by ELITS. The findings and conclusions were that a teacher-librarian, as well as a school library, have a vital role in promoting reading at schools. The role of the school library is to provide reading material to learners. A teacher-librarians role is to have a passion for the library and create a conducive atmosphere for patrons visiting the library. The role of the teacher-librarian is to extend the usage of the library to the classroom and provide block loans.

The researcher concludes that teacher-librarians, principals, and department officials understand the role of school libraries and teacher-librarians in promoting reading. This brings hope to the future of learners at Bergville Circuit that they are being guided in the right way by professionals that understand their roles. This means that the second question of the study has been answered.

### **5.3.3 How can school libraries effectively create and sustain a strong reading culture in schools at uThukela District? Bergville Circuit?**

The third question was on how can school libraries effectively create and sustain a strong reading culture in schools at uThukela District, Bergville Circuit, and below are the suggestions from the findings on the third research question.

#### **5.3.3.1 The ELITS district suggestions**

An ELITS official (Chief Education Specialist) suggested that school libraries should create and sustain a strong reading culture in schools by having enough resources. Resources that relate to the learner's environment as well as all the users in the schools by having the resources that are inspiring and interesting. The library can sustain the reading culture if there are reading programs that are introduced in the library by the teacher-librarian.

### **5.3.3.2 Teacher-librarian's suggestions**

Teacher-librarians suggested that; Library setup and infrastructure should be good and well-maintained so that learners can enjoy using the library. Learners' favorite genres should be a priority when buying new books so that learners can enjoy reading. Curriculum Integration Plan educators and school librarian. Where educators and the teacher-librarian can come up with a plan to integrate the curriculum with the use of the library. Attracting new readers and marketing the library. Teacher-librarian creating programs encourages learners to read library material and read continuously. Storytelling improves listening skills and also build confidence in learners when encouraged to tell their stories. A book recommendation and book clubs will encourage regular reading. Readers cup competitions boost confidence and also expose learners to different reading environments outside school. Read aloud and speeches help build confidence of reading and speaking in front of people. Getting all educators involved with the reading matters will ensure that most learners don't only read in the presence of teacher-librarian. SMT involvement in promoting school library usage helps encourage learners to read at home by teaching parents about the importance of reading.

### **5.3.3.3 New programs that ELITS from the district has been working on to sustain the reading culture**

ELITS has recently used what is being introduced recently, known as the Presidential Youth Initiative where they have a reading champion program. ELITS also promotes a reading recovery strategy which was recently introduced by DBE and E-Net or schools net which also is to promote reading culture in schools.

The final question has also been answered judging by the findings of the study. The researcher concludes that the study has served the purpose it was set out to do. All three key questions are answered by the study. The participants provided very insightful information to the study. The study has helped the researcher with more knowledge on how to handle a school library because she also works as teacher-librarian in her school.

## **5.4 Conclusion**

The study concludes that there is a problem regarding the reading culture at uThukela District, Bergville Circuit. Due to the number of reasons mentioned in the study. Most of the

factors contributing to the poor reading culture were mentioned in this study, these factors are mostly external and cannot be changed or helped overnight. The researcher however believes that there is always hope and that someday these factors will be eradicated. The school libraries and teacher-librarians at school play a major role in making sure that the reading culture is promoted so that even those disadvantaged learners experiencing the factors mentioned above that hinder their reading culture can visit the school library and get an equal chance at reading just like any other learners. One major role for teacher-librarians is to identify and help learners who are struggling with reading to read and encourage learners to read more. Once the reading culture has been established in schools then it is a teacher-librarians job to make sure that culture is well sustained for the benefit of the learners and of the school to achieve better results. There are many ways in making sure that the reading culture is well sustained by using some of the above-mentioned methods such as storytelling, recommending a book to the learners, and creating book clubs, being involved in readers cup competitions, reading aloud and speeches, getting all educators involved with the reading matters and SMT involvement in promoting school library usage.

## **5.5 Recommendations**

The concern of the study is that most of the factors contributing to poor reading culture from learners at uThukela District, Bergville Circuit are mostly outside the control of teachers and teacher-librarians, factors such as the lack of school libraries, lack of community libraries, and economic factors. Unless the external stakeholders intervene, there is not much that can be done. The external intervention would be that the municipality at least provide mobile libraries to communities where there are none, bringing access to the people. Once the reading culture has been introduced in school,

They are minor factors that can be solved within the school libraries and teacher-librarians' control and for those, the study recommends the following: that teachers-librarian assist the learners with reading. Teachers need to make time for learners to read and also provide assistance. Teacher-librarians help to identify and help learners who are struggling with reading. Department of Basic Education (2019) also recommended the same by suggesting that a teacher-librarian may play a vital role in providing support to these learners after identifying them by providing skills and age-appropriate materials in the library so that they can enjoy reading during the reading hour. The schools should enforce a reading hour called

DEAR (Drop Everything and Read). This is where everyone in school drops everything and read during this hour. The above statements are in support of Merga's (2019:145-160) statement because Merga study argues that the role of teacher librarians in promoting the reading culture is to improve reading engagement and literacy outcomes of learners struggling with reading in the library. Educators encourage learners to read at home as they might get more time to do so.

At schools, teachers can bring reading materials from their households for learners to read. Such as newspapers and magazines, they can bring those to the classes and borrow the learners to read. Magazines are a great way to instill the love of reading as they have pictures, the latest trends, and celebrity gossip which might interest learners to read since these celebrities are their idols. In this way, learners might be interested in reading more magazines to learn more about their favorite celebrities. Teachers should be encouraged to ask the magazines even with their neighbors so that they can borrow learners to read. With the lack of reading materials in schools such as books, some schools have books but these books are not enough for the learners. The study suggests that the teacher-librarian of that school should try making a relationship with the public library so that the school can borrow books from the public library and give them to learners who have difficulty getting access to the public library. Merga (2019) put forward that if teacher-librarians are to support learners with special needs, then providing one-on-one consultation is essential. The study recommends that teacher librarians be given less duty to load so that they can provide one on one consultations with learners that need assistance and also provide general care to the library itself.

The study recommends that the school libraries can effectively create and sustain a strong reading culture by; ensuring that library setup and infrastructure are in good condition and well maintained so that learners can enjoy using the library, this is in support of the Department of Basic Education (2019) because it suggested that the school library is the heart of the school's reading culture. Therefore, the school librarian and principal can help instill a reading culture by ensuring that the library is well-resourced and well-used. Stoking up learner's favorite genres so that learners can enjoy reading. The Conversation (2018) proposed the same recommendation by stating that helping learners choose age-appropriate material and the genre they prefer will help learners enjoy reading and make them read more frequently. Department of Basic Education (2019) suggested that teachers should work with

the librarian and use the library as an essential resource for literacy programs. A teacher librarian knows the curriculum and what learners like to read. The teacher-librarian integrates this knowledge in an active school-library program. This is exactly what the study recommends, a Curriculum Integration Plan for educators and school librarians to ensure that the learners correlate learning between the classroom and the library. Where educators and the teacher-librarian can come up with a plan to integrate the curriculum with the use of the library. Teacher-librarian creating programs encourage learners to read library material and read continuously.

Chizwina (2011) advocated that choosing the book's content should depend on the levels of difficulty and language and the interest levels appropriate to the readers' skills, so the study recommends a book to learners according to their interests and age. Creating book clubs so that learners can have a space to meet and socialize according to their book interests, this also encourages friendships amongst learners. ELITS Directorate (2021:2) adds that a reading club gives a space to promote reading for enjoyment and eventually that may develop to be a reading habit for amazing learners that participate parts of the reading club's objective is to encourage learners to take responsibility for their reading and writing activities at school and home. The study proposes the use of storytelling to read to learners. Russell (2009) adds that storytelling entails telling the stories you love and being sure your story is appropriate for your audience. A story suitable for learners under the age of ten years cannot be ideal for learners over 16 years. The teacher-librarian tells the story in their own words, making the language easy to understand and read aloud speeches. Getting all educators involved with the reading matters and SMT involvement in promoting school library usage.

## **5.6 Suggestions for further research**

Similar research to the current study will be beneficial to the KwaZulu-Natal Department of Education, uThukela District, and also Bergville Circuit to amplify the knowledge and information on the school library development and also improve the reading culture. Especially because studies done on such topics locally are limited, it is essential to fill the literature gap. The following are the topics suggested to further the research:

- The teacher's and learners' perception of the school libraries in supporting the curriculum.

- Role of collection development policies in promotion of school libraries and reading culture.
- The tool for monitoring and measuring functionality of school libraries at uThukela District, Bergville Circuit.

## **5.7 Summary**

This chapter discussed the summary of the thesis, conclusions, and recommendations and also suggested possible topics for further research. The recommendations based on the findings of the study that were presented to help improve the quality of the school libraries, especially the reading culture at uThukela District, Bergville. Circuit.

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## Appendices

### Appendix1: Informed Consent

Dear Participant,

My name is Noluthando Mtshali, (student number: 210518647). I am a Masters candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. The title of my research is: The role of school libraries and teacher-librarians in the promotion of reading culture at uThukela District, Bergville Circuit.

The aim of the study is to determine the role of school libraries and teacher-librarians in the promotion of reading culture and understand how school libraries and teacher-librarians can help to promote the culture of reading in schools at uThukela District. Bergville Circuit. I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about (*how long?*).
- The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.
- If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signatures)

I can be contacted at: School of Social Sciences, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottsville, Pietermaritzburg. Email: [nm0531484@gmail.com](mailto:nm0531484@gmail.com)  
Cell: 0720878287

My supervisor is Dr S. Kheswa who is located at the School of Social Sciences, Pietermaritzburg Campus of the University of KwaZulu-Natal. Contact details: email [kheswas1@ukzn.ac.za](mailto:kheswas1@ukzn.ac.za) Phone number: 033 2606987

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: University of KwaZulu-Natal, Research Office, Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Thank you for your contribution to this research.

## **Appendix 2: Questions for the principal and teacher-librarian**

1. Why do you need a school library?
2. What are tangible benefits of the school library?
3. How do you promote school library usage?
4. How do you support the development of the school library?
5. How effective is the school library?
6. What do you think is the purpose of the school library?
7. What encourages you to use the school library?
8. What do you like about your school library? Why?

### **Appendix 3: questions for ELITS provincial chief educational specialist**

1. What is the role of ELITS in KwaZulu-Natal Department of Education?
2. How ELITS does contributes towards the culture of reading in the province of KwaZulu-Natal?
3. Are there any programs are initiated by ELITS that encourage the usage of libraries within the province.
4. What is the role of school libraries and teacher-librarians in the promotion of reading culture?
5. How can school libraries effectively create and sustain a strong reading culture in schools?
6. Is there a difference in schools with reading ever since the school libraries were introduced?
7. Are any other new programs or strategies that the ELITS office is working on to support school libraries?

#### Appendix 4: Observation schedule

Tick to the box provided next to answer

Library set up	small		Medium		big				
Library collection	small		Medium		big				
Record keeping	Yes		No						
Qualified teacher-librarian	Yes		no						