



**The use of library information resources at Mdumiseni High School,  
Madadeni Circuit, Amajuba District, KwaZulu-Natal**

Bachelor of Information Science (UNISA)  
Post Graduate Diploma in Information Studies (UKZN)

by

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# Declaration

I, **Edith Lindiwe Mazibuko**, declare that:

1. The research reported in this dissertation, except where otherwise indicated, is my original research.
2. This dissertation has not been submitted for any degree or examination at any other university.
3. This dissertation does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other individuals.
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Candidate: Edith Lindiwe Mazibuko

Signed: ...  .....

Supervisor: Dr Siyanda Kheswa

Signed: ..... 

04 February 2025

## **Dedication**

This dissertation is dedicated to my late husband, Thamsanqa Mazibuko for the love and support he gave me. His belief in me has been a driving force behind my success. Today, I am closing the chapter that we both opened. May you continue to rest in peace MWELASE.

## **Acknowledgements**

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I would also like to extend my gratitude to the following people for the role they played in making this work possible through guidance, encouragement and support.

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- Lastly, my late study partner and friend, Thobe MaDlezi Mbambo, for her persistence and ideas that kept me awake even if laziness and drowsiness knocked at my door. May her soul rest in peace.

## Abstract

The main purpose of the school library is to support the teaching and learning process through the programmes and other co-curricular activities existing within the school. This study aims to investigate the extent to which the Mdumiseni High School community uses library information resources to meet the needs of the school. The study employed a mixed method approach therefore, both qualitative and quantitative methods were used by conducting interviews and statistical questionnaires to collect data.

The study population consisted of teachers and learners. Data presented in this study was collected from teachers and School Management Teams (SMTs), who were interviewed. In addition, Further Education and Training (FET) learners completed questionnaires.

The findings revealed that Mdumiseni High School library is underutilised by both teachers and learners because it does not meet the school's information needs. Inadequate collection was one of the things that were mentioned by learners as well as the lack of internet access. Insufficient space and furniture further hinder learners from performing activities in the library. The study also revealed that teachers lack understanding regarding the use of the library and the role they have to play in collaboration with the teacher librarian in order for the library to be functional. Teachers also indicated that they don't give learners anything that compels them to use the library. The teacher librarian lacks support from the SMT, which adversely affects the utilisation of the library resources. The major cause of the non-utilisation of library information resources is the lack of a national library policy, which affects the establishment and sustainability of libraries.

Some of the recommendations made are that the school library has to provide the school community with a variety of resources including digital information resources, in order to meet the demands of the 21<sup>st</sup> Century. In order for the school to get a desired performance, collaboration between the teacher librarian and teachers is the key. This benefits the child, thus improving their academic performance.

***Key concepts: Collaboration, school curriculum, library information resources, school library, perception, information literacy skills***

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## **Acronyms**

American Library Association (ALA)

Annual Teaching Plans (ATP)

Curriculum Assessment Policy Statement (CAPS)

Education Library Information and Technology Services (ELITS)

Further Education and Training (FET)

International Federation of Library Association and Institution (IFLA)

National Curriculum Statement (NCS)

National Education Infrastructure Management System reports (NEIMS).

Outcome-Based Education (OBE)

Progress in International Reading Literacy Study (PIRLS)

School Librarian Media Specialist (SLMS)

Senior Management Team (SMT)

South African Department of Basic Education (SA DBE)

South African School Administration and Management System (SA-SAMS)

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# Chapter One

## Introduction and Background

### 1.1. Introduction to the study

Education and school libraries have always been inseparable; one cannot exist without the other. Over the years, libraries have complemented and supported education by providing information resources support. This means that education, acquiring information, and transmitting knowledge, skills, values, beliefs, habits and morals cannot achieve its goals and objectives without school libraries.

School libraries are the repository of knowledge; they guide every school community that gets lost during teaching and learning. They are meant to support educational programmes and allow learners to grow throughout their lives. Majapelo and Dube (2014) affirm that school libraries provide teachers and learners with various information resources that enable them to carry out their curriculum-related activities. This is why Armstrong (2017) refers to the school library as the heart of the school. Libraries are similar to the human heart, they pump blood throughout the body, and the entire body dies once the heart stops pumping blood, therefore, it is essential that schools establish vibrant human-centred libraries to support teaching and learning. School libraries are curriculum-oriented, preserving the material that the school needs. Therefore, there is no effective teaching and learning that can take place without a school library. School libraries are relevant to the education system today as they were relevant in the past because they are important. The National Guidelines for School Library and Information Services, the South African Department of Basic Education, 2012 (SA DBE, 2012) envisioned schools with well-resourced and functioning school libraries, information services that will instil a culture of reading and writing to our learners, promote respect for intellectual property and support the acquisition of information literacy skills to locate, access, process and use information resources in various formats, including digital formats.

### 1.2. Definition of key concepts

**Collaboration:** This is process of working together or working with others in order to reach a common goal.

**School curriculum:** Is the programme outlining subjects that are taught in that school, it includes the teaching and learning objectives, assessment procedure, methods of teaching and the teaching and learning material to enrich it (this includes library information resources)

**Perception:** How people see and interpret the phenomenon being studied.

### **1.3. The Purpose of the study**

The Department of Education in KwaZulu–Natal has a directorate called Education Library Information and Technology Services (ELITS), which aims at providing schools with the balanced, appropriate information resources to establish sound school libraries (National Guidelines for School Library and Information Services,2012). This Directorate is mandated by the organogram of the KwaZulu-Natal Department of Education to provide equitable access to school libraries for all learners in the province of KwaZulu-Natal through the establishment, development and functionality of school libraries for curriculum growth and enrichment. In compliance with the above mandate, ELITS started providing schools with library materials in 2002. (School library policy,2003)

Mdumiseni High School received their collection of library information resources in 2013. Availability of library resources in the school simply means the presence of information to support teaching and learning as well as reading, however, the school community does not effectively utilise the information resources given to the school. Despite having a fully resourced school library, learners` unsatisfactory academic performance evoked the researcher`s interest in choosing the topic.

### **1.4. Background of the study**

The development of school libraries in South Africa can be traced back to the Apartheid era. It all started with the Bantu Education Act no. 47 of 1953, a South African segregation law which enforced racial separation of education facilities from the primary level to the university level. According to the Act, white schools were better resourced and better funded than Black schools. In addition, white schools were given superior education at the expense of other races (Majapelo 2016).

The class of 1976 (Soweto uprising) not only fought against Afrikaans as a medium of instruction but also wanted equal opportunities as whites and a good quality of education, which included sound resources such as libraries, classrooms, and laboratories.

In 1994, the Democratic Government took over South Africa, a constitution was adopted in 1996 with the South African Schools Act aiming at bridging the gap created by the apartheid regime. The gap was very significant and even today, several schools in the so-called “disadvantaged societies” do not have suitable classrooms, access to water and electricity and adequate sanitation, let alone school libraries. To them school libraries and laboratories are regarded as “luxuries” because they lack the basics of conducting teaching and learning. The National Education Infrastructure Management Systems (NEIMS:2019) echoed that there are 5042 schools in KwaZulu-Natal. Only 1339 of the 5042 have school libraries, whilst 3703 have no libraries. When converting this into a percentage, 29.56% of schools have school libraries, whereas 73.44% have no libraries. The number of schools without libraries outnumber the schools with libraries. Some of the 29.56% of schools with libraries, are dysfunctional, and out of 29.56%, only 8% of the schools have functional libraries. This is because the Department of Education in South Africa has no full-time teacher-librarian posts. Some schools cannot afford full-time librarian posts. Therefore, they opted to close the libraries down, particularly in underdeveloped areas. As indicated above, the gap is significant, and a lot needs to be done.

During the post-apartheid era, education reform and education transformation were the South African Government`s priority. Since 1994, the South African curriculum has been changing. It started with Outcome-Based Education (OBE), and now it`s the National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS). All of these changes focus on a child's development in totality, with the curriculum being knowledge, behavioural and skilled based which then requires the use of a variety of resources so that education becomes meaningful. This is affirmed by Sharif et al. (2021) who states that school libraries play a vital role in developing human personality, moral, social, cultural behaviour, therefore schools with fully resourced libraries transforms learners` behaviour and develop their personalities thus academic performance. Majapelo (2018) stated that the South African curriculum during the post-apartheid era is based on constructivism, requiring the use of various resources to construct knowledge so as to improve the quality of education. This method views learners as thinkers, and they become active in their learning process.

The School Library Policy (2003) envisaged a learner who is information literate, imaginative, innovative and visionary with lifelong learning skills that will enable them to be responsible citizens. The two terms complement each other, information literacy means, one knows their information needs and can locate, access, organise, evaluate, and use information effectively. On the other hand, lifelong learning means that a person continuously reads for the rest of their life. With libraries, learners are empowered with information literacy skills to be information literate. Teachers and learners must become aware of the library resources to give learners projects that will require library resources. Armstrong (2017) confirms that the effective use of the library by the staff, leads to effective teaching and learning. School libraries require relevant personnel with sound knowledge of the curriculum to collaborate with the teachers during the lesson planning so that appropriate resources are identified to address the lesson planned.

### **1.5. Context of the school/study area**

Mdumiseni High School is a public school located at Madadeni, section D stand number 7279. Madadeni is a location situated 15 kilometres away from Newcastle in KwaZulu Natal. Mdumiseni High School was established in 1981 and registered its first matric in 1988. The school starts from Grade 8 and ends at Grade 12, with a total enrolment of 378, as well as a staff of 14 educators, which includes 1 Principal, 1 Deputy Principal, three Departmental Heads and 11 educators. The school curriculum is divided into four streams, commerce, humanities and languages. Mdumiseni High School converted one of its classrooms into a central library to accommodate graphic and printed information resources obtained from the Department of Education in 2013. Since its inception, the school has never had satisfactory matric results. This prompted the researcher into action. The study focuses on learners from the Further Education and Training (FET) phase and the Senior Management Team (SMT).

### **1.6. Rationale**

As a school library advisor at a District level (Amajuba District), the researcher's core duty is to monitor the implementation of ELITS programmes by visiting schools that receive library information resources to check whether they are effectively utilised to enrich the school curriculum.

Many problems were discovered during the researcher's visit, but as indicated above, one that evoked interest is Mdumiseni High School. The school received its consignment (library

information resources) in 2013. **Library information resources** are the most important tools that are found in the library that support teaching and learning, when these resources are effectively utilised by learners their academic performance improves, their information searching skills are developed and they become information literate.

The library resources the school received consisted of print and graphic material which was supposed to be used by both teachers and learners to satisfy their information needs. Print material refers to material printed on paper like books, dictionaries, encyclopaedias, atlases and graphic material refers charts, pictures, globes etcetera. During school visit the researcher discovered that the material received is not used by the school community, yet the school matric results are not satisfactory. Bernard and Dulle (2014) stated that the usefulness of the school library relies on the effective utilisation of library resources, learners cannot acquire sufficient knowledge through classroom or textbooks only, the use of various resources is essential, and that is why Gretes (2013) stated that a well-resourced and fully utilised school library greatly contributes to a child`s education. Hence the saying, “Academic success relies on the ability to read”. The school library is of great help in fulfilling learner`s information needs. They are established to promote and complete education. School library: where various formats of library resources are kept and well organised so that they are easily accessible to the school community so to support teaching and learning.

As indicated above that the school has a fully resourced library but learners` academic performance deteriorates every year. The study seeks to address the following objectives:

- To investigate the extent to which the school uses library information resources to support the curriculum.
- To examine the type of the resources the library has and its relevance to the curriculum.
- To find out if the school has a prescribed library programme that integrates the school library into the curriculum.

### **1.7. Key questions to be asked:**

After having outlined the research problem and objectives, this study attempts to answer the following key research questions:

- What role does the school library play as an integral part of the curriculum?
- How does the school integrate the school library into the curriculum?
- What school-based systems and procedures are in place to enhance and optimise access to the utilisation of the school library?
- To what extent do the library information resources satisfy the curriculum needs of both learners and teachers?
- What are learners` perceptions of the use of school library resources.

### **1.8. Theoretical Framework underpinning the study**

According to Kivunja (2018), the theory is defined as a set of related propositions that suggest why events occur in the manner they do. The theoretical framework is a structure that uses the summary of concepts and theories developed by the researcher, drawn from previously published studies, in order to have a theoretical background. Theories, theoretical frameworks and conceptual frameworks have been developed to describe, explain, analyse and generally make meaning of the phenomenon in that particular context (Varpio et al, 2020).

This study uses a theoretical framework to describe, explain, analyse and understand the phenomena studied. Eisenberg-Berkowitz and Montiel-Overall are two models that relate to this study, the researcher and are adopted and applied throughout the study. According to Adeniran and Onuoha (2018) the Eisenberg–Berkowitz model is based on information literacy that aims to assist learners in whatever information problem they are faced with, whereas the Montiel-Overall (2005) model is based on Loertscher`s Taxonomy (1982), aims at improving teachers and teacher-librarian`s collaboration.

In an education context, Kammer et al. (2021) in Montiel-Overall (2005) explain that collaboration occurs when teachers and the teacher-librarian team interact to accomplish a certain activity in order to increase learners` academic performance. The two parties are

involved in collaborative thinking, joint planning, joint implementation, and joint evaluation of the curriculum, and they share the curriculum's vision, mission, and goals. Teachers know the subject content, whereas the teacher-librarians know the library material that will help learners better understand the curriculum at all levels. It is clear that collaboration between teachers and teacher-librarians results in the effective use of library resources that improves learners' academic performance. When two professionals deliver a quality learning and teaching experience, success multiplies.

Montiel-Overall (2005) proposed four models that best describe collaboration based on Loertscher's taxonomy of eleven graded levels.

### **1.8.1. Model A - Coordination**

This is the first stage of collaboration. The teacher-librarian can coordinate the library resources, time, timetable, events, and activities with the teachers. This creates order and prevents the stagnation of activities. At this stage, according to Loertscher's taxonomy, the teacher-librarian and teachers begin working together after having worked in silos in level one. This form levels two to four of Loertscher's taxonomy.

### **1.8.2. Model B - Cooperation/Partnership**

Montiel-Overall (2005), argued that cooperation involves goal setting, teamwork, and networking. At this stage, the teacher-librarian and teachers work together to achieve common goals. Both parties depend on one another to improve learners' academic performance. The level of networking increases. Levels five to six of Loertscher's taxonomy indicate that the teacher-librarian and teachers are involved in informal joint planning. The teacher-librarian prepares library materials to support teaching and learning in the classroom. At this stage, the teacher-librarian and teachers' relationship is growing, although it is still in the infancy stage.

### **1.8.3. Model C - Integrated Instruction**

The teacher-librarian and teachers are now involved in collaborative thinking, joint planning (lesson plans, projects and activities) and joint evaluation. The teacher-librarian shows an understanding of the subject content at all levels. Library material and information literacy skills are taught at all levels to support the curriculum. This is not done in isolation; it must be done as part of the curriculum to become meaningful and relevant to all subjects taught at

school or projects given to learners. All library resources are integrated into the curriculum. This is level seven of Loertscher`s taxonomy; the teacher integrates the library material into the curriculum.

The teacher-librarian teaches information literacy skills based on the Eisenberg-Berkowitz model, consisting of six stages: each stage with two components the main aim was to create an effective tool for helping learners understand the research process as an enquiry process, therefore, it is important that the teacher-librarian knows the library resources so that they connect learners with accurate and relevant resources, the teacher-librarian acts as a mediator between the library resources and the learner, this is called reference service (Kheswa and Hoskins 2021)

**Stage 1 - Task Definition:** This consists of two components - Defining the problem and identifying the information requirements of a problem. This means that when learners are given a project or a task, it should be clearly articulated so they can know the kind of information to look for.

**Stage 2 - Information-seeking strategies:** Identifying resources and evaluating the different possible sources to determine priorities.

**Stage 3 - Location and accessing of resources:** Locating resources, finding information within resources. User guidance is essential (aligning subjects to the DDC system). Learners need to be taught how the library is arranged to locate the right material at the right time. Learners decide on the sources to be used for information. Learners need to be taught how to find information within a source through the use of content pages, index, grocery and other important tools.

**Stage 4 - Use of information:** A clear understanding of the question is very important. Engage with information through extensive reading to find information. Use keywords, headings, subheadings and pictures to extract relevant information from a source, for reference material. For example, for an Encyclopaedia, an Index must be used because it gives all the volumes and pages where the information is covered. For non-fiction sources, the index and the table of contents are used. The user process information by comparing, selecting and combining the most relevant information from various resources. In addition, the user makes notes, summarizes and paraphrase their findings, as well as cites the sources used.

**Stage 5 - Synthesis:** Learners are expected to answer specific questions, organise information, and present it in the required format.

**Stage 6 - Evaluation:** By the action word the learners assess their completed task. The following questions can be asked.

- ✓ Did I use relevant resources?
- ✓ Did I answer the question?
- ✓ Does the answer address the question?
- ✓ Did I present the information correctly?
- ✓ Where do I need to improve?

An information literate learner is an independent learner who strives for excellence and uses information literacy strategies to solve real-life problems. Such learners are developed at school and in the library by the teacher-librarian. The teacher-librarian equips learners and teachers with library information resources which contributes to the quality of teaching and authentic learning, this enables learners to become critical thinkers, enthusiastic readers, and lifelong independent learners who can participate in a democratic and culturally diverse society (Singh et al,2017).

#### **1.8.4. Model D - Integrated Curriculum**

Model D relies on Model C; this occurs if all teachers in the school carry out the integrated instructions. The principal plays a vital role by allowing teachers time to participate in the integrated instruction and monitor it regularly. Level eight-eleven indicates a full collaboration between the teachers and the teacher-librarian. At Mdumiseni High School, the principal should be the one who sets the time for collaboration. The road to collaboration goes via the principal.

### **1.9. Key concepts**

This section defines the key terms used in this study.

### **1.9.1. School Curriculum**

The curriculum is viewed in different ways by many authors. According to Merriam-Webster (2014) a curriculum is simply a set of courses consisting of a set of instructions aimed at reaching specific objectives, and goals driven by the vision and mission of the specific institution. In an education context, curriculum integrates the vision of the department Mulenga (2018) further indicates that a curriculum is a set of teaching and learning activities designed to help learners achieve objectives prescribed by the educational system. The school curriculum entails the following items:

- A set of subjects taught in that particular institution and the content.
- Methods of teaching and the resources used to support the curriculum (this is where the school library and the information resources come in).
- The school does activities, both informal and formal activities.
- Teaching and learning environment (these include the classrooms, furniture and school discipline, as well the policies of the school)

### **1.9.2. School Library**

A school library is a broad term covering all types of libraries that support the curriculum within the school. This can be a classroom library or a central library (National Guidelines for School Library and Information Services, 2012). In the library, the school community has access to a variety of information resources for reading, research, recreation, and supporting the curriculum. The International Federation of Library Association and Institution (IFLA, 2015) identifies three features of effective school libraries.

- A relevant collection of information resources that address the needs of the school (print, audio-visual, digital resources).
- A qualified librarian/teacher-librarian, who will be able to integrate the school library into the curriculum and promote reading.
- A library program coupled with useful guidance for the library.

Fasola (2015) refers to the library as a collection of information resources organised for use; therefore, it is essential that the library is stocked with adequate resources. In this definition, Fasola (2015) pointed out three essential elements that best describe the library, namely

collection, arrangement and use. This means the library's collection of resources should be arranged to be easily located and used by everyone. It is a fact that the library has a variety of resources that are systematically arranged so that they are easily accessible to the school community and effectively used to support the curriculum

### **1.9.3. Library Information Resources**

Onye (2016) defines library information resources as information-bearing material found in the library: a public library, academic library, school library, or a special library, all serving the different purposes that are in line with that particular institution, therefore school library information resources assist the school to achieve its goals. The information comes in two ways, which can be in a printed and electronic format. Examples of printed material are books, journals, abstracts, newspapers, magazines, reports, and indexes. Electronic resources consist of audio-visual and material: television, videos, radio, computers, laptops, internet, emails, e-books, and e-journals. National Guidelines for School Library and Information Services (2012:28) further indicate that graphic material such as photographs, globes and educational games also form part of the library information material. Whereas Aramide and Elaturoti (2013) added that methods, equipment, facilities, software, and data developed, operated, and maintained to gather, record and process store information are referred to as library resources. Library resources are highly needed to develop a culture of lifelong learning and keep information literacy skills which are the basis of life in the 21<sup>st</sup> century. This depends on the quality and relevance of resources to the school curriculum.

### **1.10. Delimitations and limitations of the study**

Theofanidis and Fountouki (2018) pointed out that in all situations there are unexpected events; even in research process such events occur and are called limitations. These are the factors that are beyond the researcher's control, which can be statistical model constrains, funding constrains, or other factors that pertain the study. On the other hand, delimitations refer to the intended boundaries that the researcher sets for the study. These are the factors the researcher chooses not to focus on (Naar 2021).

- The study focuses on the FET phase learners because they specialise in subjects; hence, it is mentioned that the school has four streams: General, Science and Commerce and Languages. This was done purposely to address the research objective, which aims at

examining the type of resources the library has in relation to the school curriculum. Another reason for choosing the FET phase is that these learners have been in the school for more than three years. They must have seen and used the school library. The SMT was selected for the study because they are the driving force of the school. Everything that happens in school revolves around them, including the subjects that are taught in school.

### **1.11. Limitations of the study rest in two areas**

This section discusses factors that might affect the findings of the study

#### **1.11.1. Time**

Time for data collection was a problem. This is a high school; teachers rush to complete the Annual Teaching Plans (ATP). High school teachers have no free time due to commitments such as morning and afternoon support classes, and on weekends, they also conduct extra classes. Therefore, conducting an interview and completing a questionnaire for Grade 12 was a challenge.

#### **1.11.2. Participants**

The number of participants the study aims to reach might be a problem. Taking into consideration that the school's academic performance is deteriorating this might affect learners' enrolment in each grade. Data was collected when other grade 12 learners were on study leave in preparations for exams. a total of 155 questionnaires were distributed to the school. 143 were returned to the researcher.

### **1.12. Structure of the dissertation**

This section discusses the layout of the study and gives an outline of how this study is divided into specific parts.

#### **Chapter One: Introduction and background**

This chapter briefly discusses the background of the study, gives the profile of Mdumiseni High School and further discusses the rationale of the study. It incorporates the research problem, the objectives of the study, the key questions of the study, the theoretical framework,

as well as the definition of key terms used in the study. It also includes the limitation and delimitation of the study, as well as the summary.

### **Chapter Two: Literature review**

Chapter Two discusses the theories upon which the study is based and presents the summary of the literature reviewed.

### **Chapter Three: Research methodology**

Chapter Three describes the research methods and methodology the study adopted. This includes sampling, the population's size and characteristics, data collection methods and data analysis procedures that the study were adopted.

### **Chapter Four: Data presentation**

This chapter presents the results and provides data analysis. Information collected from the respondents at Mdumiseni High School for the study is reported in this section.

### **Chapter Five: Discussion of Findings**

Chapter Five discusses the research results in relation to research questions and the literature reviewed.

### **Chapter Six: Summary, Recommendations and Conclusion**

In this last chapter, conclusions, recommendations and suggestions for further research are made.

#### **1.13. Summary of the chapter**

This chapter discussed the background and the purpose of the study. A theoretical framework associated with the study is also discussed. The concepts covered throughout the study are described. Delimitations and limitations of the study are also highlighted. Note that Chapter Two will examine different authors` views about the importance of school libraries and information resources in the education system.

# **Chapter Two**

## **Literature review**

### **2.1. Introduction**

The previous chapter outlined the research topic, research background, rationale, research problem statement and theoretical framework.

This chapter reviews literature which is relevant to the study. According to McCombes (2021), a literature review is an examination of scholarly sources on a particular subject. It gives a broad overview of current knowledge that helps the researcher find pertinent themes, methodologies and research gaps. Therefore, the current study will examine previous authors' work based on four aspects, namely, the role of the school library as an integral part of the school, the relevance and the integration of the school library resources into the curriculum and lastly, collaboration of the teacher-librarian and the teachers in developing and implementing the school library programme. These four aspects are in line with the research objectives of this study. The literature review of the study will be done based on the related work from different perspectives, that is, International, African and South African perspectives.

### **2.2. The role of the school library as an integral part of the curriculum**

This part seeks to address the first research problem, which is based on the role that the school library plays as an integral part of the curriculum. Studies conducted worldwide reveal that the availability of libraries in schools has a positive impact on learners' academic performance. It has been discovered that most of the studies were conducted in countries abroad, mainly in the United States, United Kingdom, Scotland and Australia, but very few of these studies were conducted in South Africa. Although many studies focus primarily on primary schools, their findings may be applied to our context (Bernard and Dulle, 2014). The significant gap noticed in studies conducted in South Africa is that there is little addressing teachers and teacher-librarian collaboration for the maximum utilisation of library resources in high schools. Nonetheless, the present study attempts to narrow this identified gap.

Easley and Yelvington (2015) in Batool and Webber (2016) outlined that school libraries provide learners with a wide range of resources (print and electronic resources) that aim at

meeting their information needs. They also indicated that libraries are best known for the significant role they play in the development of literacy skills and lifelong reading habits. This was echoed by Suleiman et al. (2018), who say that learners' information needs cannot be fulfilled by classroom textbooks only, library resources complement the textbook and all the activities that are done in the classroom. Majid et al. (2020) made a similar point by saying that school libraries contribute to the development of a variety of information skills in students, encouraging them to become more responsible individuals and socially responsible citizens. Majapelo (2018) asserted that school libraries enhanced learner-centred curriculum, without access to different reading material it is impossible for learners to develop reading skills, habits and the culture essential for life-long learning. Hoskins and Kheswa (2021), pointed out that learner-centred learning occurs when learners are actively involved and more responsible in their learning. This implies that learners need to be provided with appropriate facilities that will enable them to become independent learners. In secondary schools, a library should provide the school community with material of all types and of all subjects that address a diverse curriculum to reach and serve every learner in the school, namely the average, the gifted, the slow, the shy, and children with special needs. Hoskins and Kheswa (2021) summed up the functions of the school by stating that school libraries develop the learner's character spiritually, socially, culturally and socio-economically.

Dilshad and Akhtar (2019) and Parvin et al. (2019) affirmed that a library is like the backbone of the human body, and the availability of its resources in an institution is very important for transmitting information and acquiring knowledge. They further indicated that if a school library is adequately staffed, fully resourced and better funded, it positively impacts learners' academic performance. Mbibo (2020), on the other hand, argued that the school library's distinguishing feature is not its collection, not its technology, not its staffing, nor its buildings but its actions, services and evidence indicating that it makes a real difference to student learning, meaning, creation and knowledge construction in tangible and substantial ways. This simply means that a library can be fully staffed and have beautiful resources, but if it is not used to support the curriculum, all is meaningless.

According to Sheehan (2012), libraries are independent learning spaces. Learners not only use libraries for acquiring additional information but also for studying, learning, writing, playing games, group discussions, reading newspapers, magazines and many more activities. The library is the resource centre for all activities taking part in school. It is a space where everyone is welcome and encouraged to learn and grow. One of the major roles of the library as (Gretes 2013) indicated, is to make reading material available and accessible to everyone.

Looking at the quality of education in South Africa, one may sum up that South African education has a great challenge, the majority of learners struggle to read, write and count at the appropriate level. With fully functional school libraries, this gap can be narrowed. Libraries and reading are intertwined, one of the roles of the libraries is literacy promotion. Studies conducted reveal that the level of literacy in South Africa is significantly low. Progress in International Reading Literacy Study (PIRLS), which is a study that is done every five years to assess learners' reading levels, shows that South Africa has a severe challenge and always scores the lowest number compared to other countries, Bloch and Ndebele (2010) pointed out that functional school libraries can play a vital role in improving learners' literacy levels. Reading develops the learner in totality. It benefits one psychologically, emotionally, socially and physically. Whatever knowledge a learner gets from reading is being transferred to the classroom situation, and learners tend to do better in their subjects. This is affirmed by Vannelli (2012), who stated that children who read a lot performed better than children who do not read at all, therefore; reading and the library are inseparable, and school libraries are ideal centres where a teacher-librarian cultivates the culture of reading in learners.

Studies conducted in Africa show that Africa lags behind in terms of libraries and the provision of library resources. Mojapelo and Dube (2014) asserted that in South Africa, only a few schools have well-equipped and functional libraries (ex-model C schools.). Most of the schools in townships and in rural areas have no functional libraries, which makes access to information a challenge. There are many challenges faced by African schools, including the lack of current material (print and digital). This has a negative impact on both learners and teachers, as Bernard and Dulle (2015) argued that learners cannot acquire adequate knowledge if they rely solely on classroom textbooks. This is where the resourced-based education comes in as mentioned above, which means that learners must use a variety of resources to acquire more information and boost their academic performance, thus the education ambition (Ternege and Agipu 2019).

One of the studies conducted in South Africa, looking at the *determinants of Grade 12 pass rates in the post-apartheid South African schooling systems*, found that the existence of school libraries and computers for teaching and learning had a positive impact on the pass rate of Grade 12 learners. The statistics from the study further revealed that the mean pass rate for schools without libraries is 47% compared to 66% for those with libraries. Bharat and Oosthuizen (2008) confirm that a school library is not a luxury but a necessity of life.

School libraries are important and were even more important during the time of the COVID-19 pandemic. COVID-19 brought stress, anxiety, uncertainty and the pressure of workload to teachers, leaving them with a lot of work to cover for the Annual Teaching Plan (ATP). It also triggered a lot of changes in our lives. Including how things operate and how the education system and libraries operate. Fearing the spread of the disease, most libraries closed down. The closure of libraries marks the beginning of the Fourth Industrial Revolution and blended learning, whereby learners and teachers secured both online services (WhatsApp, Facebook) and face-to-face approaches to supplement teaching and learning. Some schools even went to the extent of recording lessons, uploading resources, photocopying material and giving it to learners from their libraries. School libraries are there to reduce teachers' load. All the teachers need to do is to brief students on the topic and give them assignments and the list of resources from the library, which can be used for additional information, with the assistance of the teacher-librarian. Libraries are meant to provide additional information which is not provided by the textbook in order for students to accumulate many marks in their studies and make teaching and learning more meaningful.

In view of the above literature on the role of the school library as an integral part of the curriculum, one may conclude that the broad aim that the library plays in secondary education is to prepare learners for higher education because the basic skills of how to use the book, how to locate and search information (information literacy skills) are the skills essential for their entire life. Kheswa and Hoskins (2021), shared the same sentiment by stating that school libraries are places that bring learning to life and encourage the development of research and study skills that learners take to higher education and the workplace. These are lifelong learning skills that enable learners to be responsible citizens.

### **2.3. Integration of the school library into the curriculum and the library programme**

The major connection between the school library and the curriculum, is the resources the library preserves to support teaching and learning. These resources are meant to be used by both teachers and learners. Teachers use library resources to access information needed to develop and support their classroom instructions whilst, on the other hand learners use it to make their learning more meaningful. It is of vital importance that the school keeps the library material that is relevant to the curriculum of the school therefore, when selecting the library material,

the teacher-librarian has to see to it that the needs of the school community are addressed. It has to be taken into consideration that the usefulness of the library relies on the learners' and teachers' satisfaction with the library resources (Bhat,2013).

Adebayo (2017) affirms that the effective use of library resources relies on the quality of resources the library has. Therefore, a teacher-librarian needs to take great care in choosing good quality resources, as well as materials that are in demand within the school library program. On the other hand, Ternege and Agipu (2019) stated that teachers and learners use the library only if they are aware of its existence and the quality of the resources the library holds; the more library resources are accessible, the more likely they are to be used. While students use the library resources, they need to know how to locate, access and use information from a variety of resources. This simply means there is a need for a teacher-librarian to equip learners with user guidance or information literacy skills. Paton-Ash and Wilmot (2015) pointed out that the information skills programme improves user searching patterns and enables teachers and learners to use the school library resources extensively to support the curriculum. The greatest role the school library has to play is to support the educational programme within the school as per the vision and mission of the Department of Education.

According to Bustari (2019), a school library is a subsystem of educational programmes, meaning that school libraries are intended to support the educational programme of the school. As it has been indicated above, learners and teachers utilise the library if they are aware of its existence and know how to use the library resources in the library. A teacher-librarian is a driving force behind all of this, meaning they are the ones who need to connect the entire school community with library resources. Therefore, it is of vital importance that the school has a dual-qualified teacher-librarian who possesses both a teaching qualification and a library qualification, hence the name Teacher-librarian. This is echoed by Majapelo (2016), who stated that the word teacher-librarian refers to someone who is in charge of the library and has full-time teaching responsibilities in the classroom. An innovative teacher-librarian collaborates with teachers for the planning and implementation of the library programme.

Cooker (2015:25) argued that academic scores tend to be higher in schools with a sound library programme and a full-time teacher librarian so that all the activities and services that the library provides are well-marketed and well-known to everyone in the school. This was affirmed by Lance and Kachel (2018), who pointed out that when schools have a high-quality library

programme and teacher-librarians share their expertise with the entire school community, learners' achievement gets a boost.

What does the library programme entail?

- A sound library programme that has a library timetable which is allocated to every classroom or every learner in the school.
- The qualified teacher-librarian ensures that library resources and library services are used by the entire school community through user-guidance.

According to Hemavati and Chandrashekara (2018), the user guide is a process whereby patrons are made aware of the library resources about their subjects and are taught how to make effective use of its resources through identification, location, retrieval and exploitation of information resources. Whilst Maduako (2013) sees user guidance as planned process and techniques aims at empowering library users with skills to help make optimum use of library resources available in the library.

User guidance can be in the form of training, workshops, seminars etcetera. Some people call it user education or information literacy.

Uwakwe, Onyeneke and Njoku (2016) pointed out that the effectiveness of the library is measured by the use of its resources and its services. They also indicated that there is no point in having the library if the users do not have the necessary searching skills, which will lead to the underutilisation of the library resources and poor academic performance.

A library programme should also have a list of important literacy days that need to be celebrated as a way of promoting and marketing library resources. The library programme also improves learners' reading abilities and ensures that learners demonstrate age-appropriate reading levels, as per the National Guidelines for School Library and Information Services, according to the South African Department of Basic Education (2012)

- The World Read Aloud Day, World Radio Day, and Mother Tongue Day in February
- Library Week in March
- The World Book Day in April
- Africa Day in May

- Youth Day: June
  - Mandela Day: July
  - Women`s Day: August
  - Readathon Day and Heritage Day in September
- A reading programme should also include reading competitions such as spelling bees, reading and writing book reviews and debates.

## **2.4. Library programme in relation to Ranganathan's Five Laws of Library Science**

Ranganathan`s five laws are the fundamental laws of library science applicable to anything pertaining to the library. This includes library resources, library services and library programmes. Ranganathan`s five laws, as cited by Safii (2018), were proposed in 1931 and are still applicable even today in this digital age.

### **2.4.1 First Law: Books are for use**

The first law reminds us that the material that is kept in the library is for use by the people who need it. If it is not used, the library becomes a white elephant. That is why it is said that a library should have a library timetable allocated to all classes so that everyone in school has access to the library material. Kachel (2013) argued that visiting the library once is insufficient, what is important is the following:

- ✓ How many times does a learner visit the library?
- ✓ How is the learner`s access to the library material scheduled?
- ✓ How often does a learner borrow library materials for reading/projects, or assignments?

According to Connaway et al. (2014), the emphasis of this law is on the library period, opening hours, loan policies, the library staff and services, the building and the marketing of the library resources. A library period is key to the utilisation of library resources. This calls for the teacher-librarian and the teachers to ensure that the library material is used.

#### **2.4.2 Second law: every reader has his or her book**

Library material should be procured according to the curriculum needs of the school. It should cater for everyone in school, irrespective of grade, race, ethnicity or gender. Everyone in school should be able to find a book of their choice in the library. This calls for teacher-librarians to know their users and their needs.

#### **2.4.3 Third law: every book its reader**

This puts more focus on the book. It says that a book has the right to be read. This simply means that every book that is in the library has information that is helpful to someone out there. Therefore, it is the duty of the librarian to see to it that every item in the library is well-marketed and used. Suggested reading activities that can be done to enforce the use of books are reading festivals, reading competitions, book displays, exhibitions, implementation of the read-to-lead campaign, etc.

#### **2.4.4 Fourth law: save the time of the reader**

This law talks about the arrangement of resources in the library. It is the responsibility of the teacher-librarian to see to it that the library resources are well arranged so users can easily locate and retrieve what they are looking for efficiently without wasting time unnecessarily. This simply means that shelf guides and shelving must be clear and visible to users, and library staff must know their materials. Library service must be on point, and user guidance and information literacy skills have to be taught to everyone in school. Without proper and accurate shelving, effective utilisation of the library resources is impossible.

#### **2.4.5 Fifth law: the library is a growing organism**

Just like a person, a library needs to grow; it should grow from childhood to adulthood in terms of size, material, services, staff and patrons.

As far as the collection is concerned, the library needs to talk to the school curriculum and cover the needs of both teachers and learners in school. Staff members need to attend workshops and training so as to be on par with the demands of the 21<sup>st</sup> century.

In view of the above literature about the reading programme, it goes without saying that a school with a sound library programme has a good academic record, and the implementation of the programme requires the full participation of all stakeholders, students, teachers, parents, teacher librarians and the department of education.

## **2.5 Collaboration of the teacher-librarian and teachers**

Adebayo (2017) defined a teacher-librarian as a professional teacher with classroom experience and additional qualifications in the selection, management and utilisation of learning resources who manages the school library and works with other teachers to design and implement a school library resource-based curriculum program. The teacher-librarian is also known as the School Librarian Media Specialist (SLMS). As it has been alluded to later, a teacher-librarian is a driving force behind the implementation of the library programme, and the implementation of the library programme cannot be done without collaboration between the teacher-librarian and the subject teachers. As a result of this collaboration, learners are likely to achieve more and become lifelong learners.

According to Montiel-Overall (2005), cited by Kammer et al. (2021), collaboration is a process in which two or more parties join forces to work together to accomplish a certain project that aims at enhancing students' learning. In this case, the subject teacher, being knowledgeable about their subject, teams up with the teacher-librarian who has knowledge of the library resources. Together, they design a programme that is aligned with the school curriculum based on the vision and mission, goals and objectives of the school. Kammer et al. (2021) further indicate that teachers and the teacher-librarian are involved in co-planning, co-implementing and co-evaluating learners' progress in areas of the curriculum.

Collaboration between the teacher-librarian and the subject teachers is the key to the integration of library resources into the curriculum and also the effective utilisation of the library resources. This is attested by Kammer et al. (2021), who further stipulate that collaboration helps the teachers to be well-versed about the library resources and give learners projects that will enable them to develop research skills that will make learners access information from a variety of resources at their disposal. It also empowers learners with skills to access, locate, analyse and evaluate information, which are the basis of the information-literate person. Lance and Kachel (2018) further reveal that the effective utilisation of the school library depends on the accessibility of the library resources by those who need them, and it is essential that the library

is made known to the school community. This can never be the case if the teacher-librarian and subject teachers do not work collaboratively to achieve similar goals.

Successful collaboration is one that is led by the teacher-librarian and supported by the principal of the school. It is a mark of academic excellence for both teachers and learners.

## **2.6. Road to an excellent library**

According to Majapelo (2018), an effective school library is well-resourced and well-staffed. It requires various stakeholders to take their active roles in order for the school library to be effective. This section highlights the roles stakeholders have to play in effective school libraries. The National Guidelines for School Library and Information Services (2012:4) speak explicitly about the roles of various stakeholders in library services.

### **2.6.1. The role of the principal**

Excellent school libraries are closely related to the principal's attitude and support as the head of the school. The principal is the key person behind the success of the library. The principal's management style influences teaching and learning collaboration between teachers in the school. For the implementation of the functional library, Bustari (2020) indicated that the principal should be an initiator, innovator, motivator, and creator of culture and a good working climate in the library.

#### **The National Guidelines for School Libraries and Information Services (2012)**

highlighted a variety of roles that the principal should play in order to have an operationally excellent library. That is:

- Talking about the importance of the library in meetings also discusses the value of the teacher-librarian in the school.
- Adequate Funding of the library, 10% of the norms and standards annual allocation,
- Facilitate the collaboration of the teacher-librarian and teachers for the maximum utilisation of library resources. The principal needs to encourage teachers and allocate time for collaboration. On the other hand, the teacher-librarian has to do multiple things in order to gain the trust and support of the principal in three key ways: by working very hard to advance school goals, communicating effectively with the principal, and

having a positive attitude and a working spirit (Bonano 2012). The principal is the key factor in the development of collaboration.

- The principal seeks external support from other stakeholders beyond the school borders, donations, funding and pieces of advice.
- Support the literacy programme initiated by the teacher-librarian.
- Allow teacher-librarians to have a slot in staff meetings to keep teachers updated on library matters.
- Reward library achievements and acknowledge the work done by the school library committee and the library monitors.

## **2.7. Influence of the teacher-librarian, personal attributes and the relationship with the school community**

As it has been indicated earlier, the teacher-librarian is the driving force behind the operational library. The attitude of the teacher-librarian plays a significant role. McPherson (2020) pointed out six qualities a teacher-librarian should possess in order to develop and maintain a successful school library programme and a harmonious relationship with everyone within the school. That is leadership, collaboration, communication, and interpersonal skills.

Leadership is the ability to influence, motivate, encourage, innovate and enable others to contribute towards the success of the organisation. A teacher-librarian's role involves working with people. To work closely with the library monitors, the school library committee and the entire school. They should communicate the library programme to the school community, market the library, and talk about the library in staff meetings. Montiel-Overall and Grimes (2013) indicated that some of the reasons for the non-utilisation of the library are the attitude of the teacher-librarian. On the other hand, Paton-Ash and Wilmot (2015) emphasised that as long as the subject teachers do not see the teacher-librarian and the library as part of teaching and learning, the library will always be a white elephant.

In short, a teacher-librarian must be able to work with all kinds of people and teachers (Partridge, Lee and Manro, 2012), as cited by (McPherson, 2020).

## **2.8. Benefits of collaboration**

If the collaboration between the teacher-librarian and the subject teachers is done in a supportive way, the learning environment results in maximum utilisation of library resources and increases learners` performance in all subjects and learners become lifelong learners (Maharaj 2015).

A good relationship is maintained between the teachers and the teacher-librarian and improves workplace mental health. It also increases tolerance, creativity, and innovation.

In view of the above literature about the collaboration of the teacher-librarian and teachers, one may conclude that good communication skills are of paramount importance if you are a teacher-librarian. You should possess both oral and written communication skills. A teacher-librarian must be able to interact with all stakeholders, internal and external, engaging in effective and regular communication with the principal just to develop the library. In fact, the support of the principal relies on the attitude of the teacher-librarian, communication skills and the value of the library. They are required to communicate the vision, mission, goals and objectives of the school library. They are expected to regularly market the library resources and equip the school community with information literacy skills.

## **2.9. Summary of the chapter**

This chapter reviewed literature related to the importance of school libraries in supporting the curriculum. As highlighted above, the role played by the school library as an integral part of the school also indicates how the teaching and learning process is affected by the lack of good quality library resources, the benefits of collaboration and the implementation of the library programme. The next chapter will focus on Research Methodology.

# Chapter Three

## Research Methodology

### 3.1. Introduction

This chapter presents the methodology that the researcher used to answer the research questions and the main research objectives. The research paradigm, research design, research approach, the population of the study, data collection methods, trustworthiness, as well as ethical issues employed in the study are discussed in-depth in this section. Wedawatta et.al. (2011) pointed out that it is imperative that the researcher chooses the appropriate research methodology that answers the research question and enhances the quality of the results. Therefore, in this research, the methodology employed, gives a summary of how the research project will be carried out and identifies a detailed process to be employed for appropriate valid results.

### 3.2. Research paradigm

Different authors define the concept of paradigm in various settings. Neumann (2006:9) defines paradigm as a general organising framework for theory and research which includes basic assumptions, key issues, models of quality research and methods for seeking answers. On the other hand, Kamal (2019) sees a paradigm as a cluster of beliefs and dictates for scientists in a particular discipline that influences what should be studied, how it should be studied and how results should be interpreted. This was affirmed by Bertram and Christensen (2014) by stating that the paradigm determines the kind of questions that are supposed to be asked, what can be observed, data that needs to be collected and lastly, data that needs to be analysed. Being guided by the aforementioned ideas, the researcher remained more focused on the topic, and this also helped to avoid generalisation.

The study employed a mixed-methods approach, that is, quantitative (questionnaire) and qualitative (interview), in order to gain a comprehensive understanding of the research problem. Therefore, a pragmatic paradigm has been adopted for the study. This allows the researcher to use both qualitative and quantitative approaches (Yardley and Bishop, 2017). Pragmatism paradigm allows the researcher to investigate the topic in depth so as to know cause of a research problem. Pragmatism allows the researcher to use deferent approaches

rather than focusing on single approach, pragmatism strengthens the validity of the research findings by allowing deferent approaches (Wills and Lake, 2020).

Therefore, guided by the above-cited ideas, as indicated above, the SMT, teacher-librarian, and learners were selected to participate in the study. Collecting data from interviews and questionnaires were the two data collection methods used to address the issues raised in the research questions.

With Interpretivism, the researcher aims to hear and interpret learners' and teachers' perceptions, experiences, and backgrounds regarding the quality of library resources and the curriculum.

### 3.3. Research Design

McMillan and Schumacher (2010) define a research design as a process of explaining how the study will be obtained. It is an overall strategy used to carry out research. Kumar (2011), on the other hand, defines it as a plan or a blueprint followed by research to find answers to the research problem and questions.

Jansen and Warren (2020) pointed out that an appropriate research design should answer the following questions:

- ❖ What data do I collect and what data do I ignore?
- ❖ How do I collect data? (data collection methods)
- ❖ Who do I collect data from? (population and sampling methods)
- ❖ How do I analyse the data collected? (data analysis methods)

The researcher employed a case study as a research design because she sought a detailed explanation and an in-depth understanding of the phenomenon and its life context. Yin (2009) states that a case study is an in-depth analysis of a particular case where a person or a group of people may be involved. According to Cohen et al. (2011), the advantage of the case study is that it provides a real-life situation and a comprehensive account of the participants' realities and views, whilst allowing the reader to visualize the experiences of the people involved in the phenomenon. Using a case study as a research method benefits the researcher because it enables them to understand the picture fully. The current case study is based on the real-life experiences

of teachers (represented by SMT) and learners of the FET band on the quality of library resources and the extent to which they support the curriculum.

### **3.4. Research Approach**

Almedia (2018) define the mixed method as a study that involves collecting and analysing both quantitative and qualitative data in one study so as to provide a broader and a complete vision of a problem. As such, this study employs a mixed-method approach. This method was chosen because the researcher wants a complete picture from both teachers and learners on the use of library resources to support the curriculum. Almedia (2018) pointed out that it is all-important that different kinds of methods are applied in research to best understand the phenomenon studied and enabling the researcher to get rich information that could not be obtained when using one method. This was echoed by George (2022) who stated that a mixed method is the right choice in a research process and further suggests that the use of either quantitative or quantitative research in the study is insufficient to answer the research question. Utilising a mixed method approach, the researcher gathered information from the SMT and the learners regarding their use of library resources, their quality and the extent to which they support the curriculum needs.

### **3.5. The population of the study**

The population of the study is made up of learners from the FET band, that is, Grades 10, 11 and 12. Six members of the SMT were purposely selected to represent teachers. The teacher-librarian joined the SMT as part of the study in order to ensure that the library programme is aligned with the vision and mission of the school and to ensure that both (SMT and the teacher-librarian) understand each other's role to enhance teaching and learning. SMT members were selected because they are responsible for ensuring the quality of teaching and learning in the school, and in order for them to improve the quality of teaching and learning, and the school library should be made one of the priorities. The SMT consisted of the three Departmental Heads for the whole school, the Principal, the Deputy Principal and a Teacher-Librarian, as well as 155 learners selected from Grades 10, 11 and 12. This gives us a sample size of 161, as depicted in Table 3.1. below.

**Table 3.1: Population size of the study**

<b>Grades</b>	<b>Enrolment</b>	<b>Sample size</b>	<b>SMT</b>
10	104	61	3 Heads of Department
11	84	49	1 Deputy Principal
12	76	45	1 Principal  1 Teacher librarian
<b>Total</b>	<b>264</b>	<b>155</b>	<b>6</b>
<b>Sample size is</b>		<b>155 + 6 = 161</b>	

The study used two types of sampling strategies namely, simple random sampling and purposive sampling.

A simple random sampling method was used in the study to collect data from learners. According to Brink, Van der Walt and Noor et al. (2022) each element or individual of the simple random sampling has an equal chance of being included in the study. The simple random sampling ensures unbiased representation. In this case, the South African School Administration and Management System (SA-SAMS) register was used to select learners who participated in the study. SA-SAMS consists of learners' information for learners registered in that particular school, which includes their age, academic performance, and behavioural records. and their parental/guardian information. All learners in a school appear in this register irrespective of age and gender.

Purposive sampling pertains to SMT members; as indicated, they are the ones who are responsible for the quality of teaching and learning, as well as responsible for all subjects taught in school. The teacher-librarian was interviewed along with them since she is the one who is in charge of the school library.

### **3.6. Data collection methods and instruments**

In this case study, the researcher used both methods, interviews and questionnaire to collect data from different participants, given that a mixed-methods approach guided the study. The purpose of using mixed methods was to increase the credibility (trustworthiness) and validity (accuracy) of the results. Noble and Heale (2019) stated that using more than one data collection method in one study increases confidence and reliability if it reveals the same findings about the phenomenon studied.

#### **3.6.1. Interviews**

King et al. (2018) defined an interview as an extendable conversation between partners that aims at having “in-depth information” about a certain topic or subject. Adhabi and Anozie (2017), on the other hand, define it as a data collection method that uses personal contact and interactions between an interviewer and an interviewee; this requires personal commitment from both parties. Personal contact can be face-to-face, telephonically or through the internet.

According to Kalloi et al. (2016), different types of interviews are frequently employed in qualitative research. The first one is the structured interview, which consists of direct questions with a specific list of questions. The second one is the open-ended interview, also called the unstructured interview. The unstructured interview has the interviewer and the interviewee involved in an open discussion, which also allows the respondents to give their reactions to general issues, and the researcher has the right to explain the question. The third type is the semi-structured interview, a mix of structured and unstructured interviews. It is more flexible in nature because some of the questions are not planned. They are asked based on the responses of the participants. A Semi-structured interview was seen as applicable to this study.

As mentioned above, the main aim of this study is to gather rich information from teachers about library resources in relation to the curriculum. Therefore, the type of interview used was the focus group interview, which was done face-to-face with semi-structured questions. A group of six people were interviewed at once, that is, the Principal, the Deputy Principal, three Departmental Heads and the teacher-librarian. Semi-structured questions were prepared, but the whole session was guided by the discussion. *See Appendix B*. The interview session allowed the participants and the interviewer to probe questions, and it was a flexible session. This helped the researcher to collect data by observing the body language and the tone as the

respondents spoke. All of these were taken into consideration and contributed towards the data analysis. The whole session occurred after school because the researcher did not want to disturb teaching and learning.

Before the interview starts, it is procedural that the researcher thanks the participants for participating in the research study and explains the process of the interview, as well as the purpose of the study. During the interview, the researcher clarified questions. Audio recordings were used to record the interviews with the participants. This helped the researcher to transcribe information accurately. Interviews were kept on different devices, such as a memory stick and laptop with passwords to ensure data safety. Due to time constraints and limited resources, pre-test was never conducted.

### **3.6.2. Questionnaire**

According to Cambridge Dictionary (2018), a questionnaire is a list of structured questions that respondents are asked so that information is well collected about the phenomenon studied. The major aim of conducting a questionnaire is to obtain frank and comprehensive information from several respondents. In this research, questions are set based on the type of material the library has and the extent to which the material covers the curriculum subjects. All questions are multiple-choice and designed according to the Linkert scale format (Taherdoost,2019). *See Appendix A*. In this study learners were respondents to the questionnaire. The focus group is grade 10, 11 and 12 learners because they have been in the system for more than three years, and they are more likely to have seen and used the library resources.

The questionnaire was self-administered to the learners in the school library under the researcher`s supervision. COVID-19 precaution measures were taken into consideration before questionnaires were distributed. Hand washing and sanitisation was done, and the social distancing precautions were observed to adhere to the COVID-19 lockdown regulations.

### **3.7 Validity and Reliability**

These two terms are used to enhance the quality of the study.

Validity is defined as the extent to which a concept is accurately measured in quantitative research. There are three types of validity, that is, content validity, which looks at whether the instrument covers the whole content that needs to be covered. The second one is face-validity, which evaluates the instrument's appearance (feasibility, readability language used, etc.). Additionally, there is constructs validity based on the scores (Taherdoost,2020). In contrast, reliability relates to consistency. It refers to the extent to which a research instrument produces the same results if it is done on a repeated occasion (Heale and Twycross:2015). Consistency, trustworthiness and neutrality were guaranteed during the research process to increase the reliability of the results. Questionnaires were pretested on a small group of Grade 10 learners from the neighbouring school to ensure validity and reliability. Before pretesting, Learners were instructed to answer all questions in the questionnaire. After pretesting, question 4 was edited. Learners who responded with YES had to answer questions 5,6,7, and 8. Learners who responded with NO had to skip the other questions and answer questions 10 and 11.

### **3.8. Data Analysis**

According to **Graue (2015)**, data analysis can be defined as a process of describing, organising and classifying data from participants` points of view. After the data was collected from learners and teachers, it was analysed. Different methods can be used to analyse data, and since this is a mixed-method study, both qualitative and quantitative data were collected. According to Williamson et al. (2018), the organisation and preparation of collected data for analysis involves sorting the interviews verbatim, with the aim of transforming raw data into findings. The researcher also considered non-verbal cues such as pauses, laughter and facial expressions.

The researcher listened to the interview transcripts several times to clearly understand the views and feelings of the teachers. The researcher listened to each interview attentively to record all tones and responses for the entire interview. The researcher transcribed all the recordings verbatim, including pauses and tones. Listening to interview transcripts several times assisted the researcher to understand participants` responses and develop themes. Themes with similar ideas were grouped together. The data collected was based on the following themes, as per the interview questions.

- ✓ Library, an integral part of the curriculum
- ✓ Accessibility of library resources
- ✓ Collaboration

- ✓ Library material and its relevance to the curriculum (reading and project)

After the themes were developed, the researcher listened to the recordings again to verify if the themes developed were correct. Accuracy of interpretation was the main concern of the researcher, hence replaying interviews recordings was done several times.

In the quantitative approach, data was analysed, and the results were presented in the form of charts and tables in Chapter Four, while the qualitative data were analysed using thematic content analysis in Chapter Five.

### **3.9. Ethical considerations**

The Norwegian national research ethics committees (2019) refer to ethics as systems of morals, rules of behaviour, social values that guide the researcher with a code of moral guidelines to conduct research in a morally acceptable way. Hasan et al. (2021) echoed this by stating that, it is essential that the researcher follow and abide by ethical guidelines throughout the research process. For this study permission to conduct this study was obtained from the Department of Education in Pietermaritzburg, which was granted after a few weeks. Ethical considerations were observed throughout the study. This included seeking and obtaining ethical clearance from the university to conduct the study, while permission was also obtained from the school principal.

The researcher clarified the purpose of the study, and all procedures to be followed were clearly articulated to the participants so that they had a full understanding before the study was undertaken.

Participants were asked to sign the consent form to participate in the study. A consent form is a document given to individuals before participating in a study. The SMT signed a declaration form, whereas learners, because they are minors, they cannot make decisions on their own, a consent form was signed by their parents. Participants' privacy and identities were kept confidential. This is confirmed by Arifin (2018), who stated that the protection of human subjects through the application of relevant ethical principles is essential, their identity should be protected and everything that will happen with their information should be clearly articulated.

The information gathered will be kept secured by the researcher, and participants will receive feedback on the study's findings once it is completed. Learners participating in the study will also remain anonymous as their personal details will not be required by the study; instead, they will benefit from the study (they will be empowered with information literacy skills).

### **3.10. The role of the researcher**

The researcher's role in the research is critical as they collect data and implement conduct an analysis (Creswell and Creswell, 2017). The researchers' ethical and personal issues should not influence the study. As a result, the researchers' role in the study was to maintain integrity by conducting research in such a way that there is confidence and trust in the method and the research findings. The researcher made it a point to avoid bias by ensuring that preconceived ideas, knowledge, and hopes about the study do not interfere with the participant's data.

### **3.11. Summary of the chapter**

This chapter outlined the research paradigm, research design, research methodology, sampling method, data collection methods, ethical considerations and trustworthiness issues, as well as the role of the researcher in the study. The research is interpretive in nature. A case study was the best approach for this research. The researcher interviewed teachers in the SMT, and questionnaires were conducted for learners in the FET band. The primary concerns in this study were honesty, confidentiality and identity. In section four, the findings will be presented and discussed.

# Chapter Four

## Data presentation

### 4.1. Introduction

In the previous chapter, the research design and applicable methodological approaches were discussed. Data collection processes and data analysis methods were described and justified.

As indicated in Chapter Three, this study employed a mixed-method approach; therefore, both qualitative and quantitative data collection methods were used. This chapter presents data drawn from selected teachers, SMT and learners on the use of library information resources at Mdumiseni High School. The findings were based on a self-administered questionnaire for learners and semi-structured interviews for the SMT. Five SMT members plus a teacher-librarian were interviewed and a sample size of 155 learners from Grades 10, 11 and 12 responded to the questionnaire. The interview results are presented first, followed by the results from the questionnaire.

The main purpose of the study was to explore the extent to which the resources are used by the school community to enhance the curriculum. In order to achieve this purpose, five research questions were developed as follows:

- What role does the school library play as an integral part of the curriculum?
- How does the school integrate the library into the curriculum?
- What school-based systems and procedures are in place that enhance and optimise access to and utilisation of the school library?
- To what extent do the library information resources satisfy the curriculum needs of both teachers and learners?
- What are learners' perceptions towards the use of school library resources?

As indicated above, a focus group interview with semi-structured questions was conducted with six teachers just to answer the above-mentioned research questions, which took place in the school library. The teachers in this study expressed their understanding and experience about the utilisation of the school library, which led to the formation of four themes as follows:

- School library as an integral part of the school curriculum
- Accessibility to the library material
- Collaboration between teachers and teacher-librarian
- The extent to which the library resources satisfy the school curriculum needs

## **4.2. Profiling of teachers**

Mdumiseni High School is a quintile four school which consists of 378 learners and 14 teachers. All SMT members except the principal have more than 10 years of experience in school. Mdumisen High School has a newly appointed principal who assumed his duties in October 2022, following the retirement of the former principal. This meant that all five respondents were in a position to provide comprehensive information regarding the utilisation of the library resources. The interview took place in the school library. During data presentation, the direct words spoken by participants are in italics and inverted commas.

The names of participating teachers are not used in this chapter. This is to ensure confidentiality and anonymity, as indicated in Chapter Three. Before the interview commenced, teachers were asked to mention any library resources they knew that were found in the library, just to check whether they were familiar with library resources. Educator 1(E1), Educator (E2), Educator 3(E3), Educator 4(E4), Educator 5 (E5) and Educator 6 (E6), were pseudonyms assigned to respondents. As a follow-up on the resources they mentioned above the researcher asked the SMT to indicate how the resources are used to access information, after a short pause, followed by laughter, one of them responded on the use of the dictionary; she mentioned that it is used to check the meaning of words, to check spelling and the construction of sentences. Below is the information about the respondents:

**Table 4.1: Educator profile**

<b>Name of the teacher</b>	<b>Grades</b>	<b>Gender</b>	<b>Subject category</b>
E1	10-12	M	General
E2	10-12	M	Science
E3	8-12	F	Languages
E4	8-12	F	Humanities
E5	8-12	F	Science/ Commerce
E6	8-12	F	Languages and Humanities

### **4.3. Teachers understanding of the library as an integral part of the curriculum**

The aim of this section is to address theme number one, which aims at establishing teachers' awareness of the role of the school library in supporting the curriculum. Participants responses were as follows:

- The school library should provide the school with appropriate resources that support the curriculum.
- School libraries are the hub of information where learners can get additional material for assignments, projects and homework.
- School libraries provide learners with material that supplements classroom textbooks. No learner learns the same way, so the school library should cater for all learners by providing them with numerous resources in all formats to enhance learning.
- The school library enhances literacy because it provides the school with reading material, and they also indicated that learners `academic performance relies on the ability to read.
- School libraries have to ensure that all members of the school community have equitable access to the library resources.

E1 pointed out that *“Reading is the foundational skills for teaching and learning, all subjects need to be read and understood and all subjects come with instructions. A school library can be useful in developing learners` reading levels. Therefore, a Drop All and Read period is a key to reading promotion and is an answer to an effective utilization of the school library.”*

A follow-up question was: “What role does the library play to promote reading?”

*“I don’t know much about the school libraries, but all I know is that reading and library are inseparable. One of the duties of the teacher-librarian is to make reading material available to all learners; she should engage learners in various reading promotion activities and assist those who struggle with reading”, E1 elaborated.*

E2 added, *“The more learners read, is the more they know, reading takes one into places you never travelled before”*

*“Reading and writing are inseparable. Learners who read a lot write interesting stories because they have a good command of the language,” E1 elaborated.*

*“Spending time in the school library helps learners develop life-long learning skills that are applicable to any situation” E6 indicated.*

*“A well-resourced school library with a” full-time teacher-librarian enhances learners’ academic performance; the guidance and support of the teacher-librarian influences learners’ performance,” E1 added.*

All participants agreed that the school library is the centre and the heart of the school. It supplies the school with information vital to educators and learners for effective teaching and learning. Their whole focus was on reading as the foundational skill for teaching and learning.

#### **4.4. Accessibility and usage of the school library resources**

Accessibility of the school library resources refers to the ease of locating and retrieving a piece of information from the library. It is not enough that the library stocks information resources, what matters is that the resources are physically and intellectually accessible the school community (Majapelo and Dube,2014). This section addresses theme number two. A school library should be located in a visible place and be easily accessible to everyone. Mdumiseni`s school library is classroom-sized and located in the administration block.

Adeoye and Popoola. (2011) indicated that the school community uses library information resources if they are aware of their existence and further argued that the utilisation of the resource multiplies if the resources are easily accessible to the school community.

When the SMT was asked if teachers knew about the existence of the library, E6 responded, *“All are quite aware of the existence of the library, just that very few access the library; only two teachers consistently use the library, that is, Geography, History and Life Science teachers. Life sciences teacher networks with the teacher-librarian before giving learners a project to use the library. A history teacher sends learners to the library for projects without checking whether resources are available or not”*

A follow-up question was: How do teachers know about the existence of the library?

*“Firstly, prior to COVID-19. Every time we had staff meetings, I was given a slot by the principal to talk about the library. Secondly, we successfully implemented the Read to Lead calendar to market the library. Thirdly, we entered the Grade 10 reading competition in 2019 in our district. We won and proceeded to the provincial level; this happened in the presence of everyone. Therefore, everyone is aware of the existence of the library. E6 expanded.”*

The study reveals that only two teachers use the library on an *ad hoc* basis. The rest of the teachers do not use the library. As Arua and Chinaka (2011) and Chidaka (2017) argued that teachers use what they are comfortable with, they barely access the library resources they rely solely on classroom textbooks.

#### **4.4.1. Library Opening Hours**

The participants noted that library hours are not convenient for the school community. The school does not have a functional school library committee. The library is run by the teacher-librarian, who is fully loaded with periods because she teaches language and history to grades 10, 11 and 12. Therefore, the library opens during breaks and after school. There is no school library timetable. Learners access the library during breaks, and there are very few visits after hours. E6 further indicates that before COVID-19, she used to open the library before school commenced, from 7H00 - 8H00. The findings reveal that the utilisation of the resources is limited to a few teachers and learners. The majority of teachers do not use it at all. E4 indicated that accessibility to the library remains a problem. Most of the time the library is closed because there is no full-time teacher-librarian.

## **4.5. Collaboration between teachers and the teacher-librarian**

This section addresses theme number three. Collaboration is a mutually beneficial relationship between two or more parties to achieve a desired result. In order for the library to be fully functional, an effective collaboration between the teacher-librarian and teachers is essential (Cooper and Bray, 2011). During the interview, the respondents highlighted the benefits of collaboration; they indicated that teaching and learning would become effective, efficient and more meaningful if the teacher-librarian works together with teachers. The respondents indicated that there is no collaboration taking place in the school. E1 pointed out that the principal should be a driving force behind collaboration. He is the one who motivates teachers to collaborate with the teacher-librarian. Findings reveal that none of this has happened.

### **4.5.1. The following are the reasons the SMT mentioned for not collaborating**

- Lack of understanding as to what collaboration entails.
- Lack of support from the previous principal.
- Lack of innovation and widespread ignorance amongst teachers.
- Lack of time to set up collaboration.
- Insufficient reading material.

## **4.6. The extent to which the library resources satisfy the school curriculum needs**

Library resources are significant in fulfilling and achieving the school's teaching objectives. According to the National Guidelines for School Library and Information Services (2012), the school is supposed to top up its material on a regular basis to keep it updated. This section addresses theme four during the interview when the SMT was asked if the library resources satisfy their information needs. They indicated that library resources kept in the library are not up to date. Some is not relevant to their curriculum needs. Only humanities and science streams are covered in the library, the commerce stream has insufficient resources more especially Accounting and Business Studies. One of them further indicated that the lack of current and sufficient reading material. The findings show that the available resources are unable to meet teachers' demands.

It was also discovered that those who use the library have no clear insight into how to use the library material; they always rely on teacher-librarian's assistance. The resources that are fully

utilised are charts, fiction and dictionaries under the reference section. Non-fiction resources are rarely utilised, this includes Encyclopaedias.

#### **4.6.1. Library organisation**

The utility of the school library depends upon its proper organisation. Therefore, proper library organisation is essential for effective utilisation. E6 indicated that she had worked very hard in ensuring that the library is an attractive space, well-organised with up-to-date month-to-month displays, which are done in accordance with the read-to-lead calendar. She further indicated that the library material is arranged according to the DDC Numerical system, which becomes easily accessible to everyone at school. Books are clearly labelled and there are signposts that direct the users to relevant material. She further indicated that teachers were oriented about the library organisation in one of the staff meetings, but very few come to the library for extra support, as indicated above.

When teachers were asked about the organisation of the library, E6 highlighted that those who visit the library know how the books are arranged in the library. They are familiar with the DDC system arrangement.

#### **4.7. Questionnaire**

This section addresses research question number five. The questionnaire consisted of 12 questions. The questionnaire was designed to collect data from learners. The sample size of the study was 155, consisting of learners in the FET band from grades 10, 11 and 12 in all three subject categories. One hundred and fifty-five copies were distributed to learners via the teacher-librarian, and a total of 143 copies were returned, as shown in Table 4.2 below.

**Table 4.2 Response rate**

<b>Grade</b>	<b>Sample size</b>	<b>Number of copies returned</b>	<b>Percentage of the total population</b>
10	61	61	43%
11	49	49	34.2%
12	45	33	23.%
<b>Total</b>	<b>155</b>	<b>143</b>	

### 4.7.1 Findings

Learners were asked to indicate the grade they were doing.

The results show that 43% of respondents were in grade 10 (61), 34.2% in grade 11 (49), while 23% (33) were in grade 12, the reason being, in grade 12 data was collected when other learners in grade 12 were on study leave in preparations for the final exams, as it was discussed in Chapter One (section 1.9) under delimitations and limitations of the study.

### 4.7.2. Subject category

Learners were asked to indicate the subject category they were in.

Categories per grade were as follows

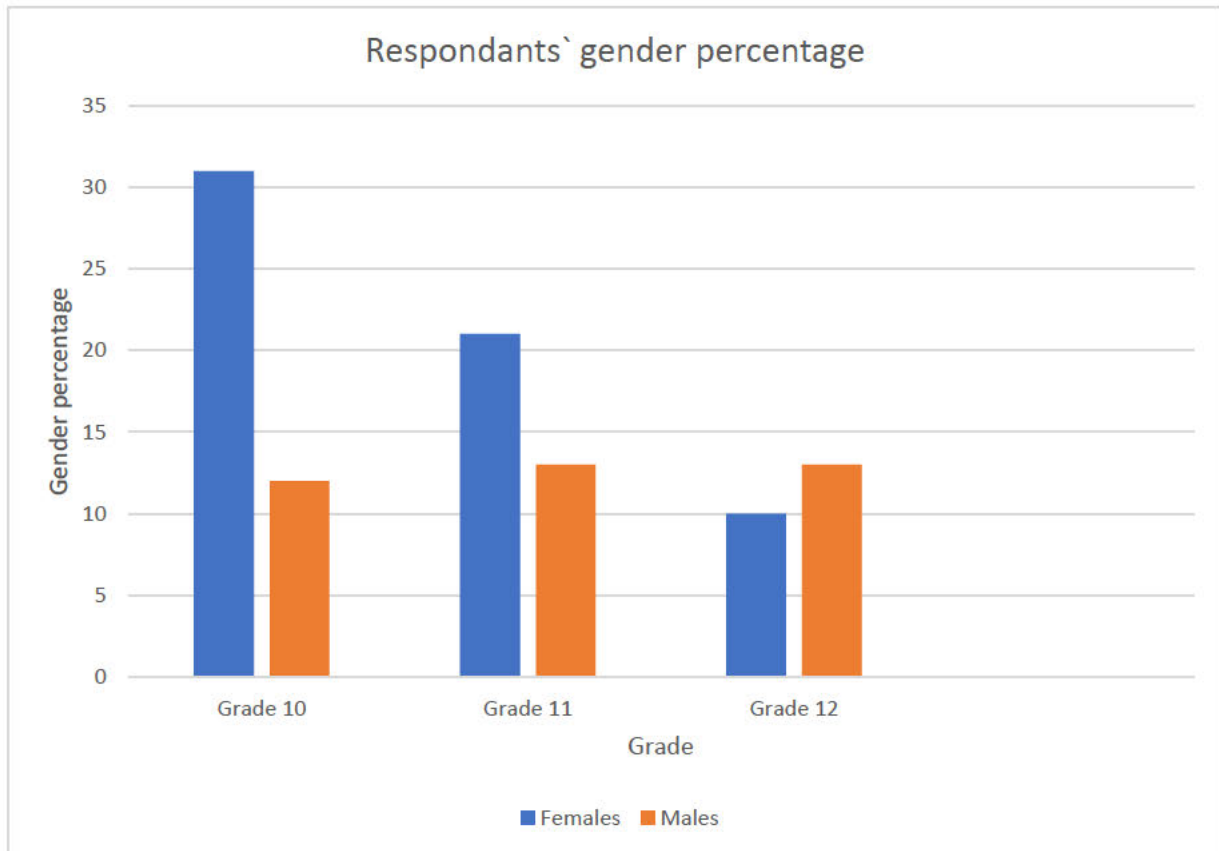
**Table 4.3: Respondents per streams/subject categories**

N=143

Grade	Category	Percentage
10	General	34
	Commerce	33
	Science	33
11	General	33
	Commerce	34
	science	22
12	General	43
	Commerce	36
	Science	21

### 4.7.3 Gender of respondents and percentage

Participants indicated their gender as follows:



**Figure 4.2: Respondents` gender, N=143**

In Grade 10, 31% of participants were females, 12 were males. In Grade 11, 21% were females, whereas 13% were males. In Grade 12, 10% were Females, whereas 13% were males.

#### **4.7.4 Accessibility of the school library**

In Grade 10, 29% (41) of participants indicated that they have access to the library, whilst 14% (20) indicated that they have no access to the library. In Grade 11, 27% (39) indicated that they have access to the library, whereas 07% (10) have no access to the library. In Grade 12, 13% (18) indicated that they have access to the library, whilst 10% (15) indicated that they have no access to the library.

Learners who indicated that they had no access to the library had to jump to question number 11, and those who indicated that they had access to the library had to answer all the questions except question 11.

#### **4.7.5. Frequency**

Those learners who have access to the library had to indicate how often they visit it.

Out of 69% in Grade 10, only 1% (1) indicated that they visit the library once a week. 41% (40) indicated that they only visit the library when the need arises. In Grade 11, 40% (39) indicated that they visit the library when the need arises. Whilst in Grade 12, 2% (2) visit the library once a week, whereas 16% (16) visit the library when the need arises

#### **4.7.6. Reasons for using the library**

Two percent (2) participants in Grade 10 use the library for study and reading, 40% (39) use it for projects. In Grade 11, 36% (35) use it for projects whereas 4% (4) use it for homework, study and reading. In Grade 12, 18% (18) use the library for projects

#### **4.7.7. Relevancy of resources**

According to subject categories in Grade 10, 13% (13), 11, 12% (12), 12, 4% (04) general category indicated that they always find what they are looking for. 31% (31) of the commerce category indicated that they do not find what they are looking for in the library, whilst 40% (39) of the Science category indicated that sometimes they find what they are looking for.

#### **4.7.8. Learners' perception of the resources**

The general category indicated that in all grades, they were satisfied with the library resources, the science category indicated that they were partly satisfied, whereas the commerce category indicated that they were extremely dissatisfied with the library resources.

#### **4.7.9. Library organisation**

Thirty-seven (36) participants in Grade 10 indicated that it is easy to locate library material. Thirty-five (34) in Grade 11 indicated that they always battle to find material in the library.

Eight (8) in Grade 12 indicated that they find it very easy to locate material in the library. 20% (20) did not respond to the question.

#### **4.7.10. Attitude of the teacher librarian/ library monitors**

All participants who have access to the library indicated that the teacher-librarian has a helpful attitude

#### **4.7.11. Reasons for not visiting the library**

Participants who do not have access to the library have different reasons for not using the library. In Grade 10, 44.4% (20) indicated that the library does not have what they need, and library opening hours are not convenient. In Grade 11, 22.2 % (10) indicated that they did not know there was a library, whilst others indicated that the library does not have what they need. In Grade 12, 33.3% (15) indicated that there is no time for the library and library opening hours are not convenient to them.

#### **4.7.12. Library resources**

All participants wish to see computers, internet and games in their school library.

### **4.8. Summary of the chapter**

In this chapter, data were generated from teachers and learners of Mdumiseni High School on the use of library information resources to support the curriculum; an interview was conducted for the SMT; a researcher listened to voice recordings several times and developed themes as indicated in 4.1 above. Questionnaires for learners were conducted, and the data generated was presented in 4.6. In the next chapter, Chapter Five, the researcher will be discussing the findings.

# Chapter Five

## Discussion of findings

### 5.1 Introduction

The previous chapter presented findings on the use of library information resources at Mdumiseni High School. This chapter provides a discussion of the findings that emerged from the interview with SMT and the Questionnaire with learners.

Literature from the previous studies was used to discuss the findings of the study and the findings were discussed under four key themes as mentioned in chapter four, that is, school library as an integral part of the school curriculum, accessibility of the library material, collaboration between teachers and teacher-librarian, and the extent to which resources satisfy the school curriculum needs.

### 5.2 Library as an integral part of the school curriculum

Previous studies showed a strong link between school libraries and learners' academic achievement; however, for the school library to have an impact on learners' academic performance, it must accomplish a number of requirements, such as:

- ✓ A relevant collection which is up to date.
- ✓ A conducive, well-furnished library.
- ✓ Computers with internet facilities and photocopiers.
- ✓ Qualified teacher-librarian.
- ✓ A school library programme which is integrated into the curriculum
- ✓ A supportive principal.

Nengomasha et al. (2012) acknowledged that the school library is the source of information which is related to learners' academic performance. Ayaz et al. (2017), on the other hand, revealed that schools with operational libraries and adequate material have high academic records, therefore both teachers and learners require suitable library material to achieve the school objectives. Therefore, the availability of school libraries helps teachers to teach learners effectively. According to the National Guidelines for School Libraries (2012), it is imperative that the school library policy is aligned with the aims and objectives of the school policy and

all other policies that are in the school, so as to fulfil the vision and mission of the school, thus the Department of Education. A school library policy is not only a set of guidelines on how the library is managed but it promotes the usage of the resources. The purpose of the school library is to help every member of the school community gain new knowledge and skills that are needed throughout their lives.

Based on the findings of research questions 1 and 2, under the first theme “library an integral part of the school” The SMT undoubtedly understands the role the library plays in the curriculum because when the interview began teachers were asked to mention any resources, they know that is found in the library, all of them came up with interesting examples. That is how they obtained their pseudo names as indicated in Chapter Four. A follow-up question that was asked, was to mention how these resources are used in the library to access information. They gave different answers but that little pause, and laughter meant that they had insufficient knowledge of how the resources are utilized to access information. This was the first gap noticed by the researcher; obviously, this is one of the reasons the library is underutilized, yet the school has most of the resources they mentioned except the computer.

Certainly, the SMT clearly understand the role the library plays in supporting the curriculum. This was again evident when they gave the roles of the library. one of them viewed the school library as the “*hub of information*” where learners get additional material for assignments, projects and homework”. This simply means that school libraries should provide access to a wide range of information resources (print and digital) to enhance teaching and learning; it has to address different reading levels, and school libraries ensure that teachers are well-resourced for their teachings and also ensure that information needs for learners are met.

Mdumiseni Library has print and graphic material. Those two resources can make a difference in learners` academic performance only if they are effectively utilized by teachers and learners. The SMT`s understanding of the role of the school library as an integral part of the curriculum and the implementation of its services has a huge difference. In the findings, there are several reasons mentioned by the SMT that clarify the role of the school library in the curriculum, but practically none of what they mentioned is happening. For instance, they indicated that the school library inspires literacy in learners at all levels, but none of this is happening. Of course, the school library has reading material, but it is not utilized by the school community. The school does not even have a reading programme. Only reading promotion activities were done before COVID-19 as a way of promoting reading.

The teacher-librarian indicated that before the outbreak of COVID-19 the school implemented the Read to Lead Calendar as a way of promoting reading. Activities that promote reading, such as World Read Aloud Day, Library Week, Mother Tongue Day, etc., were done by the library monitors in the assembly; not everyone in school was involved in promoting reading; the reading material only circulated within the library monitors as a way of marketing the library. The teacher-librarian's strategy for using library monitors to promote reading was partially successfully implemented, though it was her initiative, and it remained with her. None of the teachers were part of it. The school does not even have a prescribed reading programme.

The level of awareness amongst teachers about the library was another attempt made by the teacher-librarian, which was done every time when they had the staff meeting. The teacher-librarian indicated that a library orientation was done for all staff members by the Department of Education. Therefore, every teacher in the school is aware of the school library. These were the attempts to keep teachers abreast of the library service but all was in vain. According to the teacher-librarian's explanation, it appears as if teachers have a negative attitude towards the library.

One of the things that transpired during the interview was that teachers are comfortable with their traditional methods of teaching; they rely solely on one textbook for information, this was an unexpected response which is associated with a lack of knowledge. This disadvantages learners since textbooks provide limited information because learners see one perspective on a concept or an issue whereas the integration of various resources provides learners with a lot of information and provides creative thinking and problem-solving skills. The use of classroom textbooks denied learners access to other facts, and it narrows their information searching skills.

With reference to the use of the library material for projects, reading and homework. A number of learners indicated that they use the library for projects, but in an interview with the SMT it was indicated that very few teachers use the library which means that even if projects are given, they are given on an ad hoc basis, by few teachers whose aim is to cover the work that was supposed to be done in the classroom. The setting of projects and the usage of the school library does not involve the whole school; it is an individual initiative, as indicated above which is done occasionally.

There is no library timetable, no library programme and no collaboration between the teacher-librarian and teachers. There is minimal consultation between the teacher-librarian and teachers. The International Federation of Library Associations and Institutions (2015) stated that a school library program staffed with qualified school library professional and qualified library staff that effectively collaborate with teachers has a great impact on teaching and learning and utilization of library resources.

In terms of integrating the school library into the curriculum. The teacher-librarian is the key. A teacher-librarian is the one who needs to give guidance to the teachers as to what material is in the library, how it is arranged, and how it is used to support teaching and learning. A teacher-librarian connects the library to the whole school, this is called an information literacy programme. Ogundipe (2009), indicated that Information literacy skill is the ability to recognize when information is needed. It also involves locating, evaluating and using information to better academic performance. Information literacy covers library orientation and user guidance, the use of search engines and databases, the use of content pages and indexes and skimming and scanning. Probert (2009) indicated that all teachers and learners need such skills and further pointed out that the school library, in collaboration with the teachers, is responsible for teaching information skills, which are taught in the classroom and in the library. Berkowitz and Eisenberg (2008) pointed out that in order for a person to be information literate they must be able to recognize when information is needed and have an ability to locate, evaluate and use information effectively.

With information literacy skills learners should be able to find and use reliable information sources. According to the National Guidelines for School Libraries and Information Services (2012), information literacy skills are categorized into two; the first category comprises the utilization of the school library, it teaches the skills of locating (knowing how the library material is classified and arranged) and collecting information (information retrieval). The second information literacy skill comprises cognitive skills such as analysing, synthesizing, creating, evaluating, and presenting information. (the utilization of information). Without these skills, learners cannot excel academically. As indicated in chapter one, Eisenberg-Berkowitz's theory states that it is the duty of the teacher-librarian to ensure that both teachers and learners are equipped with information literacy skills for effective teaching and learning and, thus, effective utilization of the school library.

The findings reveal that the Mdumiseni school library is underutilized; in an interview with the SMT, one indicated that learners find it difficult to access information from the library resources since there was no training given to them on how to use the library information resources. All SMT agreed to this which might be the reason why the learners are not visiting the library. Looking at the above responses, it is safe to conclude that a library orientation done at Mdumiseni High School was for teachers only. Nothing was done for the learners. No information literacy was taught to them. Learners do not have proper skills to use the library, this adversely affects the utilization of the school library resources.

When looking at question 10 of the Questionnaire, learners under the humanities stream indicated that they always get what they want from the library. It is evident that they copy information from sources as it is, because they do not have the proper skills for dealing with information.

Based on the findings mentioned in Chapter Four, it became clear that the SMT understood the role of the library as an integral part of the curriculum, but practically, there is no implementation.

### **5.3 Accessibility of the school library**

Accessibility of the school library refers to the ease of locating and retrieving a piece of information from the library resources (Akobundu:2008), further indicating that the relevance of the school library lies in the accessibility of its resources. Question three of the research queried about the procedures and strategies that enhance and optimize accessibility to the school library. The overall finding is that the Mdumiseni Library is located in the administration block. Next to the principal's office and teachers' staff room, which might be a hindrance to accessing the resources for learners. The National Guidelines for School Libraries (2012) state that a school library should be located in a central space where it is visible and easily accessible to the school community. Findings also reveal that the current library was not purposely built as a library. It was a classroom converted into a library following the decreased number of learners enrolled at the school, which might be further reconverted into a classroom in case the learners' enrolment increases in school.

Apart from providing the school with resources, libraries should have adequate space to perform other activities like studying, researching and reading. A library should be spacious in

such a way that at least one class can be accommodated to conduct teaching and learning and other activities. This is not the case with Mdumiseni. In an interview with the SMT, it was indicated that the library is congested and has insufficient space and insufficient resources, and this affects the maximum access to library resources by the school.

Learners share the same sentiment in questions 6,7 and 8 of the questionnaire. The results show that most of them do not use their school library due to the inadequacy of materials, and access to the school library is limited because opening times are not convenient for the learners. It is said that the library is open during breaks, whereas breaks are for them to refresh and to eat. Teachers who happen to use the library always refer to the teacher-librarian in terms of the location of materials from the relevant resources. Kheswa and Hoskins (2021), argued that it does not matter how well-resourced the library is; if the information is not well-organised or well-managed, it will never attract users, and they will always get lost whenever they want to use information. This might be the reason for the users to always refer to the teacher-librarian for the location of library material.

The reason for an opening during the break, as the teacher-librarian stated in Chapter Four, was that she is full-time in the classroom; she teaches IsiZulu and History from Grades 10-12; therefore, the respondent is fully loaded with subjects and does not have a free period. The lack of dedication to the library by the teacher-librarian is caused by the load of subjects the teacher-librarian has. The allocation of teachers' posts by the Department of Education and the shortage of teachers make it impossible for the teacher-librarian to be full-time in the library. The school does not have a School Library Committee to help in this regard; as indicated above, the library is embedded on the teacher-librarian's shoulders.

The absence of a national school library policy brings a lot of confusion and chaos in schools that have libraries. Nobody wants to commit themselves to school libraries even if the roles and responsibilities of different stakeholders are clearly articulated in the National Guidelines for School Library and Information Services (2012), but the schools need a document that will talk to them directly about the implementation of libraries. The National Guideline for School Library and Information Services is a simple guideline. It says nothing about the funding, allocation of posts and sustainability of school libraries (Majapelo 2018). Without this school library policy, school libraries will always be a problem in schools. The overall picture drawn from the interview with the SMT was that the resources are inaccessible and underutilized.

Collaboration between teachers and teacher-librarians plays a vital role in the utilization of the library material. Findings reveal that teachers have an insight into what collaboration is. However, they are not sure about the roles the teacher-librarian has to play when collaborating with teachers. They highlighted the benefits of collaboration; they indicated that through collaboration, learners' performance improves in all subjects, and teachers' teaching skill also improves; in fact, collaboration is more than that. The results show that collaboration does not happen at all due to the load the teacher-librarian has, and the lack of information and support from the SMT. The previous studies by Bustari (2020) noted that the principal of the school is the driving force behind collaboration. The principal plays an essential role in making collaboration meaningful by setting aside time to enable the teachers to meet, plan the activities monitor, support and give feedback so as to keep teachers motivated. The former principal had insufficient knowledge. Therefore, less support was given to the teacher-librarian, but it was indicated during the interview that the teacher-librarian always had a special slot whenever they had staff meetings, which means he valued the library, but he had insufficient knowledge.

Question 12 of the questionnaire queried about the reasons that cause learners not to visit the library. A number of learners indicated that they do not visit the library. Most of them indicated that they do not know how the library is used; hence, they end up not visiting the library. It is clear that most learners have lost interest in visiting the library because of the following reasons drawn from their responses to the questionnaire.

- ✓ Lack of motivation
- ✓ Lack of knowledge
- ✓ Negative attitude
- ✓ Lack of information skills
- ✓ Insufficient resources
- ✓ Library opening hours

#### **5.4. The extent to which the school library information resources satisfy the curriculum needs of teachers and learners.**

As indicated in the previous chapter, the study employed a mixed-method approach both quantitative and qualitative methods were used to collect data. A questionnaire was designed

and pre-tested on grade 10 learners of another high school that has a school library experience. Learners had no problem in answering the questionnaire; however, minor adjustments were made.

Looking at the learners' responses about the library material, it is safe to say that the school preserves material that is up-to-date and relevant to the curriculum except for the commerce section.

When learners at Mdumiseni High School were asked about the usefulness of the library and whether it meets their information needs in different subjects. It was interesting to find out that half of them find the library useful and adequately meet their information needs. However, the other half indicated that the library does not meet their information needs, particularly in commercial subjects like Accounting, Business Studies and Economics. As indicated above their level of satisfaction was too low. This is one of the reasons that cause the learners to reluctantly visit the library, others do not visit it at all because they do not find the library useful. But those who visit the library from other subject categories find it useful.

Another response that sparked the researcher's attention was that learners indicated that they did not know there was a library in their school. This implies two things: there was no advocacy or orientation that was given to learners when the year began, and there are no activities given to learners that compel them to use the library. These two things are very important to increase awareness among learners of the library resources that are available in their school library.

School libraries are no longer just for books. They have become school media centres with computer resources, and they enable learners to engage meaningfully with a variety of digital information. When learners were asked about the resources they wanted to see in the library, they all indicated that they wished to see their library with computers and the Internet. With the internet learners can access a wide range of resources such as e-books, magazines, newspapers, previous question papers, tutorials and many more. Every learner needs internet access these days.

Feedback obtained from learners is in line with the SMT response. The SMT also indicated that half of the subjects taught in school are adequately covered by the material in the library except commercial subjects. They mentioned irrelevance in some of the science sections, and the learners in the science section responded the very same way. they indicated that they do not

always find what they are looking for in the library. Having half of the subject covered by the library material means that the library material is relevant to the curriculum. Both learners and teachers can use the available library material to enhance the curriculum, learners can be given projects to earn more marks, and the available resources can make a huge academic difference if they are effectively utilized.

In terms of collection development, it became clear that the school received adequate resources from the Department of Education to kick-start the library. which covers half of the subjects that are taught in school.

### **5.5. Summary of the chapter**

The discussion of the findings in this chapter helps to understand the level at which the library is used at Mdumiseni High School, and it is safe to conclude that the resources at Mdumiseni High School are insufficient. The library does not cover all the subjects that are taught at school. The school has never purchased its own library material. They use the same material that was donated by the Department of Education. The overall picture is that the library is minimally integrated into teaching and learning. Eisenberg-Berkowitz and Montiel-Overalls's (2005) theoretical framework is not successfully implemented. No collaboration is taking place. There is no library programme that motivates teachers and learners to use the library.

The next Chapter is Chapter Six. It is the final chapter of the study. It provides recommendations based on the findings of the study.

# Chapter Six

## Summary, Recommendations and Conclusion

### 6.1. Introduction

Chapter Five presented a detailed discussion of the findings using existing literature. This chapter starts by providing an overview of the study. It also provides a summary of key findings. The chapter further discusses the limitations and recommendations of the study. The purpose of the study was to explore the extent to which the library information resources are used to support the curriculum at Mdumiseni High School. The data collected was discussed under four themes as follows:

- The school library is an integral part of the school curriculum
- Accessibility to the library material
- Collaboration between teachers and the teacher librarian
- The extent to which the library resources satisfy the school curriculum needs

### 6.2. Summary of the findings

The purpose of the study was to explore the use of the Mdumiseni High School library, and the library information resources, teachers and the teacher-librarians' level of collaboration, and other problems faced by the school that prevent them from using the library information resources. Data was collected from both teachers and learners. It was analysed in chapter five and this chapter presents recommendations as strategies that can be used to improve the utilization of library information resources by the Mdumiseni school community in order to improve learners' academic performance.

The overall picture revealed that the Mdumiseni Library's information resources are not utilised fully because of the inadequacy of information resources. The school library has insufficient resources that do not cover all the subjects that are taught at school. (e.g. Accounting, Business Studies, Economics and irrelevant Physical Science). Lack of information literacy skills is another contributing factor to the underutilization of library resources; Teachers do not collaborate with the teacher-librarian in planning their subject lessons, projects and other activities. Lack of library and reading programme. Lack of human resources (No full-time

teacher-librarian, no School Library Committee to run the library). Learners are not motivated to use the library. The library opening hours are odd; there is no library timetable, no library policy and no library programme that enhances the school curriculum.

### **6.3. Recommendations**

This section represents the recommendations based on the findings.

#### **6.3.1. School library as an integral part of the curriculum**

Firstly, the school library as an integral part of the curriculum means that it is a resource that supports the curriculum and the culture of learning and teaching, secondly, the school library promotes information skills and lifelong learning, thirdly, it promotes the culture and the love of reading, finally, it provides learners with their recreational and leisure needs. Therefore, Teachers need to be familiarized with the roles of the school library through school-based training and staff meetings on a regular basis. Teachers need to know and use various information resources in their teaching so as to keep their learners interested and their lessons effective and enriching. School libraries are also expected to provide schools with various resources including digital information resources so that their learners are able to meet the demands of the 21<sup>st</sup> century. Majapelo (2018) emphasized that there is a correlation between the performance of learners and the provision of adequate resources by school libraries.

It is essential that the school library is led by a qualified teacher-librarian who ensures that the library is staffed with adequate resources that cover all the subjects that are taught at school, and it is very important that the teacher-librarian collaborates with all teachers in school for the effective use of these resources. Kheswa and Hoskins (2021) affirmed that school libraries with adequate resources are essential for the successful implementation of National Curriculum and Assessment Policies (CAPS).

According to Foo et al. (2014), the heart of the school library lies in the quality of the programme the library offers, and the programme determines the quality of education the school offers. A school library must have a programme drafted by the teacher-librarian in collaboration with subject teachers that ensures quality teaching and teaches learners information skills for the effective use of the library. information skills are skills that are achieved by learners through resource-based teaching that directs them to library information

resources. information literacy is linked to lifelong learning and critical thinking. Information literacy equips learners with skills to recognize when information is needed and skills to locate, access, analyse and use it effectively (Association of College and Research Libraries). The teaching of information literacy skills has to be done by the teacher-librarian in collaboration with the SLC in order to achieve the school library goals and to convert learners to being information literate and thus critical thinkers. The role of the teacher-librarian should be known by teachers and the SMT should see to it that these roles are implemented, and teachers acknowledge the presence of the teacher-librarian.

### **6.3.2. Accessibility to the school library**

The lack of teacher-librarian posts in the province affects the utilization of library resources. It is a problem for those schools that wish to have and utilize libraries. This restricts the accessibility of the library as it has been indicated that, it is closed most of the time. A School Library Committee (SLC) is the solution to this problem consisting of members from all streams that are taught in school. Teaching periods of the SLC should be allocated in such a way that there is always someone in the library. The duties of the SLC are:

- ✓ To select the library material that will support the curriculum
- ✓ Evaluate these resources on an annual basis to ensure their effectiveness
- ✓ Maintaining the library resources
- ✓ Draw up a library timetable determining opening and closing hours
- ✓ Marketing the library resources and its resources
- ✓ Promote reading
- ✓ Celebrating and promoting reading literacy days.
- ✓ All decisions pertaining to the library are handled by the SC, that is management and administration of resources.

The training of SLC is essential to ensure that the school library delivers quality

Figure 4.2: Respondents` gender service to users. Library material needs to be evaluated on a regular basis by the School Library Committee to ensure its relevance to the curriculum.

### **6.3.2.1 Funding and collection development**

Kheswa and Hoskins (2021) argued that the usefulness of the school library relies on the richness of the collection. The lack of funding affects the growth of the library. It must be staffed with the resources that are appropriate to the curriculum. The issue of budget lies with the principal as they control the budget. According to the (National Guidelines for School Libraries, 2012), the school library cannot be well managed without a budget. The school library budget should be allocated in accordance with Departmental procurement procedures. A certain percentage of LTSM should be budgeted for the library. Fundraising, donations can be appropriate, but it should reflect on the school library policy. It is advisable that subject teachers are involved when the selection is done so as to select resources that are relevant and appropriate to the curriculum.

### **6.3.3. Collaboration**

Schleifer et al. (2017) defined collaboration as “an interactive process or mutually beneficial relationship by two or more parties to achieve great results that they are likely to achieve together than alone. Collaboration between teachers and a teacher-librarian involves planning, implementation and evaluation in accordance with the Eisenberg-Berkowitz and Montiel-Overall model. The teacher-librarian works with a subject teacher to identify information resources that best suit the lesson and to ensure that information skills are integrated into the curriculum. The role of the teacher-librarian is to lead a collaborative programme in planning and implementation to ensure that library information resources and reading materials are accessible to the school community.

Collaboration benefits both teachers and learners. Teachers' personal relationship is improved, a sense of synergy is improved and teachers' professional level is improved so that they excel in Integrated Quality Management Systems (IQMS). Learners whose teachers collaborate also benefit a lot because they get assistance from both parties, that is, the subject-teacher and the teacher-librarian; learners develop research and study skills that can take them to higher institutions and in the workplace. These are called lifelong learning skills (Kheswa and Hoskins, 2021). The interesting part about collaboration is that the school not only achieves its vision and mission but also achieves its desired academic results. Collaboration with a comprehensive school library programme ensuring that the resources are well-integrated into the curriculum is a gateway to better academic performance. School principals are the gateway

to collaboration; they should pave the way by encouraging the teachers to collaborate with the teacher-librarian and set aside time for collaboration.

#### **6.4. Conclusion**

There is a tendency of people to believe that the education system is about a teacher, a learner and the school. People think that in the presence of the three-education system is complete. The availability of resources and teacher support material is essential to enhance the education system for effective curriculum delivery. Kapur (2019) argued that the availability and proper utilization of resources complete the education system, and augment education. Each and every learner and teacher need to have access to a wide range of resources that are relevant to the curriculum. These resources should be easily accessible to both teachers and learners the whole day (maximum access).

The primary goal of this study was to explore the extent to which the library information resources are used at Mdumiseni High School to support the curriculum. Findings confirm that the resources are not fully used by the school community. The three main reasons are inadequate resources. Lack of full-time teacher-librarians' posts and the lack of support from the principal. The school need to adhere to the recommendations discussed in section 6.4. above. With these recommendations, Mdumiseni High School will stay competitive and successful in the education system.

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## Appendices

### Appendix1: Informed Consent

#### Informed Parental/Guardian consent form

Your child ----- has been selected to take part in a research study being conducted by EL Mazibuko, an ELITS Advisor from the Amajuba District Department of Education. This is a part of her Master's Degree. The details of the study and your rights as a parent are described below.

Description: the study will examine the use of library information resources at Mdumiseni High School Madadeni Circuit, Amajuba District. Learners will be given a task and will be observed whilst performing the task. They will also be asked also to complete a questionnaire.

Confidentiality: No names will be written by learners on the answer sheet.

Risks and benefits: No risks associated with the study but your child will be empowered with Information literacy skills tutorials and material from the Department of education.

Duration: the whole process will take 1:30 minutes.

Withdrawal: Your child has a right to withdraw at any time or refuse participation in the study.

Please feel free to ask any questions at any time before signing the consent form below.

I ----- Parent/ Guardian of ----- give a permission for her/him to participate in a research study mentioned above that will be conducted by EL Mazibuko.

-----

Signature of a parent / guardian

-----

Full name of a parent

-----

Date

## Appendix2: Informed Consent

### Informed Consent Document

Dear Participant,

My name is Edith Lindiwe Mazibuko, (student number: 205410793). I am a Masters candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. The title of my research is: The use of library Information resources at Mdumiseni High School, Madadeni circuit, Amajuba District, KwaZulu-Natal.

The aim of the study is to determine the role the school library plays to support the curriculum and to find out how is the library integrated into the curriculum. 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: [mrsmazibuko@gmail.com](mailto:mrsmazibuko@gmail.com)

Cell: [REDACTED]

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's 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.

## Appendix3: Questionnaire for learners

### Questionnaire for learners

1. Indicate the grade you are doing with a cross (X) in a circle below.
  - Grade 10
  - Grade 11
  - Grade 12
2. Indicate your subject category.
  - General stream
  - Commerce stream
  - Science stream
3. Indicate your gender
  - Male
  - Female
4. Do you have access to the library?
  - Yes
  - No

NB If yes, answer questions 5,6,7,8, 9 and  
If No answer question 10 and 11
5. How often do you visit the library?
  - Everyday
  - Once a week
  - Once a month
  - When the need arises
6. Do you find the library useful?
  - Yes
  - No
7. If yes mark the level of satisfaction with the library resources
  - Extremely satisfied
  - Satisfied
  - Partly satisfied
  - Partly dissatisfied
  - Dissatisfied
  - Extremely dissatisfied

8. How easy is it to find what you want in the library?
- Extremely easy
  - Easy
  - Less easy
  - Not easy at all
9. Does the librarian/ library monitors have a helpful attitude
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
  - Disagree
10. What causes you not to visit the library?
- I don't have time
  - I did not know there was a library at school
  - The library does not have what I need
  - Library opening hours are not convenient
  - I don't know how to use library material
11. Which resources would you like to see in the library?
- Fiction
  - Non-fiction including Reference Resources
  - Magazines
  - Newspapers
  - Computers
  - Internet
  - Games
  - Other ----- (specify)

**Thank you for participating in the research process**

## **Appendix4: Interview guide**

### **Semi structured interview questions for SMT**

#### **1. Accessibility to the library material**

- 1.1. Do teachers have access to the library material?
- 1.2. Do teachers give learners projects that require them to use the library?
- 1.3. Is library opening hours convenient to all teachers?

#### **2. Library material**

- 2.1. Does the library material meet teachers' expectations?

**(Relevance and currency to the curriculum).**

- 2.2. What would you like to see in the library?

**(Material that supports the curriculum)**

#### **2. Library organisation**

- 2.1. Are you familiar with the library set-up?
- 2.2. Do you know where to find material to support your teaching in the classroom?
- 2.3. How important is the library to you?

#### **3. Collaboration**

- 3.1. What role can the teachers play in collaboration with the teacher librarian?
- 3.2. How can a library positively impact the school community?

## Appendix5: Ethical Clearance



19 September 2024

**Edith Lindiwe Mazibuko (205410793)**  
School of Social Sciences  
Pietermaritzburg Campus

Dear EL Mazibuko,

**Protocol reference number:** HSSREC/00007023/2024

**Project title:** The use of library information resources at Mdumiseni High school, Madadeni Circuit, Amajuba District, KwaZulu-Natal

**Degree:** Masters

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 13 May 2024 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

**Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.**

**PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.**

**Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.**

This approval is valid until 19 September 2025.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)  
/nng

### Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: [hssrec@ukzn.ac.za](mailto:hssrec@ukzn.ac.za) Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

## Appendix6: Ethical Clearance



Buikgord Street

Wapadrand

Pretoria

0050

04 February 2025

University of KwaZulu-Natal

Pietermaritzburg


Private Bag X01

Scottville 3209

TO WHOM IT MAY CONCERN

This letter serves to certify that I have edited the research dissertation titled: The use of library information resources at Mdumiseni High School, Madadeni Circuit, Amajuba District, KwaZulu-Natal by Edith Lindiwe Mazibuko. I am an experienced International English Teacher who has taught English to students in various European, Asian, and South American countries. I have vast experience in completing editorial work for higher education students and international marketing agencies.

Thank you, I trust that my editing quality will be acceptable.

 \_\_\_\_\_ Nwabisa

Shibe 