



Durban University of Technology

The collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban, KwaZulu-Natal.

By

Zinhle Fortunate Ntshangase

Student No.: 20822501

Supervisor: Prof. Rajkoomar (PhD)

Submitted in fulfilment of the requirements of the Master of Management Sciences in Library and Information Science in the Department of Information Systems, Durban University of Technology, Durban, South Africa.

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By
Zinhle Fortunate Ntshangase
Student No.: 20822501

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APPROVED FOR FINAL SUBMISSION

Prof. Mogiveny Rajkoomar
PhD: Library and Information Science

Supervisor

Date

DECLARATION

I, **Zinhle Fortunate Ntshangase**, hereby declare that:

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Zinhle Fortunate Ntshangase

Signature

Date

DEDICATION

I dedicate this work to my daughter, Iminathi Mkhize, who has been my motivation and encouragement during the challenges of life as well as for my studies. I also dedicate this work to my mother Mrs. Gcina Ntshangase, who has been my source of inspiration in my life and loved me unconditionally.

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The completion of this study could not have been possible without the expertise of Prof. Mogiveny Rajkoomar, my supervisor, whom I wish to thank for always motivating, encouraging and being patient with me throughout my studies.

I would also like to thank Dr. Gill Hendry for her contribution towards this project.

I would also like to give thanks to my dear sister Phakamile Ntshangase; my kids (Bayanda, Enhle and Londeka Ntshangase); and my family as a whole for their continuous support and understanding during my studies.

My next appreciation goes to the principals and educators of the following schools: Umlazi Comtech High, Umlazi Secondary School and KwaShaka High School, who willingly provided me with the information to write this dissertation.

To God be the Glory; this would not be possible without Him.

ABSTRACT

The study investigated the role of the school library in teaching and learning. The main purpose of the study was to identify the role school libraries play in supporting teaching and learning at schools. The study adopted the following objectives; to determine the collaborative role of school libraries in teaching and learning at the selected schools in the Umlazi Township, to determine the factors that enhance the collaborative role of the school library in the teaching and learning process, and to find out how the selected school libraries promote information literacy to teachers and learners. The scope of the study was on the teachers and teacher librarians from the four functional school libraries at Umlazi namely: Swelihle High School, Comtech High School, Umlazi Secondary School and KwaShaka High School. The current study adopted a mixed method approach. The data was collected using semi structured face-to-face interviews for teacher librarians and questionnaires for educators. The researcher administered questionnaires and conducted interviews herself. Census was used for the 141 population participants comprising 138 teachers and 3 teacher librarians of the study. This research study sought to use a suitable research approach to address the aims and objectives of the study; and analysis of findings was carried out by means of Statistical Package for Social Sciences (SPSS) for the quantitative data using tables and figures to present data. The qualitative content analysis was analyzed using Tesch's approach and presented data using texts and tables. The current study revealed that sixty seven percent (67%) of the participants support schools in terms of curriculum, with promotion of reading and literacy, and for learners to retrieve information as this is the role of their school libraries in teaching and learning. Furthermore, the study discovered that there are factors that enhance the teaching and learning processes in their schools such as promotion of reading, writing, speaking, listening skills, improved learners' results especially matric, and the collaboration between teacher librarians and teachers to prioritise learners' needs. Lastly, this study discovered that the school libraries promote literacy to teachers and learners through library programs, and provision of library materials for suitable reading, etc. This study recommends that the schools should hire qualified librarians and have their own budgets; the library period should be allocated on the school time-tables; new library materials/collection must be bought; school libraries should buy new computers that are compatible with the new technologies; school learners should be encouraged to borrow books; and the Provincial Departments of Education should work with school librarians and teachers to improve school libraries in public schools.

Keywords: school library, teaching and learning, librarians, reading, collaboration, information and Durban.

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LIST OF ACRONYMS AND ABBREVIATIONS.

ALA:	American Library Association
AACR:	Anglo American Cataloguing Rules
CAPS:	Curriculum and Assessment Policy Statement
ICT:	Information and communication technology
IFLA:	International Federation of Library Associations
KZN:	KwaZulu-Natal
LIS:	Library and information services

CHAPTER 1: INTRODUCTION AND PROBLEM STATEMENT

1.1. Introduction

The right to education is a fundamental human right to all South Africa citizens. Therefore, it is very important to have school libraries that support teaching and learning. The school library offers concepts and information essential to thriving in the knowledge- and information-based society of today. The school library fosters children's imaginations and gives them lifetime learning skills so they can become responsible citizens (IFLA/UNESCO School Library Manifesto: 2017). Similarly, Odongo (n.d: 91) defines a school library as a “learning center through which students and teachers alike further their educational programs”. Odongo (n.d: 91) adds that the goal of the library is to provide learning services, books, and other materials so that the student body can use information in a variety of mediums and formats to improve critical thinking.

A school library brings together four components, which are information resources, library users, library staff and the environment. Paton-Ash and Wilmont (2015: 8) say that “the role of a school library is to play a vital role in promoting literacy and learning, facilitating and enabling quality education for all South African children”. It is witnessed by the International Association of School Librarianship (IASL) (2012: 2) that school libraries have many roles and functions which include promoting the love of learning, supporting the school curriculum, and promoting literacy (on all platforms).

Mahwasane (2017: 43) states that school libraries give educators access to pertinent materials for professional development, information, and curriculum both inside and outside of the classroom. They also give educators the chance to collaborate to organise, carry out, and assess a variety of teaching and learning activities”. The International Association of School Librarianship (2012: 3) highlighted that one of the roles of school library in teaching and learning is that it provides programs that support teaching and learning for the entire school community. Schultz-Jones and Oberg (2015:1) share that “school libraries are an important component in the education process”.

This study is intended to determine the collaborative role of school libraries in teaching and learning at the selected schools in the Umlazi Township, to determine which factors enhance the collaborative role and how to promote literacy in public schools. The researcher wanted highlight the importance of collaboration between teacher librarians and teachers in order to achieve better outcomes or results.

1.2. Background of study

School libraries provide curriculum-related resources to students to enhance teaching and learning. The school library offers concepts and information essential to thriving in the knowledge- and information-based society of today. The school library fosters children's imaginations and gives them lifelong learning skills so they can become responsible citizens. (Schultz-Jones and Oberg 2015: 5). This study is therefore important in ascertaining the role of school libraries in areas that have few functional school libraries. The researcher visited all public secondary schools around Umlazi Township and discovered that only four schools have functional school libraries. Therefore, the study was conducted using the four (4) schools based at Umlazi in Durban, KwaZulu-Natal (KZN). These schools are as follows:

1.2.1. KwaShaka High School

KwaShaka High School is a public secondary school located at Section E in 503 Umlazi, Durban. KwaShaka High School was established by the Department of Education in 1966 under Umlazi District. At the time of this study, the school principal was Mr. D.T. Bhengu. The school currently has 847 learners and 37 teachers. The school pass rate at the time of this study is currently at 87%. The school has a school library, and the teacher librarian was Miss Kheswa at the time of this study.

1.2.2. Swelihle High School

Swelihle High School is based at 258 C Section of the Umlazi Township in Durban, KZN. The school was opened to learners since 01 February 1991. The school currently has (28) educators, 521 learners and one teacher librarian. The Swelihle school library was opened by Nampak in 2009 which donated books, photocopy machines, computers and library shelves. Prior to this, the school had a library building with no resources and had no money to buy the library resources. The school pass rate at the time of this study is 94.8% and the teacher librarian is Miss Ndlovu, who has been working there since the library was opened.

1.2.3. Umlazi Comtech High School

Umlazi Comtech High School is situated at Umlazi Township in KwaZulu-Natal province alongside Mangosuthu Highway. The school was established in 1991, starting with grade 8 and 185 pupil. At the time of this study, the headmaster was Mr Lucky Luthuli, who proved himself as an excellent and dedicate leader, and a truly great headmaster to whom much of the school's success can be ascribe. The school has an enrolment of 2783 at the time of this study, where

600 are boarders comprising 350 boys and 250 girls in the hostel. Umlazi Comtech about providing comprehensive learning and understanding of technical subjects and the teachers are well trained and educated. Umlazi Comtech has been achieving great matric results. Furthermore, since 1995, the school has reached a percentage that is greater than 90% under the leadership of Mr. Luthuli. The school has 121 teachers, 1510 learners and 1 teacher librarian at the time of this study.

1.2.4. Umlazi Secondary School

Umlazi Secondary School is a public school located at V Section in 1314 Umlazi in Durban, KZN. The school was opened by the Department of Education in 1961 under Umlazi district. The school principal was Mr. A.N. Dumakude at the time of this study and the school currently has 1577 learners and 52 teachers. The school pass rate is currently sitting at 93% when this study was conducted, and the school has school library and the two teacher librarians.

1.3. Problem statement

“The lack of policy has financial implications for schools as there is no funding to create libraries or to staff them in Soweto schools, which makes it hard for their libraries to play their roles in teaching and learning” (Paton-Ash and Wilmot 2015: 8). According to Shonhe (2019: 1), school libraries in developing countries face this challenge such as inadequate staffing procedures, inadequate funding, absence of a library policy, inadequate ICT infrastructure, poor library facilities, and a lack of understanding of the value of school libraries.

The local study conducted by Paton-Ash and Wilmot (2015: 5) in Soweto, Gauteng, South Africa, revealed a lack of funding as one of the issues and challenges concerning the function of school libraries in education. Paton-Ash and Wilmot (2015: 5) added that this impacted the library's resources because there was no allocated budget set aside for library resources. As a result, all the schools with low or no fees in Soweto schools depended on the contributions, and some low/no fee-paying schools in Soweto periodically lock their libraries because teacher in charge of the school libraries teach as well. Dlamini and Brown (2010) note that this is a concern because the teachers lack the necessary training or library experience in schools. In support of Paton-Ash and Wilmot (2015) and Dlamini and Brown (2010), Mojapelo (2018) states that “staffing of library facilities is not yet a priority in most public schools as there is lack of professionally qualified or trained full time teacher librarians”. Mojapelo (2018) added that the “majority of the schools in rural communities of South Africa had no library facility”.

Shandu, Evans and Mostert (2014) ascertained that “teachers are not using school libraries in Katlehong, South Africa because they are unable to provide relevant information services due to lack of space, outdated and inadequate information collections, inaccessible opening hours and lack of funds and networked computers”. Considering the above-mentioned problems and difficulties of school libraries, the researcher wants to ascertain a collaborative role of the school libraries at Umlazi Township in Durban, KwaZulu Natal. These school libraries are of the Swelihle High School, Comtech High School, Umlazi Secondary School and KwaShaka High School. The researcher chose these schools because they are the only schools that have functional school libraries at Umlazi Township in Durban, KwaZulu-Natal. Paton-Ash and Wilmont (2015: 8) posit that “the role of a school library is outdated and needs to change if the library is to play vital role in promoting literacy and learning, facilitating and enabling quality education for all South African children”.

The above discussion illustrates the significant role that school libraries need to play in teaching and learning in schools and, in particular, in developing reading skills. It is evident that school libraries (in whatever form) are not adequately fulfilling these roles and it is this problem that the current study attempted to address.

1.4. Aim of the study

The aim of this study was to investigate the collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban.

1.5. Objectives of the study

The objectives of the study were:

- To determine the collaborative role of school libraries in teaching and learning at the selected schools in the Umlazi Township,
- To determine the factors that enhance the collaborative role of the school library in the teaching and learning process, and
- To find out how the selected school libraries promote information literacy to teachers and learners.

1.6. Critical questions

The following were the critical questions of the study:

- What is the collaborative role of selected school libraries in Umlazi Township in teaching and learning?
- What are the factors that enhance the collaborative role of the school library in the teaching and learning process? and
- How do the selected school libraries promote information literacy to teachers and learners?

1.7. Motivation of the study

The staff members from Swelihle High School, Umlazi Comtech High School, Umlazi Secondary School and KwaShaka High School will benefit from this study since they will be given the opportunity to express their views on the role of school libraries in teaching and learning. It will provide the Department of Education with possible challenges that may be encountered by educators, learners and school librarians in the selected schools, as well as interventions that could be implemented by the school libraries to enhance teaching and learning, and ultimately enabling students to become responsible citizens.

1.8. Overview of research methodology

A mixed method research approach was used by the study to investigate the collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban. The study adopted the exploratory mixed method research design and collected data using semi-structured face-to-face interviews for teacher librarians and questionnaires for teachers. The detailed discussion of research methodology used in this study is presented in Chapter 3 of this dissertation and the below diagram displays the overview of the research methodology adopted in the study:

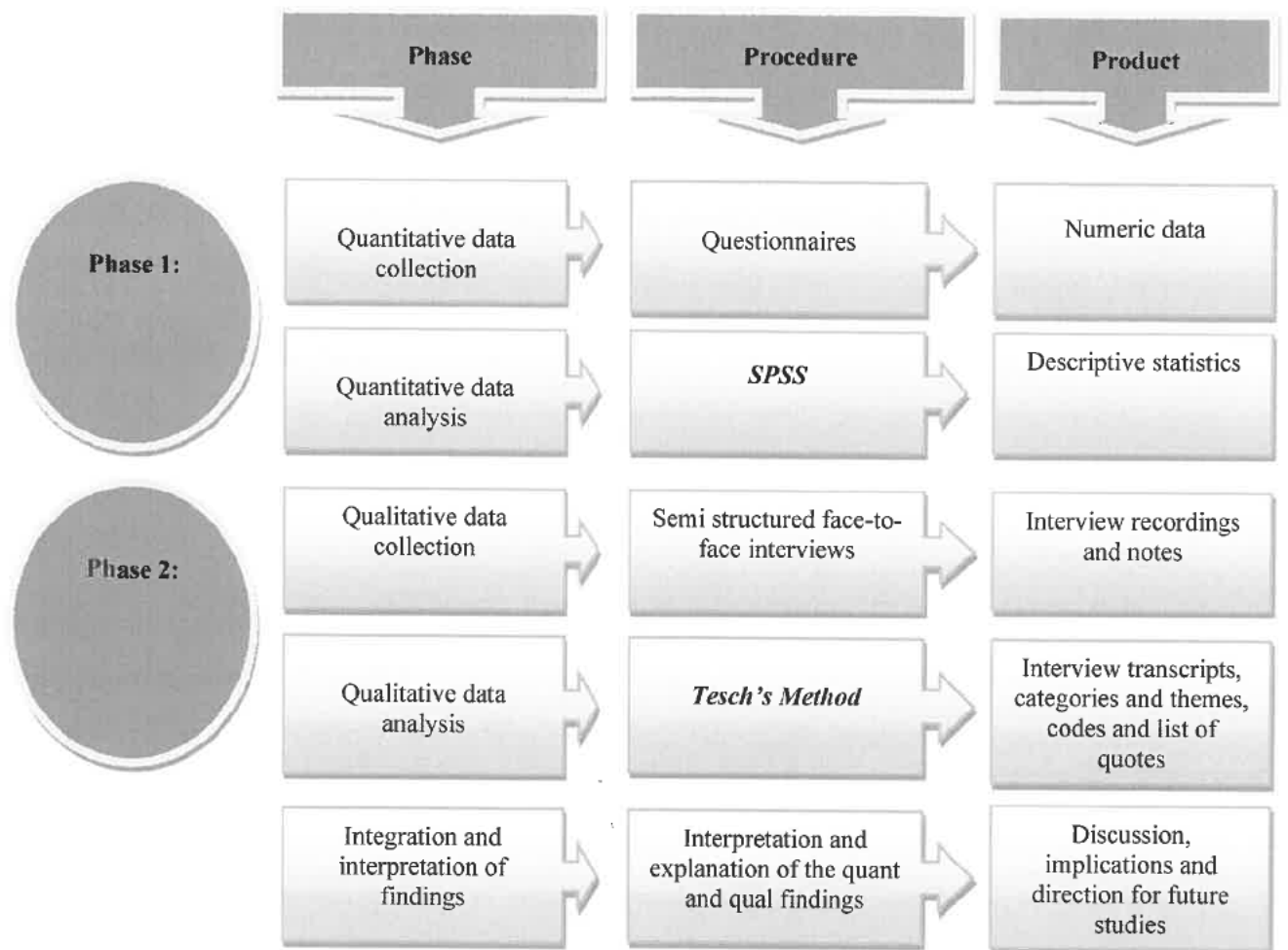


Figure 1: 1 Overview of research methodology

1.9. Definition of relevant terms

The following defined terms are relevant to the study:

1.9.1. Learning

Worhan (2003: 02) stated that while there are many contexts in which learning occurs, educational institutions support learning that is both deep and broad. Various approaches of teaching make very different assumptions about what learning is which includes gaining knowledge or acquiring skill in some art or practice and knowledge gained by studying (Collins Concise Dictionary & Thesaurus 1995: 540). This definition was adopted by the study as it emphasizes the function of school libraries in public education.

1.9.2. Library

According to Collins Concise Dictionary (2001: 853), a library is a space, or room, designated for the storage of books and other library materials. It is a collection of literacy materials, films, CD's etc., kept for borrowing or reference. The researcher thought it beneficial to define the term "library" as this research focuses on school libraries.

1.9.3. Public school

'Public school' refers to any school operating within the free community education system (Collins Concise Dictionary 2001: 1210). The term "Public school" is used in the study as the study is on school libraries in public schools.

1.9.4. School library

Frantsi, Kolu and Salminen (2002: 4) regard a school library as a place with a well-organized library of educational resources intended for use by teachers, students, and other staff members. Access to national, regional, local, and worldwide information databases is also included. The school library's operations, materials, personnel, and equipment are arranged to support learning within the bounds of the school's pedagogical objectives. This definition is related to this study as its focus is on the role of school libraries in teaching and learning.

1.9.5. Teaching

Rajagopalan (2019: 5) posits that the main elements of teaching, which is a scientific process, are communication, content, and feedback. The way that the lesson is taught benefits the students' learning. Modification, improvement, and development are always possible. The system is designed to accommodate the new teaching-learning activities and, consequently, flexibility. Appropriate teaching environments can also shape learners' terminal behavior with regard to learning structures. This definition was adopted by the study as the study focuses on the role of school libraries in teaching at public schools.

1.10. Scope and limitations of the study

The scope of this study was on the teacher librarians and teachers who were involved in teaching and learning from Swelihle High School, Umlazi Comtech High School, Umlazi Secondary School and KwaShaka High School. This study was limited to these schools because they were the only schools with functional school libraries at Umlazi Township in Durban.

1.11. Structure of the research report

This study consists of five chapters and the following is a brief description of each chapter:

Chapter 1: Introduction and background to the study

This chapter introduced the study and provided the background and objectives of the study with critical questions generated to address these objectives. The chapter also provided the motivation for the study, an overview of the research methodology, definition of relevant terms, and the scope and delimitations of the study.

Chapter 2: Theoretical Framework and literature review

This chapter provides the theoretical framework used by the study and related literature reviewed for this study.

Chapter 3: Research methodology

This chapter discusses the research design, approach and methods used in the study. It further provides the methods used to collect data and explains how data was analyzed for the study.

Chapter 4: Presentation of results

This chapter presents the results acquired by means of questionnaires and semi-structured face-to-face interviews.

Chapter 5: Discussion of findings, conclusions and recommendations

This chapter discusses the main findings of the study in the context of the theoretical framework used by the study together with relevant literature and the critical questions created to address the objectives of this study. Conclusions are drawn and recommendations are made based on this discussion.

1.12. Summary

This chapter introduced the research problem examined by the study and provided background for the study. It covered the objectives of the study, critical questions, motivation for the study, overview of research methodology, relevant definitions, scope and delimitations of the study, and a structure of the research report. The following chapter, Chapter Two, discusses relevant literature reviewed for this study.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

The chapter discusses the theoretical framework of the study, which is based on Collaborative Learning Framework. Thereafter, this chapter reviews relevant literature pertaining to the collaborative role of school libraries in teaching and learning. The chapter is organized around the research objectives and questions which serve as basic for this study as discussed in chapter one.

A literature review is an extensive analysis of the body of research that has been done on a particular research question. It serves as a summary, analysis, and appraisal of the literature as well as an explanation of the types of research that have been done in a given field (Skills for learning 2018: 1). Therefore, before working on the proposed study, the researcher should review previous work in the field.

Adom *et al.* (2018: 438) state that a theoretical framework should inform and guide every step of the research process, including problem definition, literature review, methodology, findings presentation and discussion, and conclusion drawing. A theoretical framework enables the researcher to consider competing theories that could contradict their point of view, strengthening the study's advantages.

2.2. Theoretical Framework of the study

The Collaborative Learning Theory provides a sound framework for this study. Lin et al. (2016: 2) defines collaborative learning is an approach to teaching where students work in pairs or small groups to achieve a common objective. It has been argued that collaborative learning can improve achievement, critical thinking, and active exchange. This theory is relevant to this study as it focuses on schools whereby the learners are taught in groups and also assessed in groups.

Srinivas (2011) states that a Collaborative Learning Theory is an educational strategy to teaching and learning in which students collaborate in groups to solve a problem, complete a task, or create a product. In a collaborative learning setting, learners have a chance to actively participate, question other conceptual frameworks, exchange diverse beliefs, present and defend ideas, and have conversations with peers. However, in this study, a Collaborative Learning Theory guided the researcher to look at how the library can collaborate with teachers in terms of teaching and learning in order to improve learners learning experience.

Montiel-Overall (2005: 4) adds that a Collaborative Learning Theory in “education” is intended to “promote the most effective teaching possible for the greatest number of students”. In the library field, collaboration for school library means “co-planning, co-implementation, and co-evaluation. Montiel-Overall (2005: 4) further states that collaboration is based on shared goals, shared vision, a climate of trust, respect, comprehensive planning, weaknesses, and shared risks. The teacher brings to the partnership knowledge of the strengths of students and of the content to be taught. The school library adds a thorough understanding of information skills and methods to integrate them. In this study, the Collaborative Learning Theory underpinned the study and it allowed the researcher to look at the different aspects of a collaborative role of school libraries (School Librarians) with schools (Teachers) in terms of teaching and learning. Lastly, Montiel-Overall (2005: 4) discusses what true collaboration means for teacher librarians and teachers. He mentions that “when teachers and teacher librarian work together to identify what students need to know about accessing, evaluating, interpreting, and applying information; when they plan how and where these skills will be taught and how they relate to content area; and when they assess the students process as they work with information as well as the end product, they have truly collaborated school libraries.

According IFLA (2015: 17), a school library now includes significant distinguishing features such as “a qualified school librarian with formal education” and “targeted high-quality collection (print, multimedia and digital)” that support the school’s formal and informal curriculum”. Ahmad (2011: 4) adds that “teachers and teacher-librarians can find curriculum-related resources in the school library, and students can use it for independent study and leisure reading.

2.3. Issues and challenges faced by school libraries

According to Equal Education (2010: 21), there are few South African public schools having functional libraries. The status of school libraries’ tracing made by Paton-Ash and Wilmot (2015: 128) on the important events and advancements in South African school from the period 1994 shows that South African libraries are faced with challenges as ascertained the following: Dick (2002) revealed that the impact of apartheid in South Africa has resulted in the absence of library resources in public schools, particularly in black schools.

The Human Sciences Research Council (HSRC) an audit revealed that many school libraries were kept closed for the majority of the day or frequently used as classrooms by full-time teachers (South Africa, Department of Arts and Culture 2009: 43).

The National Education Infrastructure Management System report (NEIMS) indicated that only 30.41% of public schools are equipped with libraries, whether the library has books or not; and 69.59% are without a school library (National Education Infrastructure Management System 2021: 1).

Paton-Ash and Wilmot (2015: 5) revealed that some schools in Soweto, Gauteng, South Africa had no other source of books than donations. Nevertheless, the issue was that many these books were either American or Eurocentric, meaning they weren't relevant to the children's lives or age appropriate. They were also written in the children's mother tongue, which makes schools library not play a vital role in teaching and learning.

2.4. Role of school libraries in education

According to Saraswat (2018), the School Library serves as a center of all organized and carried out school-related activities. The school has several occasions to celebrate like World Book Day, Read for Nation, Dear, Drop Everything and Read, etc., to cultivate a reading culture among students. As such, the library acts as a stimulus, the teaching and learning journey, along with your role, holds similar importance as an architect, in your ability to construct a setting that promotes social, intellectual, and emotional harmony “sense making” regarding the public.

A school library serves as a teaching and learning center that provides an active instructional program combined into curriculum content, putting the following in focus:

- Resource-based capabilities – abilities and dispositions related to seeking, accessing, and evaluating resources in a variety of formats, including people and cultural artefacts as sources. These capabilities also include using information technology tools to seek out, access, and evaluate these sources, and the development of digital and print-based literacies.
- Thinking-based capabilities are aptitudes and attitudes that emphasize significant interaction with data and knowledge through research and inquiry procedures, the eighteen higher order thinking processes, and critical analysis that results in the production of representations or products that show in-depth knowledge and comprehension.
- Knowledge-based capabilities are aptitudes for research and inquiry as well as attitudes toward the development, construction, and collaborative application of knowledge products that show a high level of comprehension and knowledge.

- Reading and literacy capabilities are the aptitudes and attitudes associated with reading for pleasure, reading for learning on a variety of platforms, and transforming, communicating, and disseminating text in its various forms and modes to facilitate the formation of meaning and comprehension.
- Personal and interpersonal capabilities are the aptitudes and attitudes associated with engaging in social and cultural activities that involve resource-based inquiry and discovering more about oneself and others as scholars, information consumers, knowledge producers, and responsible members of society.
- Learning management capabilities are the aptitudes and attitudes that help students organize, plan, and complete a curriculum-based inquiry unit successfully (IFLA 2015: 17).

2.4.1. Literacy teaching and learning

It is very crucial for the school library to foster literacy. Literacy is the capability to read and write effectively in a variety of contexts and to use written information. In a broader sense, literacy encompasses the social and cultural knowledge that enables a writer, reader, or speaker to identify and use language appropriate to various situations. It also involves the integration of speaking, listening, viewing, and critical thinking with reading and writing (Department of Higher Education and Training 2019: 4).

Over the past few years, the term "literacies" has taken on a broader definition that now includes the capacity to comprehend and utilize computers, the internet, visual images, and other forms of technology, as well as other fundamental tools for understanding, interacting with others, learning practical information, and utilizing a dominant symbolic system within a culture. It describes written forms that blend with oral, tactile, visual, and spatial representations in modern communications. The multimodal formats in which information is presented, particularly in the media, make it even more crucial to comprehend how these representations are made and to depend on them (Department of Higher Education and Training 2019: 4).

Findings from a pilot project by the Australian Primary Principals Association, *Principals as Literacy Leaders*", by Dempster *et al.* (2012), "suggest lifting literacy outcomes requires an understanding of:

- how literacy is learnt,
- how best to teach literacy, and
- strong school leadership."

The National Inquiry into the Teaching of Literacy (2005) “recommended that schools develop school-wide literacy plans which can create and sustain organizational conditions that enable exemplary literacy learning and teaching to take place. Victoria the FISO provides a model for schools to frame, implement, monitor and evaluate school wide literacy plans. The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. Using the Victorian Curriculum and FISO, school leaders are able to set clear directions and priorities in School Strategic Plans that focus on improving students’ literacy achievement and building practice excellence.”

2.5. The effective school library

According to the American Association for School Librarians (2016), “an effective school library has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.” An efficient school library is essential to preparing students for college, careers, and the community:

- (i) Has enough staff members, including a state-certified school librarian who is also a teacher and instructional leader; encourages the growth of digital learning, inquiry learning, participatory learning, technology literacies, and information literacy; and enhances, supports, and elevates the literacy experience through projects that encourage reading.
- (ii) Has access to current print and digital resources as well as technology, including the curation of educational materials with open licenses.; and
- (iii) Facilitates collaboration between school librarians and classroom teachers and regular professional development.

The American Association for School Librarians (2016) further states that “a well-functioning school library is in line with the school's mission, goals, objectives, and curriculum. The mission of functional school library program is to “ensure that all students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skill researchers, and ethical users of information.”

2.5.1. The school librarian / teacher librarian

A school librarian serves as a development leader in the abovementioned capabilities through individual and collaborative leaning and facilitation explicitly linked to curriculum content and results (IFLA 2015: 18).

In the 20th century, traditional school librarian duty is consist of selecting, cataloguing and arrange library collections; promoting reading and literacy; and uphold classroom teachers in educating students in the school's core curriculum (Harlan 2015: 53).

According to O'Connell (2017: 379), the teacher librarian is a manager within the educational community. The key role of the teacher librarian focuses on:

- learners and education.
- educators and teaching.
- resourcing the curriculum.
- making information more accessible; and
- evolve the physical environment.

2.5.2. Collaboration between teachers and teacher librarians

Baharuddin *et al.* (2014: 32) describe collaboration as “a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone” and compared collaboration to a journey that comprises three progression levels, notably, co-operation, co-ordination, and true collaboration.

The school library needs headmasters, educators and teacher librarians to work as team for them sustain a functional school library. According to Frantsi, Kolu and Salminen (2002: 22), “the collaboration between the educators and teacher librarian promotes learning and teaching, and their working together helps them to achieve results. It is useful to have a designated team for the development of the school library, which systematically gathers and compiles a list of forthcoming requirements and plans based on these requirements.”

A school librarian's primary role is to c to the mission and goals of the school. Working together with the school's administrators and teachers, the librarian improves and execute curriculum-based library services and programs that support teaching and learning for all. The librarian provides information and expertise in the areas of information provision and resource utilization to a variety of teaching and learning activities, including project work and inquiry, problem-solving, literacy, reading engagement, and cultural activities. A school librarian may take a role alone or in cooperation with additional school-based specialists, in the technology integration and in the provision of professional development for teachers and for administrators (IFLA 2015: 28).

2.5.1. Information Communication Technology in school libraries

Information Communication Technology improves teaching and learning in schools. According to Ratheeswari (2018: 545), Information Communication Technology “refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies.” Fagbe *et al.* (2015: 3) state that information technology is defined in the library as the study, handling, storing, and sharing of textual, numerical, pictorial, and audiovisual data. The term refers to a wide range of activities that include gathering, organizing, packaging, storing, and retrieving information. This information can take various forms, such as textual or numerical (found in books and documents), audio-visual (vocal and pictorial), or multimedia combination of all the above using a combination of computers and telecommunications devices.

The benefits of information technology in the library services are:

- To launch new services, offer them, and breathe new life into already-existing ones by removing barriers to time and space and enabling quicker access to resources.
- Libraries can now benefit from a digital library that takes up little room and has a lot of storage thanks to computers.
- To obtain and distribute data in a format chosen by the user.
- To gather, organize, process, and disseminate data.
- To increase the library's operational effectiveness.
- Information accessibility brought about by Internet use.

The faster growth in technology has led to tremendous development in the field of libraries and information science. The use of technology and the internet has made the library much faster over the last few decades. The most crucial dimensions are accuracy and speed to meet the needs of library patrons. Information and communication technology, or ICT, improves the library's workflow and lessens the need for manual labor, which enhances library services. One of the main benefits of ICT is its ability to provide ICT-based information services to satisfy user needs (Kumar 2017: 445).

2.6. School libraries internationally

The researcher wishes to find out the situation in other countries with regards to school libraries. A survey of over 17,000 primary and secondary pupils was conducted by the National Literacy Trust in 2009. According to Clark (2010), it was “discovered that reading enjoyment, self-reported reading ability, and attitudes toward reading are all positively correlated with using

the school library. According to the findings, students who use the school library are more likely to think positively about reading, enjoy reading, and think highly of themselves as readers. Students who reported that they read outside of class every day and that they enjoy reading very much or quite a bit were twice as likely to use school libraries as students who did not. Furthermore, compared to people who use school libraries, people who do not use them are more likely to think of themselves as poor readers.”

Australia and New Zealand, school libraries have remained crucial and, nowadays, school library teams have been rising to the challenges of the new digital era. Beyond the basics of reading and writing using "old technologies" or print materials, as well as what was considered literacy a generation ago, one must possess additional skills to become productive members of society today (let alone 500 or 1,000 years ago) has changed dramatically (Asselin 2004).

Sulieman (2016: 266-267) “studied that school libraries in Jordan suffer from many problems that stand in the way of libraries achieving their goals. One of the most important issues that stops school libraries from achieving their objectives is not having a specialized curriculum, official activities for library skills or programs like other curriculums, and that there is no specialized course dedicated to library education, and that is the result.”

The case is different in Ghana as indicated in the study conducted by Omenyo (2016: 82) who disclosed that the school libraries support teaching and learning in the schools. This is due to the fact that they provide pertinent materials for students to use for their studies. For example, students looked up references for their homework, projects, and class assignments. This study will determine the role of school libraries in teaching and learning.

2.7. Summary

This chapter provided a comprehensive discussion of collaborative role in school libraries in teaching and learning. The collaboration needs the headmaster, teachers and teacher librarian to work together as team in order to sustain functional school library and achieve the school goals. The reviewed literature in this study indicates issues and challenges faced by school libraries and school librarian in schools. The school librarian plays a vital role in collaboration between school and the library. The reviewed literature provided the researcher with better understanding of the research problem. The next chapter will focus on the methodology used to conduct this study.

3.1. Introduction

The previous chapter discussed the theoretical framework and literature of the study. This chapter discusses the methodology of the study. Igwanagu (2016: 4) states that “methodology does not set out to provide solutions”. For this reason, it is not the same as a method. Rather, it provides the theoretical foundation for comprehending which approach, combination of approaches, or industry best practices should be used in a given situation, such as calculating a particular outcome.

3.2. Research paradigm

Neuman (2003: 541) defines the term “paradigm” as a “general organising framework for social theory and empirical research”. Neuman (2003: 541) adds that a paradigm describe the limitations of the methods used in research boundaries, and this includes the following:

- “The kinds of questions asked,
- What can be observed or investigated,
- How data is collected, and
- How to interpret the findings”.

Babbie and Mouton (2006:48) Connect social science paradigms with various methodological stances. There is a connection between positivism and the quantitative approach and interpretivism and the qualitative approach. For this study, the researcher used both positivism and interpretivism as the study adopts a mixed methods approach which is the combination of both quantitative and qualitative approaches.

Alharahsheh and Pius (2020) describe positivism, as the research paradigm for the natural sciences and interpretivism, as the research paradigm for social sciences – based on the notion that physical objects are fundamentally different from human being and cannot therefore, be studies from the same philosophical foundations and assumptions.

This study adopted both positivist and interpretivist research paradigm Junjie and Yingxin (2022: 10) state that a paradigm is essentially a theoretical framework. It provides the sum of a set of hypotheses, ontology, epistemology, and methods for scientific research and is generally accepted by researchers. Kheswa (2021:82) points out that the term research paradigm “describes the type of research, the nature of the world and how to investigate it” and that this means our perception of the world influences how we explore or research it.

3.3. Research approach

According to Grover (2015), the perspectives of the world are combined to create three approaches: mixed methods, quantitative, and qualitative. Quantitative approach includes positivism and post-positivism world view, qualitative approach comprise constructivism and transformative world view, and mixed method approach correlate to pragmatism. This study used the mixed methods research approach.

Rahman (2017: 105) states that the quantitative method is “a research strategy that emphasises qualification in the collection and analysis of data. It means quantitative research denotes amounting something. This research method attempts to investigate the answers to the question starting with how many, how much, to what extent. In other words, the method lays heavy stress on measuring something or variables existing in the social world. Quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques and accessed through researcher-introduced stimuli and systematic measurement.”

According to Zohrabi (2013), “qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews, diaries, journals, classroom observations and immersions, and open-ended questionnaires to obtain, analyse, and interpret the data content analysis of visual and textual materials, and oral history.”

3.4. Research design

Kumar (2014: 122) defines “research design” as “the road map that one decides to follow during their research journey to find answers to their research questions as validly, objectively, accurately and economically as possible”. Mtshali (2016: 65) states that “researchers may adopt different kinds of research designs for their studies” and Babbie and Mouton (2001: 83), mention three main research strategies such as experiments, surveys and case studies. Further, they state that “the choice of research design” by a researcher mainly depends on the nature of the research”. Research design contains the blueprint for collecting, measuring, and analysing data and explaining observations to solve the research problem (Mbonambi, 2018). The study used the survey research design.

3.4.1. Mixed methods

Almeida (2018: 138) states that “mixed methods research is an approach to research whereby the investigator gathers, examines, and combines (integrates or links) quantitative and qualitative data in a single study or a multiphase program inquiry. A mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study (Dawadi *at el.* 2021: 27).

Bell *at el.* (2022: 01) mixed methods research designs are a popular approach to research which can offer the advantages of both quantitative and qualitative data. A mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problems.

Dawadi *at el.* (2021: 27-28) furthermore, qualitative data (such as interviews and focus groups) can provide depth in the research inquiry as the researcher can gain a deeper insight into the phenomenon from narratives. Then, a quantitative approach of data collection can bring breadth to the study by supporting the researcher with accumulating data about on different aspects of a phenomenon from different participants.

Yim *at el.* (2020) used mixed method to evaluate regional libraries in Namibia, which incorporates three perspectives: the patron perspective (library users), the library perspective (library staff, management, and related officials), and the external perspective (including evaluators and monitoring data). The goal of the evaluation was to assess library performance for both formative and summative purposes by addressing evaluation questions on areas such as library services, use, and operations.

Mixed methods design is defined by Creswell and Clark (2017:52) as an approach to inquiry that combines both qualitative and quantitative forms of research. It involves philosophical assumption, the use of qualitative and quantitative approaches, and the mixing or integrating of both approaches in a study.

3.4.2. Concurrent triangulation mixed method

This study adopted mixed methods concurrent triangulation design, the qualitative (questionnaires) and quantitative (interviews) data will be collected concurrently in one phase. Concurrent triangulation design Creswell (2004) for mixed method is preferred in the current study since quantitative and qualitative data collection and analysis procedures are implemented in order to validate and crosscheck the findings of each data collection and analysis methods

Creswell (2014: 197) states concurrent triangulation strategy in mixed methods is an approach in which the researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination. This traditional mixed methods model is advantageous because it is familiar to most researchers and can result in well-validated and substantiated findings.

This mixed methods model is attractive for several reasons. A researcher is able to collect the two types of data simultaneously, during a single data collection phase. It provides a study with the advantages of both quantitative and qualitative data. In addition, by using the two different methods in this fashion, a researcher can gain perspectives from the different types of data or from different levels within the study.

Creswell (2003) advises that “data is analysed separately and then compared and/or combined”. This method is used to confirm, cross-validate or corroborate findings. It is often used to overcome a weakness in one method with the strengths of another. It can also be useful in expanding quantitative data through collection of open-ended qualitative data.”

3.5. Population

According to Sekaran and Bougie (2016: 236), “the population refers the entire group of people, events or things of interest that the researcher wishes to investigate.” The population of this study consisted of the teachers and teacher librarians selected from four schools Swelihle High School (29), Umlazi Comtech High School (52), Umlazi Secondary School (51) and KwaShaka High School (38) and the total number of teachers was 166 and 4 teacher librarians which made the total number of the whole population as 170. However, the final population of this study excluded Swelihle High School (29) because their school library was no longer functional during the collection of data. Therefore, the population size decreased into 141. The following table presents the school’s name with a total number of populations:

Table 3.1: School name and the total population

School name	No. of teachers	No. of teacher librarians	Total
KwaShaka High School	37	01	38
Umlazi Comtech High School	51	01	52
Umlazi Secondary School	50	01	51
Total	138	3	141

3.6. Purposive sampling

Nyimbili and Nyimbili (2024: 94) state that “purposeful sampling selects information rich in cases for in-depth study. Size and specific cases depend on the study purpose.” Purposive sampling procedures are used in most research papers because they are found in any research paradigm and help in ensuring that quality sample is located without biases so as to increase the reliability and trustworthiness of the findings (Cohen, Manion and Morrison 2018). This study adopted purposive sampling for targeted population such as teachers and teacher librarian.

3.6.1. Census

This study used census for collecting information from the population. A census is an endeavor to enumerate every component within a group and quantify one or more of those components' attributes. The group can include all homes, businesses, farms, books in a library, cars from an assembly line, and so on. It is frequently the actual national population. A census can yield comprehensive data on all or most population components, making it possible to calculate totals for uncommon population (Lavrakas 2008).

3.7. Data collection

Du Plooy-Cilliers, Davis and Bezuidenhout (2018: 14) state that “data collection is one of the most important aspects of any study and the researchers need to take great care when they collect data, because if it is collected incorrectly, it will lead to invalid results and findings.” They further mention that “Prior to beginning the data collection process, there is one very important thing to keep in mind, namely “time”. According to Creswell (2018: 04), “mixed

method research is an approach to inquiry involving collecting of both qualitative and quantitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical framework”.

3.7.1. Data collection instruments

According to Zohrabi (2013: 254), “the main instruments used in mixed method research consist of closed-ended, open-ended questionnaires and interviews. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. In the main, the quantitative data are obtained through closed-ended questionnaires and the qualitative data through interviews. The items of the questionnaires and semi-structured interviews are mainly developed based on the research objectives and research questions”. This study data consists of both qualitative and quantitative data collection instruments, namely, questionnaires and interviews. For the teachers, questionnaires were administered by the researcher and for teacher librarians, interviews were also conducted by the researcher.

3.7.1.1. Questionnaires

According to Sekaran and Bougie (2016: 143), “questionnaires are generally designed to collect large number of quantitative data. They can be administered personally, distributed electronically, or emailed to the respondents”. Sekaran and Bougie (2016: 143) go on to say that questionnaires are generally not costly and are less time consuming compared to the interviews and observations.

3.7.1.1.1. Questionnaire design

The questionnaire design is a crucial stage in the survey research process. Questionnaires are most effective as a means of gathering data, particularly when a large number of people need to be reached in various geographical areas. They are a widely used method of collecting data because information can be easily obtained by researchers, and the questionnaire responses are simple to code. When well-validated instruments are used, the finding of the study benefits the scientific community since the result can be replicated and additions to the theory base made (Bougie and Sekaran 2020: 154). A questionnaire requires a plan and analysis so it can provide accurate information. A well-designed questionnaire offers the respondent a consistent experience. By maximizing the respondent's capacity to provide answers, more can be gained (Ornstein 2013: 47).

According to Bougie and Sekaran (2020: 154), "the principle of Questionnaire design is concerned with the wording and measurement of the questions as well as the overall structure of the questionnaire. It is imperative to closely adhere to all the discussed principles in order to reduce measurement errors and respondent bias. For this study, questionnaires were designed with questions that collect data on the collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban. When designing the questionnaire, the researcher used understandable language to the respondents, did not include biased questions, and ensured the anonymity of respondents.

3.7.1.2. Administering questionnaires

Sekaran and Bougie (2016: 143) shared that the questionnaires can be administered personally, distributed electronically, or emailed to the respondents. For this study, the questionnaires were hand delivered to respondents and since the consent letter was attached to each questionnaire, it is clear that these respondents were asked for their consent to participate in the study. All 136 teachers were given questionnaires. Participants were given a week to respond by filling in the questionnaires and asked them to submit the filled questionnaires to the teacher librarians. These questionnaires were collected physically by the researcher from the teacher librarians.

3.7.1.2. Interviews

Du Plooy-Cilliers, Davis and Bezuidenhout (2014:188) state that "interviews are a form of conversation, with the primary aim of obtaining information based on open-ended questions. Interviews are valuable source of information and, if conducted correctly, they allow one to interpret and understand the meaning of participants' answers to a specific question. In-depth interviews also allow one to ask participants to clarify a point she or he is making and provide a more detailed explanation." Interviews were conducted in the participants' working space during their lunch breaks and according to the time granted by the KZN Department of Education. Teacher librarians were interviewed using semi-structured face-to-face interviews.

3.7.1.2.1. Face-to-face interviews

The researcher designed an interview schedule. According to Schroder (2016: 1), face-to-face interviews are the most effective way to get the best response. According to international research, in comparisons of response rates obtained through various survey techniques, in-person interviews typically yield the highest results. The researcher recorded responses (with

the permission of the participants) during the interview using a recording device to collect data for the study.

3.8. Pilot Testing

According to Sekaran and Bougie (2010: 210), “pretesting involves the use of a small number of participants to test the appropriateness of the questions and their comprehension”. For this study, the researcher pre-tested the data collection instruments by interviewing one (1) teacher librarian from Menzi High School; this teacher librarian was not included in the current study. For the questionnaires, one teacher from Menzi High School was given a questionnaire to answer questions to determine whether questions are clearly understood, and this teacher was also not included in the current study. This helped the researcher to determine whether all interview and questionnaire questions were understood or not.

3.9. Validity and Reliability

According to Zohrabi (2013: 258), “the principles underlying naturalistic and/or qualitative research are based on the fact that validity is a matter of trustworthiness, utility and dependability that the evaluator and the different stakeholders place into it. In qualitative research “reality is holistic, multidimensional and ever-changing”. Therefore, it is up to the researcher and research participants who attempt to build validity into the different phases of the research from data collection through to data analysis and interpretation. In the main, validity is concerned with whether our research is believable and true and whether it is evaluating what it is supposed or purports to evaluate. One of the main requirements of any research process is the reliability of the data and findings. In the main, reliability deals with the consistency, dependability and replicability of “the results obtained from a piece of research”. For this study, the validity and reliability of the instruments was pre-tested through pilot testing of the data collection instruments.

3.10. Data Analysis

According to Babbie (2008: 122), “once the data is collected in a suitable form, you are ready to interpret it for drawing conclusions that reflect the interest, idea and theories that initiates the inquiry. In the data analysis, the researcher is required to spell out the purpose of the analysis.” This study adopted mixed methods research therefore data was analysed using quantitative and qualitative methods. Lutabingwa and Auriacombe (2007: 547) state that “most quantitative data analyses today are conducted with computers in which data are stored electronically rather than

in form of e.g. cards, paper tapes and the like. A computer can go beyond simple counting and sorting to performing intricate computations and provide sophisticated presentation of results. Currently available data analysis software programs can examine several variables simultaneously and can compute a variety of statistics". This study analysed quantitative data using SPSS (Statistical Package for the Social Sciences).

Flick (2013: 5) defines qualitative data analysis "as the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making can refer to subjective or social meanings. Qualitative data analysis also is applied to discover and describe issues in the field or structures and processes in routines and practices. Often, qualitative data analysis combines approaches of a rough analysis of the material (overviews, condensation, summaries) with approaches of a detailed analysis (elaboration of categories, hermeneutic interpretations or identified structures). The final aim is often to arrive at generalizable statements by comparing various materials or various texts or several cases". The qualitative data of this study data was analysed using Tesch's method.

3.10.1. Tesch's approach of data analysis

Data was analyzed using Tesch's method of data analysis for qualitative data (Tesch 1992: 117). Creswell (2003) asserts that Tesch's approach data analysis provides a useful process to transcribing unstructured data in eight steps. These steps engage a researcher in a systematic way of analyzing textual data. Tesch (1998: 343-344) proposed eight step to consider in data analysis as follows:

Step 1: The researcher ought to read the entire transcript carefully to obtain a sense of the whole and to jot down some ideas.

Step 2: The researcher selects one case, asks "what is this about?" and thinks about the underlying meaning in the information. The researcher's thoughts can be written in the margin.

Step 3: A list is made of all the themes or topics. Similar themes or topics are clustered together.

Step 4: The researcher applies the list of themes or topics to the data. The themes or topics are abbreviated as codes, which are written next to the appropriate segments of the transcripts. The researcher tries out this preliminary organizing scheme to see whether new categories and codes emerge.

Step 5: The researcher finds the most descriptive wording for the themes or topics and categorizes them. Lines are drawn between categories to show the relationships.

Step 6: The researcher makes a final decision on the abbreviation for each category and alphabetizes the codes.

Step 7: The data material belonging to each category is assembled and a preliminary analysis is performed.

Step 8: The researcher re-codes existing material if necessary.

3.11. Ethical considerations

The researcher applied for ethical clearance (appendix E) from the Institutional Research Ethics Committee by means of a written letter to the Research Management and Development Directorate at the Durban University of Technology to conduct the study. The researcher also applied for gatekeeper's permission letter (appendix F) and it was approved by the Department of Education. The participants were allowed to withdraw at any time and personal details were not documented. The data collected from the targeted group is confidential and only the researcher and supervisor have access to such information. The information is kept electronically with password access, and it will be disposed of after five (5) years after the researcher has completed her research.

3.12. Summary

This chapter introduced and discussed the research methodology used for the current study. The discussed research methodology included a research paradigm, research approach, research design, targeted population, sampling, data collection methods, data analysis, and ethical considerations. The next chapter will concentrate on the presentation of the research findings of the study.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1. Introduction

The preceding chapter discussed the research methodology used to conduct this research. This chapter presents the results of the current study achieved using questionnaires and face-to-face semi-structured interviews. The aim of the study was to investigate the collaborative role of school libraries in teaching and learning at the selected public schools from Umlazi Township in Durban. The research objectives of the study were:

- To determine the role of selected school libraries in Umlazi Township in teaching and learning,
- To determine the factors that enhance the role of school library in the teaching and learning process, and
- To find how the selected school libraries promote information literacy to teachers and learners.

This data was collected by the researcher using questionnaires and semi-structured face-to-face interviews from teachers and teacher librarians at selected public schools and school libraries from Umlazi Township in Durban. The quantitative data was analysed using Statistical Package for the Social Science (SPSS) while qualitative data was analysed using Tesch's approach.

4.2. Presentation of Quantitative Results

The researcher designed a questionnaire (refer to Appendix A) for this study to collect quantitative data which was then analyzed using Statistical Package for the Social Science (SPSS). The researcher captured collected data into the SPSS for analysis. Thereafter, similar subthemes were merged with broad themes. This quantitative is presented using tables and figures.

4.2.1. Schools' profile

The schools have been profiled and coded as displayed in Table 4.1 to maintain their anonymity.

Table 4.1: Schools' profile [N=4]

School	Code
School 1	SC1
School 2	SC2
School 3	SC3

4.2.2. Biographical information

Subthemes such as the school names and return rate, participants' years of experience in teaching, their highest qualifications, and subjects they are teaching at their schools are covered and discussed in the following sections.

4.2.2.1. School name and return rate

This section presents the number of distributed and returned questionnaires at the selected schools at Umlazi in Durban. Table 4.2 shows the results below.

Table 4.2: School name and return rate

School name	No. of distributed questionnaires	No. of returned questionnaires
KwaShaka High School	37	22 (60%)
Umlazi Comtech High School	51	29 (57%)
Umlazi Secondary High School	50	32 (64%)
Total	138	83 (60%)

Table 4.2 shows that out of 138 questionnaires that were distributed at the selected schools at Umlazi in Durban, only 83 (60%) were returned. Out of 37 questionnaires that were distributed to KwaShaka High School, only 22 (60%) were returned. Out of 51 questionnaires that were distributed to Umlazi Comtech High School, only 29 (57%) were returned. Out of questionnaires that were distributed to Umlazi Secondary High School, only 32 (64%) were returned.

4.2.2.2. Years of experience in teaching

The study sought to determine the highest qualification of the respondents, as a result, the participants were asked to mention their highest qualifications of the respondents. Figure 4.1 below mirrors the results.

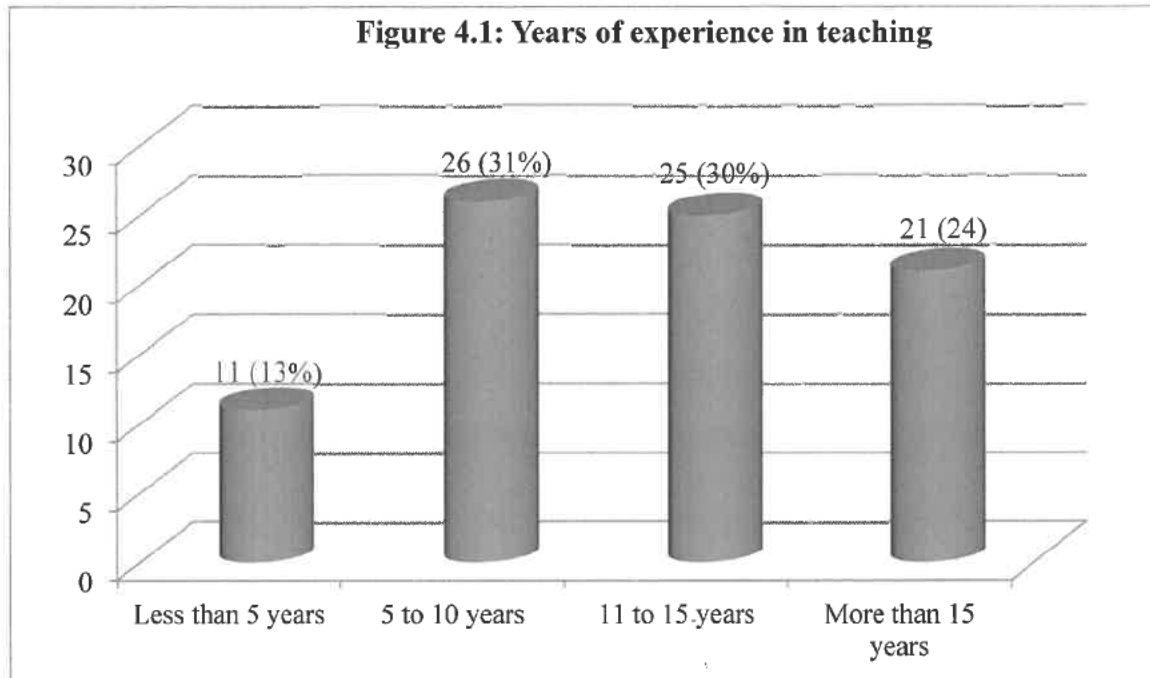


Figure 4.1: Years of experience in teaching [N=83]

The current study revealed that most (26 (31%)) respondents from selected schools at Umlazi in Durban have 5 to 10 years of experience working as teachers, while the least (11 (13%)) indicated they have less than 5 to 10 years of experience working as teachers.

4.2.2.3. Highest qualification

The study wanted to determine the highest qualification of the respondents, consequently, they were asked to mention their highest qualifications. Table 4.3 below reflects the results

Table 4.3: Highest qualification

Highest qualification	Frequency
Certificate in Education	2 (2%)
Diploma in Education	24 (29%)
Degree in Education	54 (65%)
Master's in Education	1 (1%)
PhD in Education	0 (0 %)
Other	2 (2%)

Most (54 (65%)) respondents from the Umlazi in Durban have a Degree in Education as their highest qualification followed by Diploma in Education with 24 (29%). Those respondents who chose “*Other*” were asked to specify and both of them mentioned PGCE (2 (2%)) in their specifications.

4.2.2.4. Subjects being taught at school

To establish the subjects being taught at the selected schools at Umlazi in Durban, the respondents were requested to indicate the subjects they teach at their schools. Most (13 (16%)) respondents were teaching English and IsiZulu. Detailed results based on this section are displayed in the following Table 4.4.

Table 4.4: Subjects being taught at school

Subject name	Frequency count with percentage
Accounting	2 (2%)
Agricultural Sciences	5 (6%)
Business Studies	2 (2%)
Computer	1 (1%)
Computer Applications Technology (CAT)	2 (2%)
Consumer Studies	3 (4%)
Dramatic Arts	3 (4%)
Economic and Management Sciences (EMS)	4 (5%)
Economics	3 (4%)
English	13 (16%)
Geography	7 (8%)
History	11 (13%)
IsiZulu	13 (16%)
Life Orientation	6 (7%)
Maritime Economics	1 (1%)
Mathematical Literacy	2 (2%)
Mathematics	9 (11%)
Music	1 (1%)
Natural Sciences	3 (4%)
Physical Sciences	5 (6%)
Social Sciences	2 (2%)
Technical Sciences	2 (2%)
Technology	2 (2%)
Tourism	5 (6%)

The findings presented in Table 4.4 above indicate that not all subject make use of the library the subject that use the library the most are IsiZulu, English and Mathematics.

4.2.3. School library usage

This broad theme covered two themes: the frequent times in which learners are sent to the school library, and types of library materials the school library has. Data collected in this section is presented in the following sections.

4.2.3.1. Frequent times in which learners are sent to the school library

The respondents were asked to indicate how often learners are sent to the library. Table 4.5 presents the frequent counts with cumulative percentage ranging from “at least once a week” to “less than once a month”.

[N=83]

Table 4.5: Frequent times in which learners are sent to the school library

Task	At least once a week	At least once every 2 weeks	At least once a month	Less often than a month	Total
Reading	22 (27%)	13 (16%)	17 (21%)	22 (27%)	74 (89%)
Studying	11 (13%)	24 (29%)	4 (5%)	22 (27%)	61 (74%)
Researching for assignments	11 (13%)	14 (17%)	31 (37%)	25 (30%)	81 (78%)
Homework	27 (33%)	13 (16%)	14 (17%)	20 (24%)	74 (89%)
Attending a specific programme set by the library	5 (6%)	9 (11%)	10 (12%)	30 (36%)	54 (65%)

The findings presented in Table 4.5 above indicate that many of the participants use the school libraries for researching for assignments (81 (78%)), reading (74 (89%)), and homework (74 (89%)) purposes.

4.2.3.2. Types of library materials the school library has

To determine the types of library materials the school library has, the respondents were asked to indicate the types of library materials the school library has. The findings are based on this question are illustrated in Figure 2 below:

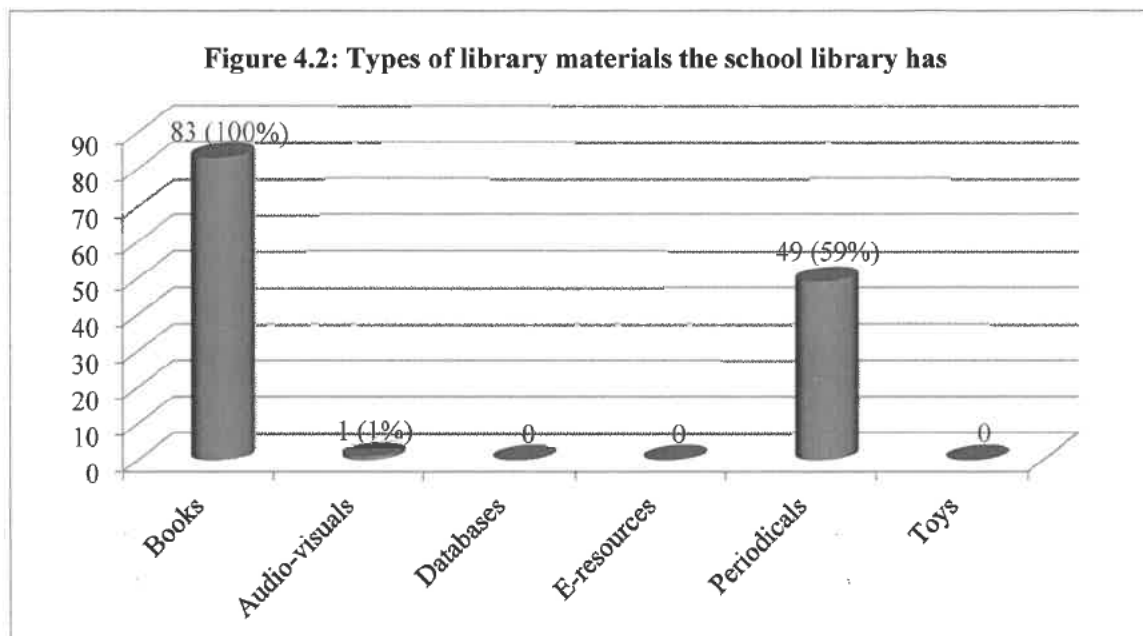


Figure 4.2: Types of the library materials the school library has [N=83]

Figure 2 above shows the type of materials that school libraries have, which includes books audio-visuals and periodicals.

4.2.4. Role of the school library in teaching and learning at school

This broad theme collected data on the sub-themes that include the role played by the school library in teaching and learning at school, library services relevant to teaching and learning provided by school library, library programs relevant to teaching and learning at school, effects of the school library on teachers and learners, and the role of school library in teaching and learning at school. The following sections present the results.

4.2.4.1. The role played by the school library in teaching and learning at school

This section wanted to determine the role played by the school library in teaching and learning at school. The findings based on this theme are presented on Table 4.6 below:

Table 4.6: The role played by the school library in teaching and learning at school

Role school library in teaching and learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Assists teachers/learners to look for, access and study information relevant to their teaching/study needs	20 (24%)	13 (16%)	8 (10%)	20 (24%)	22 (27%)
Enhances the teacher's or student's ability to understand and critically analyse information through researching information in the library	6 (7%)	11 (13%)	10 (12%)	34 (41%)	22 (27%)
Increase the knowledge of teachers/students	5 (6%)	11 (13%)	9 (11%)	33 (40%)	25 (30%)
Assists students to read and write	4 (5%)	9 (11%)	10 (12%)	38 (46%)	22 (27%)
Assists students to understand what they read	4 (5%)	8 (10%)	14 (17%)	39 (47%)	18 (22%)
Assists students to communicate in various forms, e.g. spoken, written, etc.	5 (6%)	8 (10%)	18 (22%)	35 (42%)	17 (21%)
Assists teachers and students to learn about themselves and others, e.g. other cultures	4 (5%)	14 (17%)	14 (17%)	34 (41%)	17 (21%)
Assist teachers/students to prepare for, plan for, and successfully undertake a project	5 (6%)	13 (16%)	9 (11%)	38 (46%)	18 (22%)

4.2.4.2. Library services relevant to teaching and learning provided by school library

Respondents were asked to indicate the library services relevant to teaching and learning that are provided by the school library. Figure 3 reflects the findings:

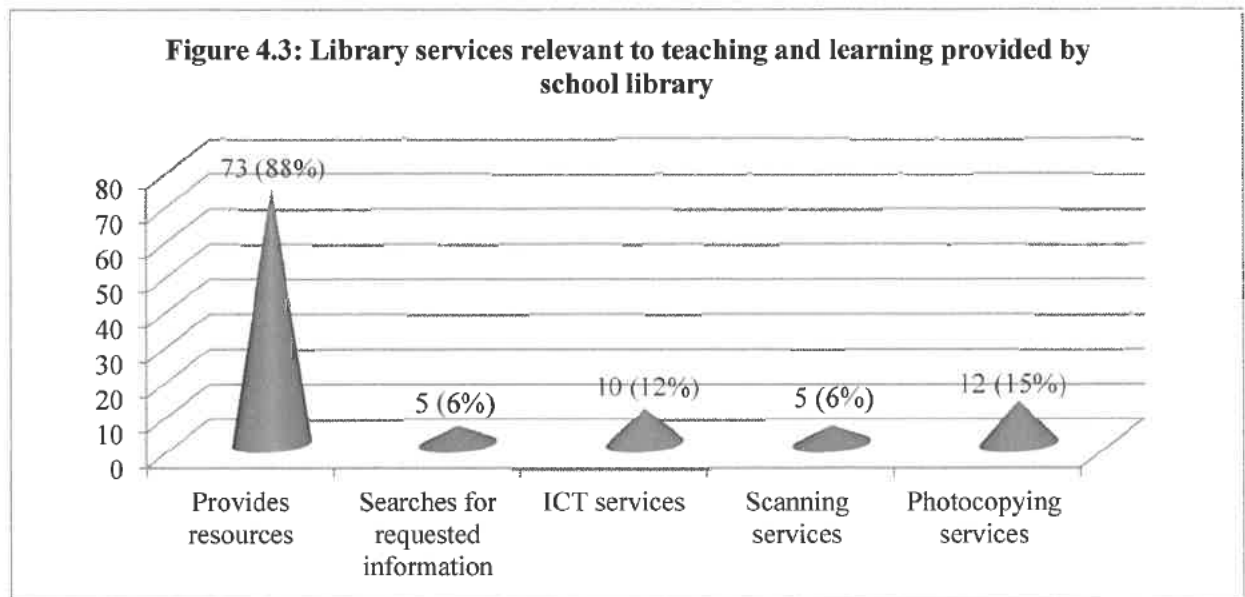


Figure 4.3: Library services relevant to teaching and learning provided by school library

[N=83]

The findings in Figures 4.3 above show that services provided by the school library do support teaching and learning by providing resources (73:88%), searches for requested information (5:6%), ICT-services (10:12%), scanning services (5:6%), and photocopying services (12:15%).

4.2.4.4. School library programs relevant to teaching and learning at school

The purpose of this question was to determine the of school library programs relevant to teaching and learning. Hence, the researcher asked the respondents to declare the types of school library programs relevant to teaching and learning. Figure 4.4 specifies the findings.

Figure 4.4: School library programmes relevant to teaching and learning at school

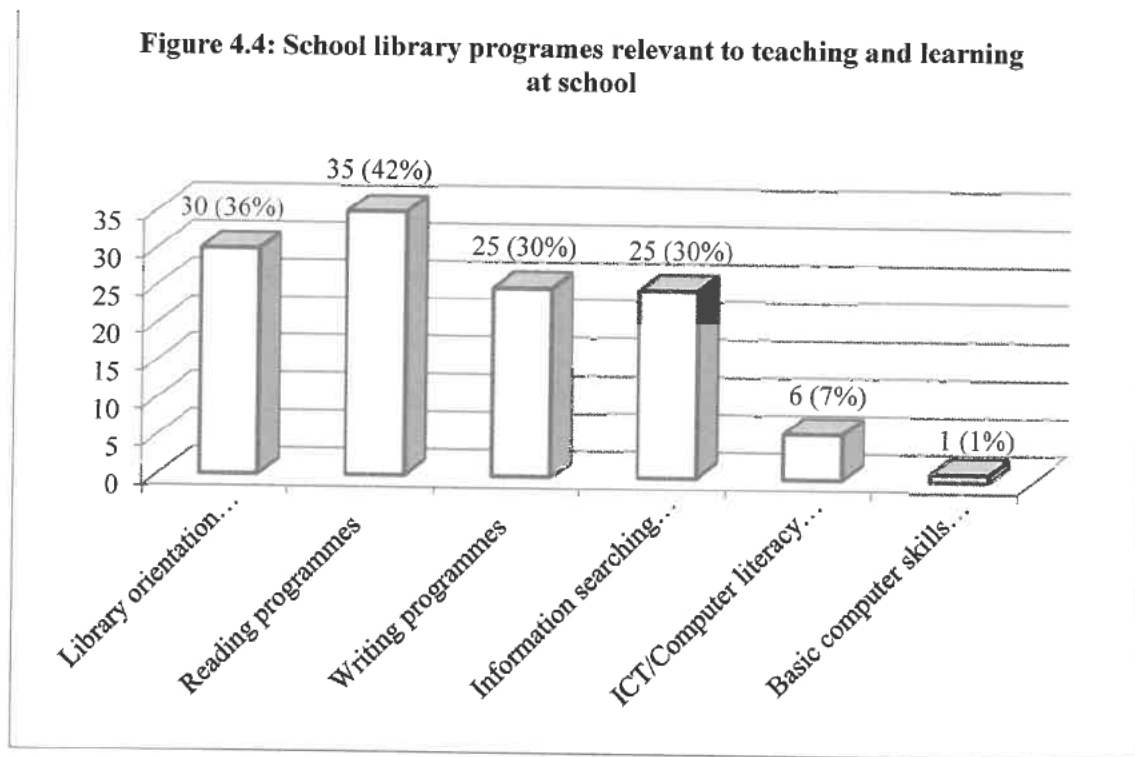


Figure 4.4: School library programs relevant to teaching and learning at school [N=83]

Figure 4.4 above displays that reading programs are the most (35 (42%) offered programs by school libraries followed by a library orientation program (30 (36%) while basic computer skills program is the least (1 (1%).

4.2.4.5. Effectiveness of the school library for teachers and learners

To determine the effectiveness of the school library on teachers and learners, the researcher asked the respondents what is the effectiveness of the school library on teachers and learners? Replies based on this question are presented the Table 4.7 below. However, it was notable that the most (23: 39%) indicated “higher pass rate for learners” followed by the “improved learners’/teachers’ ability to search for information”, with 29 (35%) as the effectiveness of the school library on teachers and learners.

Table 4.7: Effectiveness of the school library in teachers and learners

School library effects on teachers/students	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Higher pass rates for students	2 (2%)	15 (18%)	16 (19%)	18 (22%)	32 (39%)
Improved students' reading skills	2 (2%)	15 (18%)	15 (18%)	25 (30%)	26 (31%)
Improved students' writing skills	3 (4%)	16 (19%)	19 (23%)	36 (43%)	9 (11%)
Improved students'/teachers' ability to search for information	3 (4%)	14 (17%)	13 (16%)	24 (29%)	29 (35%)
Improved students'/teachers' ability to think critically	2 (2%)	18 (22%)	21 (25%)	34 (41%)	8 (10%)
Improved students'/teachers' ability to understand what they are reading (comprehension skills)	2 (2%)	18 (22%)	11 (13%)	42 (51%)	10 (12%)
Improved learners'/teachers' ability to do research	2 (2%)	16 (19%)	12 (15%)	30 (36%)	23 (28%)
Improved awareness of ethical behaviour regarding using information	3 (4%)	17 (21%)	25 (30%)	17 (21%)	21 (25%)

4.2.4.6. Level of satisfaction regarding the role of the school library in teaching and learning

Figure 4.5 presents the results of the respondents based on the level of satisfaction regarding the role of the school library in teaching and learning.

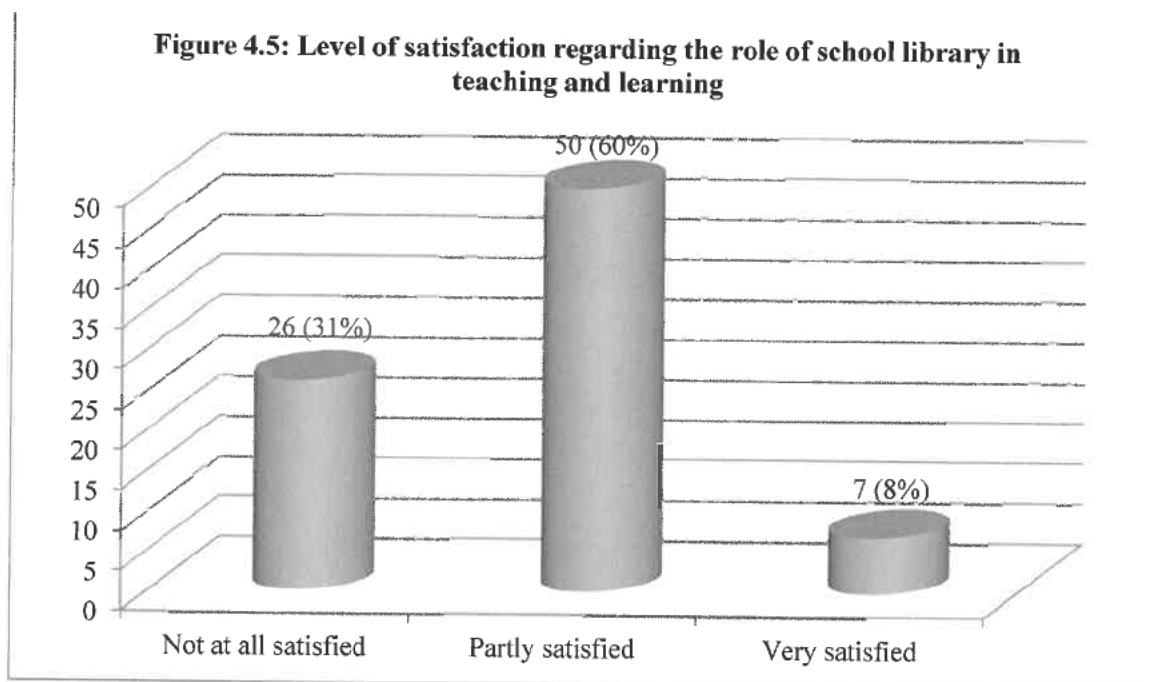


Figure 4. 5: Level of satisfaction regarding the role of school library in teaching and learning
[N=83]

Figure 4.5 illustrates the results based on the level of satisfaction regarding the role of school library in teaching and learning and these results are “not at all satisfied” with 26 (31%) participants, “partly satisfied” with 50 (60%) respondents, and “very satisfied” with 7 (8%) respondents. Lastly, those 26 (31%) respondents who responded “not at all satisfied” gave the following reasons for their responses:

- Twenty-five (96%) responded that “it provides limited library materials”,
- Twenty-one (81%) said that “it provides limited library services”, and
- Twenty-six (100%) stated that “it provides limited library programs”.

4.2.5. Factors that Enhance the Role of the School Library role in teaching and learning

This theme looked at the factors that enhance the effectiveness of school libraries. The data collected in this theme is presented in the following section.

4.2.5.1. Factors that enhance the effectiveness of school library

The purpose of asking this question was to determine the factors that enhance the effectiveness of school library. Respondents had different opinions on this question as shown in Table 4.8 below:

Table 4.8: Factors that enhance the effectiveness of school library

Factors that enhance the effectiveness of school libraries	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There is an adequate budget to support our library	54 (65%)	13 (16%)	8 (10%)	8 (10%)	
Our library is adequately staffed, including a certified librarian	47 (57%)	14 (17%)	10 (12%)	7 (8%)	5 (6%)
Our library staff have the skills, knowledge and competencies needed to run the library	21 (25%)	12 (15%)	13 (16%)	31 (37%)	6 (7%)
Our library has adequate ICT resources, e.g., computers, Wi-Fi, internet access, etc.	48 (58%)	19 (23%)	10 (12%)	6 (7%)	
Our library has up-to-date digital and print materials and technology e.g., e-resources, printed resources, audio-visuals, educational resources, etc.	49 (59%)	18 (22%)	8 (10%)	8 (10%)	
There is support regarding our library from top management and the department of education	41 (49%)	14 (17%)	14 (17%)	13 (16%)	1 (1%)
The library staff and teaching staff work in a collaborative way when educating the learners	20 (24%)	12 (15%)	22 (27%)	29 (35%)	
Specific library programs relevant to the current curriculum are offered in our library	25 (30%)	9 (11%)	32 (39%)	17 (21%)	

Table 4.8 discuss the result of factors that enhance the effectiveness of school library. Analyzing the budget, staffing, ICT, resources, support from management, collaboration between library staff and teachers, and lastly library programs relevant to current curriculum.

4.2.6. Promotion of Literacy in School Library

The data collected in this theme contains data on the subthemes such as promotion of literacy to teachers and learners by the school library, the outcomes of the school library promoting literacy to teachers and learners, and the outcomes of the school library not promoting literacy to teachers and learners. Detailed results are presented in the following sections.

4.2.6.1. Promotion of literacy to teachers and learners by the school library

The question based on if literacy is being promoted to teachers and learners by the school library was asked to find out if literacy is being promoted to teachers and learners by the school library.

Figure 4.6 below displays the results.

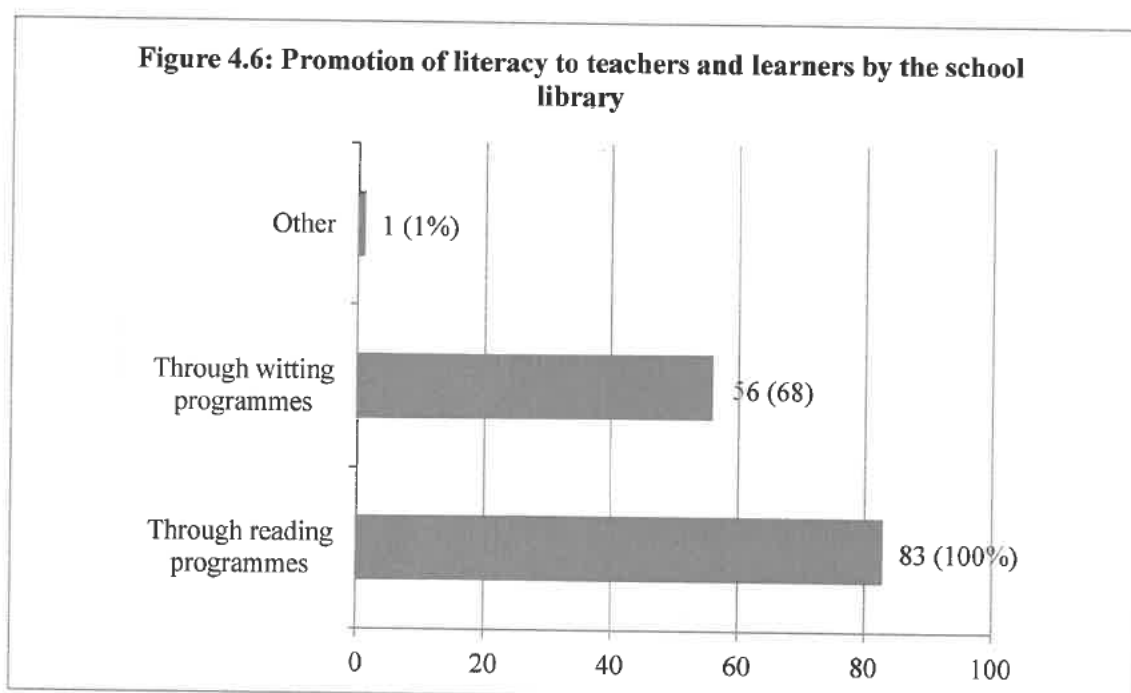


Figure 4. 6: Promotion literacy to teachers and leaners by the school library [N=83]

As shown in Figure 4.6 above, 83 (100%) of the respondents promote literacy “through reading programs” while 56 (68%) of the respondents promote literacy “through writing programs”.

4.2.6.2. The outcomes of the school library promoting literacy to teachers and learners

Respondents were asked to indicate the outcomes of the school library in promoting literacy to teachers and learners. The results based on this question are presented in Figure 4.7 below.

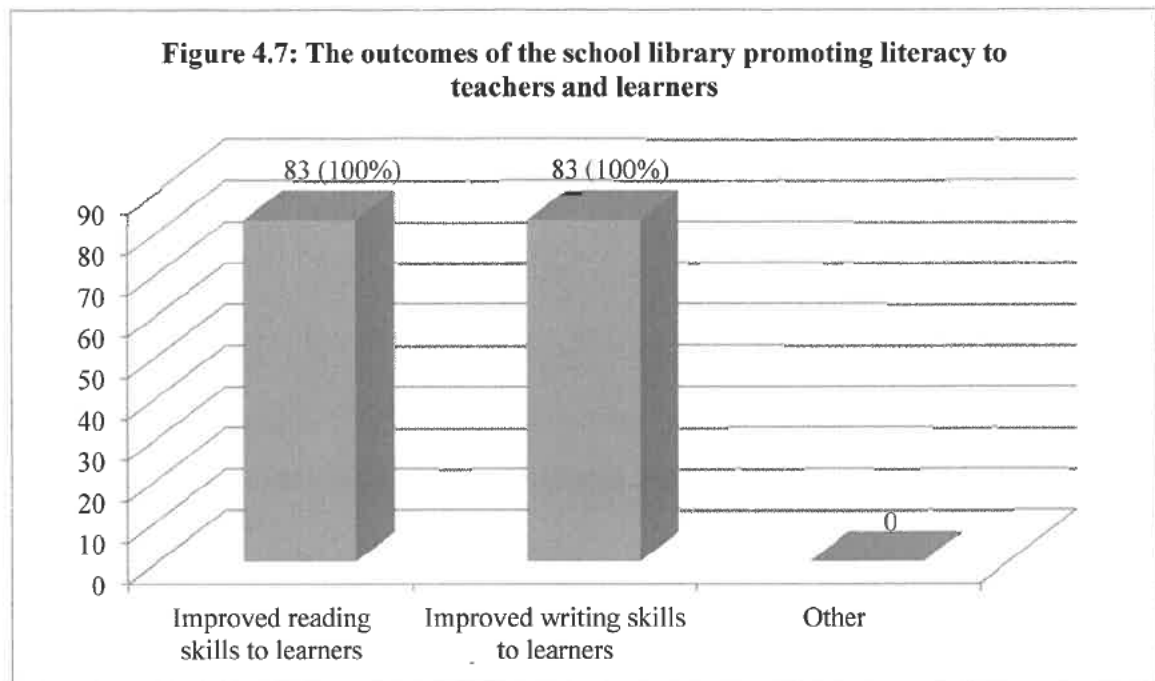


Figure 4. 7: The outcomes of the school library promoting literacy to teachers and learners
[N=83]

All 83 (100%) respondents indicated that the outcomes of the school library in promoting literacy to teachers and learners results in “improved reading skills” and “improved writing skills to learners”.

4.2.6.3. Outcomes of the school library not promoting literacy to teachers and learners

Respondents were requested to mention the outcomes of the school library not promoting literacy to teachers and learners. The results established through this question are shared in Figure 4.8 below.

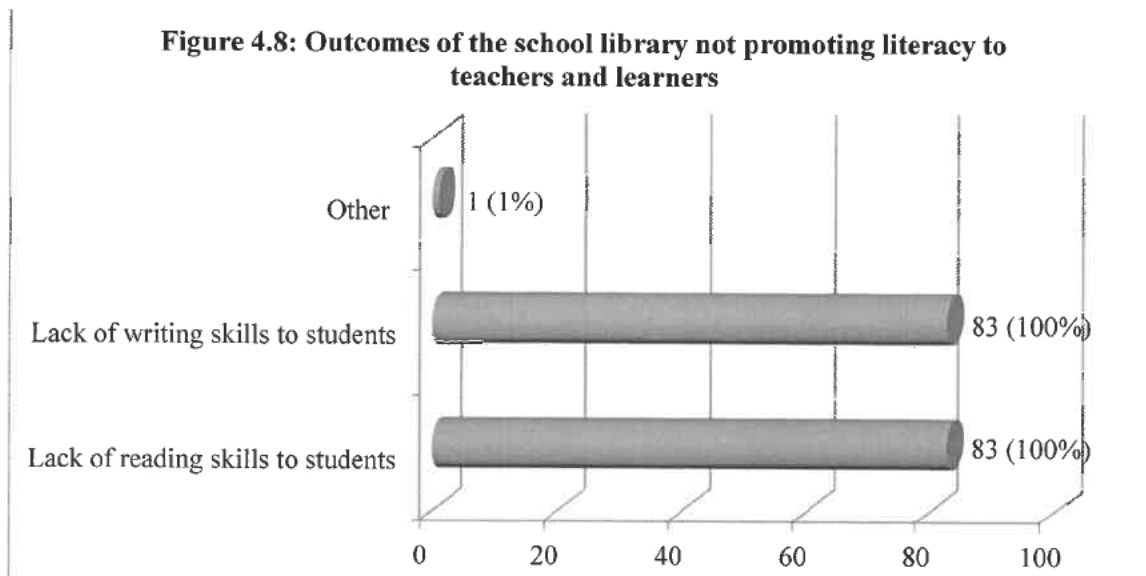


Figure 4.8: Outcome of the school library not promoting literacy to teachers and learners
[N=83]

According to Figure 4.8, all 83 (100%) respondents mentioned that the outcomes of the school library not promoting literacy to teachers and learners results in the “lack of reading skills to students” and “lack of writing skills to students”. One respondent who chose “Other” mentioned a “lack of information and knowledge”.

4.2.7. General comments on Collaborative Role of School Library in teaching and learning

The respondents were asked to share their general comments and/or recommendations on what collaboration should take place to make the school library more effective in the teaching and learning process. The data collected in this theme is as follows:

One (1) respondent commented that: *As ... we need computers, books, internet and photocopying machine.*

Two (2) respondents commented that: *“For library to be effective, they need to have updated materials and mostly have computer with internet access”.*

One (1) respondent commented that: *“I collaborate that the new school library must be built”.*

Two (2) respondents commented that: *“Internet for learners and teachers”.*

One (1) respondent commented that: *“Internet should be provided for learners to search for information from computers”.*

One (1) respondent commented that: *“Libraries can play an important role in teaching and teaching”.*

One (1) respondent commented that: *“Libraries should serve as integrator between the class work theory and practical research; therefore, they should have necessary tools”*.

One (1) respondent commented that: *“Library assistance is needed”*.

One (1) respondent commented that: *“More library material should be added”*.

Two (2) respondents commented that: *“Our books are outdated, and librarian needs all the support”*.

Eighteen (8) respondents commented that: *“Our librarian support from the top and our books are outdated”*.

One (1) respondent commented that: *“Our library could use computers so learners can do their research”*.

One (1) respondent commented that: *“Our library facilitates learning for very few learners who determined towards their studies otherwise it is restricted to teachers”*.

Three (3) respondents commented that: *“Our library needs to have updated resources and have qualified librarian”*.

One (1) respondent commented that: *“Qualified librarian should be hired”*.

Two (2) respondents commented that: *“School libraries can play an important role in teaching and learning”*.

One (1) respondent commented that: *“The computer that detects the location of the books can help in saving time for readers”*.

Two (2) respondents commented that: *“The library is an important tool in supporting teaching and learning”*.

One (1) respondent commented that: *“The library is not adequately resourceful”*.

One (1) respondent commented that: *“The library materials (resources) that are not in place should be bought to make it appealing for everyone”*.

One (1) respondent commented that: *“The library should be upgraded to match today's developments in terms of books and technology”*.

Two (2) respondents commented that: *“There should adequate time allocated to library period and enough resources made available to affect progressive learning outcome”*.

One (1) respondent commented that: *“There should be close working relations between teachers and teacher librarians”*.

Three (3) respondents commented that: *“We need collaboration”*.

One (1) respondent commented that: *“We need adequate computers and other resources. The Department of Education must intervene and support our library”*.

Four (4) respondents commented that: *“We need books, computers, internet and Wi-Fi”*.

One (1) respondent commented that: *“We need collaboration with teacher librarian”*.

4.3. Presentation of qualitative

The data presented in this section was collected by means of semi-structured interviews from the participants. The researcher designed an interview schedule (refer to Appendix B) to use for data collection. This data was analyzed using Tesch’s approach of qualitative content analysis whereby the researcher listened to the recordings and transcribed them. Afterwards, the researcher analyzed them one by one until all transcripts were analyzed and similar headings were coded together. These headings were categorized after coded, merged with themes and formulated subthemes. The results are presented in tables and texts in a quoted narrative form.

4.3.1. Participants’ profile

The participants have been profiled and coded as displayed in Table 4.9 below to maintain their anonymity.

Table 4.9: Participants’ profile

Participant	Position	Code	Duration
Participant 1	Teacher Librarian	TL1	24 min. 21 sec.
Participant 2	Teacher Librarian	TL2	24 min. 54 sec.
Participant 3	Teacher Librarian	TL3	19 min. 45 sec.

4.3.2. Biographic Information

In this theme, the researcher covered the subthemes such as the school names and participation rate, participants’ years of experience as teacher librarians, and the participants’ highest qualifications. The following sections are the results presented in the same order.

4.3.2.1. School name and participation rate

The participants were asked to indicate their school names to ensure they are representing the targeted populations. Table 4.10 below displays the results on the participants' school names that were involved in the study.

Table 4.10: School name and participation rate

School name	No. of participants	Percentage (%)
KwaShaka High School	1	100 %
Umlazi Comtech High School	1	100 %
Umlazi Secondary High School	1	100 %

4.3.2.2. Years of experience as a teacher librarian

The researcher wanted to reveal the participants' years of experience as the teacher librarians and asked them to specify their years of experience as the teacher librarians. The results are illustrated in the below Table 4.11.

[N=3]

Table 4.11: Years of experience as a teacher librarian

Less than 5	5 - 10	10 - 15	More than 15
1 (33%)			2 (67%)

[N=3] Table 4.11: Years of experience as a teacher librarian

The results in Table 4.11 illustrate that out of the 3 participants, 1 had less than 5 years of experience a teacher librarian, while 2 had more than 15 years of experience teacher librarians.

4.3.2.3. Highest qualification

The study sought to determine the highest qualification of the participants; as a result, the participants were asked to mention their highest qualifications. Table 4.12 reflects the results.

Table 4.12: Highest qualification

Highest qualification	Frequency count	Percentage (%)
Certificate in Education		
Diploma in Education		
Degree in Education	3	100%
Master's in education		
PhD in Education		

The results demonstrated in the above Table 4.12 revealed that all 3 participants' qualification were the Degree in Education.

4.3.3 Curriculum and its delivery methods

Awareness of the current school curriculum, awareness of the subjects being taught at school, awareness of the teaching methods used at school, and awareness of the assessment methods used at school are themes that were covered in this theme. The results based in these subthemes are presented in the following sections.

4.3.3.1. Awareness of the current school curriculum

To establish the awareness of the current school curriculum, the participants were questioned if they are aware of the current school curriculum and those who answered "Yes" were further asked to mention the current school curriculum. The replies based on this question were given by all participants and are as follows:

TL1 and TL3 responded that: *"Yes, it is the Curriculum and Assessment Policy Statement (CAPS)"*.

TL2 replied with a *"No"* answer.

The current study revealed that out of 3 participants, most participants were aware of the current school curriculum, while 1 does not know it.

4.3.3.2. Awareness of the subjects being taught at school

To reveal the awareness of the subjects being taught at school, the participants were asked if they were aware of the subject being taught at their schools. All 3 participants responded to this question and their responses are shared below.

TL1 answered that: *“Yes, we offer four streams namely: Arts, Humanities, Commerce, and Science”*.

TL2 and TL3 responded with: *“Yes”*.

The study discovered that all 3 participants were aware of the subject being taught at their schools. However, 2 of the participants did not elaborate on streams and/or subjects, but 1 participant did mention the streams such as Arts, Humanities, Commerce and Science.

4.3.3.3. Awareness of the teaching methods used at school

The study sought to find if the participants are aware of the teaching methods used at their schools. As a result, the researcher asked them if they are aware of the teaching methods used at their schools.

TL1 and TL2 responded with a *“Yes”* and elaborated that *“it is questions and answers, facilitation, research, peer to peer, written examination and discussion group talks”*.

TL3 said that: *“Yes, it is questions and answers, oral and research”*.

The present study established that all 3 participants were aware of the teaching methods used at their schools. Their responses included teaching methods such as questions and answers, facilitation, research, peer to peer, written examination, discussion group talks, and oral.

4.3.3.4. Awareness of the assessment methods used at school

The current study hoped to establish the assessment methods used by the participants at their schools. Therefore, all 3 participants were queried if they are aware of the assessment methods used at their schools and mention those. They then answered as follows:

TL1 stated that: *“Yes, there are three assessments namely: Formal assessment which includes formal test, Formal task and exams, informal assessment which includes class test and Impromptu to quiz”*.

TL2 replied that: *“Yes, formal assessment which includes formal test, formal task and exams, informal assessment which includes class test”*.

TL3 responded with: *“Yes”*.

In this study, it recognized that all 3 participants were aware of the assessment methods used at their schools. However, there were only 2 out of 3 participants who mentioned the assessment methods used at their schools, and these encompass formal assessments (formal test, formal task and exams), informal assessments (class test), and impromptu to quiz”.

4.3.4. Role of the school library in teaching and learning

Under this theme, sub-themes such as the role of the school library in teaching and learning, offered library services relevant to teaching and learning, and offered library programmes relevant to teaching and learning were enclosed.

4.3.4.1. Role of the school library in teaching and learning

The intention of this question was to expose the role of the school library in teaching and learning. Hence, all 3 were asked to share the role of the school library in teaching and learning, and they shared the below views based on it.

TL1 and TL2 responded that: *“Supporting the curriculum. Promote reading and literacy. Students to retrieve information”*.

TL3 said that: *“Promote literacy. Provide student with access to information”*.

The majority of the participants indicated supporting the curriculum, promotion of reading and literacy, and students retrieving information, as the role of their school libraries in teaching and learning. On the other hand, one participant indicated promotion of literacy and provision of student with access to information as the role of his school library in teaching and learning.

4.3.4.2. The offered library services relevant to teaching and learning

This subtheme intended to identify the offered library services relevant to teaching and learning. Here, the researcher required the participants to indicate the offered library services relevant to teaching and learning. The following are the results from all 3 based on this subtheme.

TL1 responded that: *“Newspaper reading, reading books, research for information, activity area and it provides learners with safe space to study for test, examination and doing homework”*.

TL2 replied that: *“Books, computer access, and photocopying machine”*.

TL3 answered that: *“Books, audio-visuals, computer, photocopying machine, and overhead projector”*.

The current study established that school libraries offer library services relevant to teaching and learning which are the newspapers, books, audio-visuals, computer access, photocopying machines, overhead projectors, activity areas, study areas, and research for information.

4.3.4.3. The offered library programmes relevant to teaching and learning

To ascertain whether school libraries offer library programmes relevant to teaching and learning, the participants were required to indicate the offered library programmes relevant to teaching and learning. The responses by all 3 are reflected below.

TL1 replied that: *“Reading programme and inter school’s speech competition”*.

TL2 mentioned that: *“Reading programme including book club. Debate competitions”*.

TL3 responded that: *“Reading programme such as book club. Debate competitions. National Mother Tongue, for example, izinganekwane. Celebration of Literacy Day”*.

It was confirmed by the majority all of the participants that their school libraries offer library programmes relevant to teaching and learning which included reading programme such as book club, and debate competitions. Additionally, other library programmes identified consisted of a speech competition programme which was mentioned by one participant; National Mother Tongue programme which was mentioned by one participant; and celebration of Literacy Day programme which was mentioned by one participant.

4.3.5. Factors that enhance the role of school library in teaching and learning

This section encompasses the subthemes such as the factors that enhance teaching and learning processes, and things that prevent libraries from making a positive impact on learning and teaching.

4.3.5.1. Factors that are enhancing the teaching and learning processes

One of this study’s objectives was to determine the factors that are enhancing the teaching and learning processes in a school. Therefore, it was achieved by asking the participants to indicate if there are factors that are enhancing the teaching and learning processes in their schools. All 3 participants responded with *“Yes”*. The researcher asked them to confirm those factors, and the following are the results.

TL1 answered that: *“Yes, it promotes reading, writing, speaking and listening skills”*.

TL2 responded that: *“Yes, students are being provided access to information. Improve students’ results especially matric. Collaboration between teacher librarian and teacher priorities student need”*.

TL3 said that: *“Yes, it improves students’ results, especially matric. Language performance improved”*.

The current study discovered that all 3 participants assured that there are factors that are enhancing the teaching and learning processes in their schools. Those factors included promotion of reading, writing, speaking and listening skills. Also, improved students' results, especially Matric, and the collaboration between teacher librarians and teachers to prioritise students' needs.

4.3.5.2. Things that prevent library from making a positive impact on learning and teaching

This subtheme aimed to determine things that could prevent a library from making a positive impact on learning and teaching. Therefore, the participants were asked if there is anything that is preventing their library from making a positive impact on learning and teaching in their schools. All 3 participants replied with a "Yes". Consequently, the researcher asked them to share those things and below are the results.

TL1 responded that: *"No current books. No library period. Some students are not being exposed to the library. Limited access to due space. No computer access and Wi-Fi. No teacher librarian"*.

TL2 replied that: *"Teacher librarian work overload. Student access is limited to due space. The library space not enough to accommodate large number of students. Some teachers have negative attitude toward the library because there are not enough resources for students"*.

TL3 mentioned that: *"Teacher librarian work overload. Student access is limited to due space. The library space not enough to accommodate large number of students. Some teachers have negative attitude toward the library because there are not enough resources for students. Computers not being updated often"*.

The study exposed that there are things that prevent school libraries from making a positive impact on learning and teaching. These things were indicated by all 3 participants and consisted of the teacher librarians work overload; learners' access is limited to due space; the library space not enough to accommodate large number of learners; some teachers have negative attitude toward the library because there are not enough resources for students; and computers not being updated often.

4.3.6. Promotion of literacy in school library

Sub-themes such as school library in promoting information literacy to teachers and learners, and impact of school library on the information literacy of teachers and learners are covered by this theme. The following sections discuss these sub-themes.

4.3.6.1. School library in promoting information literacy to teachers and learners

To identify what is done by the school libraries in promoting information literacy to teachers and learners, the participants were asked to share things they do in their libraries to promote literacy to teachers and learners. All 3 participants answered with the results mirrored below.

TL1 stated that: *“Celebration world literacy day. Provision of newspapers for reading purposes. Equip students with reading and writing skills. Equip students with public speaking and presentation skills”*.

TL2 and TL3 responded that: *“Celebration World Literacy Day. Reading programmes such as read aloud”*.

This study discovered that the school libraries are promoting information literacy to teachers and learners mostly by celebrating World Literacy Day and reading programmes such as read aloud. However, at least 1 participant stated that the library also promotes literacy through the provision of newspapers for reading purposes, equip students with reading and writing skills, equip students with public speaking and presentation skills.

4.3.6.2. Impact the school library had on the literacy of teachers and learners

An impact the school libraries had on the literacy of teachers and learners was revealed by asking all 3 participants indicated the impact has the school libraries had on the literacy of teachers and learners. The following results are based on this question.

TL1 replied that: *“By improving matric results from 43% to 84%. Promote mother tongue. Language performance improved 100% pass rate”*.

TL2 responded that: *“Achieving good result. Learning how to read and write. Improving student performance”*.

TL3 answered that: *“Through reading and writing. Learning how to do project and assignment. Matric result has improved”*.

The current study established from all 3 participants that the impact the school library had on the literacy of teachers and learners comprised of improved pass rate and matric results,

promote mother tongue, learning how to read and write, and learning how to do projects and assignments.

4.3.7. General comments Collaborative Role of School Libraries in teaching and learning

The participants were requested to share any comment/s or recommendation/s on what collaboration should take place in order to make the school library more effective in the teaching and learning process. The following are the comments made by all 3 participants that participated in the face-to-face interviews.

TL1 commented that: *“No allocated budget for library. We need Wi-Fi. We need library period. We need computers. We need full time teacher librarian. Collaborate with other school that are nearby”*.

TL2 commented that: *“The Department of Education must provide the school with fulltime teacher librarian. Our library is not well equipped with resources. Not enough space for student in the library. No overhead projector. No library period. No audio-visuals. No students’ supervision at times because teacher librarians are overloaded with work”*.

TL1 commented that: *“There is no well-trained teacher librarian. Our library is not well equipped with resources. Student access is limited due to space. Computers are not fully functional”*.

4.4. Summary

This chapter (Chapter 4) presented the results of the study, which were based on the data collected by means of questionnaires and face-to-face interviews. The main findings of the study are discussed in the next chapter, which is Chapter Five.

CHAPTER FIVE: DISCUSSION OF THE MAIN RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The previous chapter presented the results of the current study, which was based on the role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban. These findings were achieved by means of questionnaires and semi-structured interviews. The aim of the present the purpose of the study was to examine the role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban, with the following three objectives:

- a) To ascertain the collaborative role of selected school libraries in Umlazi Township in teaching and learning,
- b) To determine the factors that enhances the role of school library in the teaching and learning process, and
- c) To find out how the selected school libraries promote information literacy to teachers and learners.

This chapter covers the discussion of the main results, conclusions and recommendations of the current study.

5.2. Discussion of the main results

This discussion is based on the main findings relevant to the objectives of the study and the critical questions that were formulated to address these objectives. Additionally, this discussion is contextualized with the theory that underpinned the study, together with relevant literature reviewed.

5.2.1. Collaborative of School Library in teaching and learning

This broad theme collected data on the sub-themes: the role played by the school library in teaching and learning at school, library services relevant to teaching and learning provided by school library, library programs relevant to teaching and learning at school, effects of the school library on teachers and learners, and the role of school library in teaching and learning at school. The sections below discuss the results.

5.2.1.1. The role played by the school library in teaching and learning at school

This study aimed to determine the role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban.

According to Jamandar (2022: 214 - 215), libraries are significant to schools and the people therein in more ways than one. Libraries help in filling the gap between education and understanding in a way that which nothing else can, not even the modern advanced computers. Books and Journals help the reader get a different view of the world without taking him/her away from the present world. A person who reads is usually cunning and has a deeper sense of thoughtfulness in contrast to those who don't, and as a result, if there are libraries in school, the school children will learn much more by learning the art of reading at an early age.

School is a gateway to knowledge and plays an important role in building up a love for reading. The school library is integral to this educational process. Encouraged at the right age, the children are sure to develop a love for books.

The school library offers concepts and information essential to thriving in the knowledge- and information-based society of today. The school librarian assists pupils in locating books and information related to their areas of interest. Together with the teachers, the librarians strive for increased literacy rates.

In this current study, 2 of the participants indicated supporting the curriculum, promotion of reading and literacy, and students to retrieve information as the role of their school libraries in teaching and learning. On the other hand, 1 participant indicated the promotion of literacy and provision of student with access to information as the role of his school library in teaching and learning.

In the study by Omenyo (2016), The school library helps with teaching and learning within the school, according to participants. This is because it gives pupils access to pertinent resources for their academic work. For example, students looked up references for their homework, projects, and class assignments.

5.2.1.2. Library services relevant to teaching and learning provided by the school library

The current study established that school libraries offer library services relevant to teaching and learning, namely, newspapers, books, audio-visuals, computer access, photocopying machines, overhead projectors, activity areas, study areas, and research for information.

Mishra (2022: 37) states that a “library in an educational institution is an indispensable support mechanism in fulfilling the objectives of teaching learning in the institution. It is supposed to organize its activities in consonance with the information needs of the user community by providing the logistic support for the teaching of courses offered in the institution and by helping to create and sustain congenial atmosphere for inculcating lifelong learning among the library users.”

In this current study, services provided by school library do support teaching and learning by providing resources (73 (88%)), searches for requested information (5 (6%)), ICT services (10 (12%)), scanning services (5 (6%)), and photocopying services (12 (15%)).

5.2.1.3. School library programs relevant to teaching and learning at school

The school libraries have the following programs relevant to teaching and learning: speech competition program, National Mother Tongue program and celebration of Literacy Day program which helps improve student performance as well as literacy skills.

Researchers based in the United States. have investigated how school libraries affect students' achievement. For example, it was found that at each grade level (elementary, middle, and high school), schools with library programs had higher scores on the Massachusetts Comprehensive Assessment System (MCAS) (Ishaq et al 2021: 230).

This study revealed that reading programs are the most (35 (42%)) offered programs by school libraries, followed by library orientation programs (30 (36%)), while basic computer skills programs is the least one.

It was confirmed by the majority of the participants that their school libraries offer library programmes relevant to teaching and learning which included reading programmes such as book clubs and debate competitions. Additionally, other library programmes identified consisted of speech competition programs which was mentioned by one participant, National Mother Tongue programme which was mentioned by one participant, and celebration of Literacy Day programme which was mentioned by one participant.

5.2.1.4. Effectiveness of the school library on teachers and learners

The teachers and teacher librarians indicated that the school library has great impact in improving learners academic results. The library plays an important role in improving teachers and learners reading and information skills.

This study established that the most (23 (39%)) participants indicated “higher pass rate for learners”, followed by the “improved learners’/teachers’ ability to search for information” with 29 (35%) as the effectiveness of the school library on teachers and learners.

Ishaq et al (2021) found that improving information literacy, improving reading comprehension, supporting student achievement, assisting students in meeting core curriculum content standards, having a positive influence on attitudes towards learning, and improving the school environment are the main functions of the school library in terms of effective teaching and learning.

5.2.1.5. Level of satisfaction regarding the role of the school library in teaching and learning

The results based on the level of satisfaction regarding the role of school library in teaching and learning are “not at all satisfied” with 26 (31%) participants, “partly satisfied” with 50 (60%) respondents, and “very satisfied” with 7 (8%) respondents. Lastly, those 26 (31%) respondents who responded “not at all satisfied” gave the following reasons for their responses:

- Twenty-five (96%) responded that “it provides limited library materials”,
- Twenty-one (81%) said that “it provides limited library services”, and
- Twenty-six (100%) stated that “it provides limited library programs”.

5.2.2. Factors that enhance the role school libraries in teaching and learning

This theme looked at the factors that enhance the effectiveness of school libraries. Moreover, the things that prevent the school library from making a positive impact on learning and teaching are also explored.

The data collected in this theme is presented in the following section.

5.2.2.1. Factors that enhance the effectiveness of the school library

The current study discovered that all 3 (100%) participants assured that there are factors that are enhancing the teaching and learning processes in their schools. Those factors included promotion of reading, writing, speaking and listening skills. Moreover, there were improved students' results especially matric and the collaboration between teacher librarians and teachers to priorities students' needs.

5.2.2.2. Things that prevent the library from making a positive impact on learning and teaching

All 3 (100%) participants replied with a "Yes" consequently, the researcher asked them to share those things and the below are the results. The study found that there are things that prevent school libraries from making a positive impact on learning and teaching. These things were indicated by all 3 (100%) participants and consisted of the teacher librarians work overload, learners' access is limited to due space, the library space is not enough to accommodate many students, some teachers have a negative attitude toward the library because there are not enough resources for students, and computers not being updated often.

5.2.3. Promotion of literacy in school libraries

The data collected in this theme contains data on the sub-themes, such as the promotion of literacy to teachers and learners by the school library, the outcomes of the school library promoting literacy to teachers and learners, and the outcomes of the school library not promoting literacy to teachers and learners. Detailed results are presented in the following sections.

5.2.3.1. Promotion of literacy to teachers and learners by the school library

Teachers librarian should promote literacy to teachers and learners. The librarian is promoting literacy at school libraries using World Literacy Day.

Moore *et al* (2019: 1) state that, "to support adolescents in learning disciplinary content, middle school content teachers (e.g., social studies, science) must develop learners' academic literacy as well as the reading proficiency required to construct the meaning of content-area texts. One evidence-based engaging approach to supporting academic literacy for all learners is using collaborative learning group structures coupled with explicit instruction in reading strategy use."

Information literacy skills are skills that enable a student to recognize relevant information sources, locate them, comprehend how the information is organized, and critically assess the sources, identify needed information, retrieve the information and disseminate such information effectively. These skills are essential for accessing information in this era as most of the information needed for research purposes is in electronic format (Adeleke and Emeahara 2016).

This study discovered that the school libraries promote information literacy to teachers and learners mostly (3 (100%)) by celebrating World Literacy Day and reading programs such as read aloud. However, the lowest (1 (33%)) participant added that libraries also promote literacy through the provision of newspapers for reading purposes, equip students with reading and writing skills, and equip students with public speaking and presentation skills.

5.2.3.2. The outcomes of the school library in promoting literacy to teachers and learners

It was discovered that a large number of respondents indicated that the outcomes of the school library in promoting literacy to teachers and learners results in “improved reading skills” and “improved writing skills to learners”.

The current study established from participants that the impact the school library had on the literacy of teachers and learners comprised of improved pass rate and matric results, promoting mother tongue, learning how to read and write, and learning how to do projects and assignments.

5.2.3.3. Outcomes of the school library not promoting literacy to teachers and learners

The findings of the present study revealed that all respondents mentioned that the outcomes of the school library not promoting literacy to teachers and learners results in the “lack of reading skills to students” and “lack of writing skills to students”. One respondent who chose “*Other*” mentioned a “lack of information and knowledge”.

5.3 Conclusions of the study

The study integrated the quantitative and qualitative phases during the discussion and interpretation of the entire study. The researcher adopted a mixed methods approach. The researcher believes that the data gathered was useful in answering the research questions and attaining the objectives of the study. The study has established that the school library in the following school Umlazi Comtech High School, Umlazi Secondary High School and

KwaShaka High School is an essential tool to improve teaching and learning. Learners use the library resources to read, do homework, projects and search for information.

5.4 Recommendations of the study

Based on the findings of this study, the researcher proposed the following recommendations:

Staffing

The researcher recommends a qualified librarian should be employed for all school libraries. Collaboration between teacher librarian and teachers is must for effective results. The school librarian should comprehend the curriculum of the school to assist teaching and learning of the school. The schools with qualified teacher librarian must not also use them for teaching, since they experience too much work overload and struggle to multitask.

Budget

The researcher recommends the school library to have its own budget allocation to help sustain the library. The budget can be used to improve library collection and library materials such as computers, photocopying machines, etc. From the same budget, they can also improve the library space and furniture. Library collection are outdated due to no funding or allocated budget. Schultz-Jones and Oberg (2015: 23), in the IFLA School Library Guidelines, comment that it is necessary for a school library to have an appreciable budget to effectively maintain the library.

The use of the school library

It recommend that a library period be allocated on the school time table. Leaners should have library period at least once a week. During learners' free period they should be referred to the library to do their homework, project or assignment and reading. All learners should have access to and make use of the school library.

Library resources

It was suggested that the library collection be changed since it was outdated and some are not curriculum aligned. The computers also need to be changed they very old and not in use because it has no internet access. The researcher recommend that schools get Wi-Fi so that all students can have access to the internet.

Lending services

It is highly recommended that learners be encouraged to borrow books at least once a week. This can improve learners reading skills and gain confidence to read in the classroom or in public. The researcher hopes that such recommendation can improve learners reading or literacy skills.

5.5 Recommendation for future study

This study was restricted to three school libraries at Umlazi Township in Durban. However, since there are other schools with school libraries, further research can be conducted in different townships of Durban, and other places to find more on the subject at hand. It is recommended that a similar study be conducted from the learners' perspectives. It is acknowledged that getting consent from the parents and guardians to interview their children will be time-consuming but doing such a study will be worthwhile. Finally, the researcher recommends another study to be done on perceptions of learners from other schools to get their views on the role of school libraries in teaching and learning.

5.6 Summary and conclusion

The researcher had no limitations or challenges while conducting this study since all participants were willing to participate in the survey and it was easy to communicate with them. This concluding chapter discussed the main results of the study that were centered on the objectives of the study. Based on these discussions, the researcher drew conclusions and made recommendations. The researcher trusts that the present study achieved its three main objectives, which were: i) To determine the role of selected school libraries in Umlazi Township in teaching and learning; ii) To determine the factors that enhance the role of school library in the teaching and learning process; and iii) To find out how the selected school libraries promote information literacy to teachers and learners.

Furthermore, the researcher hopes that the critical questions created to address the study's objectives, and the research methods used for the study were suitable to collect the data relevant to answer to the critical questions. Lastly, it is believed that when addressing these critical questions, the researcher has indicated some key trends and challenges regarding the role of school libraries in teaching and learning.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban

INSTRUCTION

For all questions, select the **ONE** response option that best applies to you by tick (✓).

SECTION A: BIOGRAPHICAL INFORMATION

1. What is the name of your school?

School name	Option (Tick)
KwaShaka High School	
Swelihle High School	
Umlazi Comtech High School	
Umlazi Secondary High School	

2. How many years of experience do you have in teaching?

Less than 5	5 - 10	10 - 15	More than 15

3. What is your highest qualification?

Highest qualification	Option (Tick)
Certificate in Education	
Diploma in Education	
Degree in Education	
Master's in Education	
PhD in Education	
Other (please specify)	
.....	

4. Which subject(s) are you teaching at your school?

.....

.....

SECTION B: SCHOOL LIBRARY USAGE

5. How often do you take/send your students to the school library for the following tasks?

Task	At least once a week	At least once every 2 weeks	At least once a month	Less often than once a month
5.1 Reading				
5.2 Studying				
5.3 Researching for assignments				
5.4 Homework				
5.5 Attending specific programs set by the library				

6. Which of the following types of library material does your school library have? (Tick all that apply)

Library material	Option (Tick)
6.1 Books	
6.2 Audio-visuals	
6.3 Databases	
6.4 E-resources	
6.5 Periodicals, e.g. newspapers, magazines, etc.	
6.6 Toys	
Other (please specify)	
.....	

SECTION C: ROLE OF SCHOOL LIBRARY IN TEACHING AND LEARNING

7. Please indicate your level of agreement that your school library plays the following roles in teaching and learning at your school.

Role school library in teaching and learning	Strongly	Disagree	Neutral	Agree	Strongly
7.1 Assists teachers/learners to look for, access and study information relevant to their teaching/study needs					
7.2 Enhances the teacher's/student's ability to understand and critically analyze information through researching information in the library					
7.3 Increase the knowledge of teachers/students					
7.4 Assists students to read and write					
7.5 Assists students to understand what they read					
7.6 Assists students to communicate in various forms e.g. spoken, written etc.					
7.7 Assists teachers and students to learn about themselves and others (e.g. other cultures)					
7.8 Assist teachers/students to prepare for, plan for, and successfully undertake a project					

8. Which of the following library services relevant to teaching and learning are provided by your school library?

Library service	Option (Tick)
8.1 Provides resources, e.g. books, audio-visuals, etc.	
8.2 Searches the internet and other sources for requested information	
8.3 ICT services, e.g. computers, Wi-Fi, internet, etc.	

8.4 Scanning services	
8.5 Photocopying services	
Other (please specify)	
.....	

9. Which of the following library programs relevant to teaching and learning are provided by your school library?

Library programme	Option (Tick)
9.1 Library orientation programs	
9.2 Reading programs to promote literacy	
9.3 Writing programs to promote literacy	
9.4 Information searching programs	
9.5 ICT/Computer literacy programs, e.g. typing, internet searching, etc.	
9.6 Basic computer skills programs, e.g. learning how to use MS WORD and EXCEL	
Other (please specify)	
.....	

10. Please indicate your level of agreement that your school library has had the following effects on teachers/students.

School library effects on teachers/students	Strongly	Disagree	Neutral	Agree	Strongly
10.1 Higher pass rates for students					
10.2 Improved students' reading skills					
10.3 Improved students' writing skills					
10.4 Improved students'/teachers' ability to search for information					

10.5 Improved students'/teachers' ability to think critically					
10.6 Improved students'/teachers' ability to understand what they are reading (comprehension skills)					
10.7 Improved learners'/teachers' ability to do research					
10.8 Improved awareness of ethical behaviour regarding using information					

11. What is your level of satisfaction regarding the role your school library is playing in teaching and learning at your school?

Not at all satisfied	Partly satisfied	Very satisfied

11.1. If your answer in Question 11 is "Not at all satisfied", why?

Reason	Option (Tick)
11.1.1 It provides limited library materials	
11.1.2 It provides limited library services	
11.1.3 It provides limited library programs	
Other (please specify)	
.....	

SECTION D: FACTORS THAT ENHANCE THE ROLE OF SCHOOL LIBRARIES IN TEACHING AND LEARNING

12. Please indicate your level of agreement regarding the following factors that enhance the effectiveness of school libraries.

Factors that enhance the effectiveness of school libraries	Strongly	Disagree	Neutral	Agree	Strongly
12.1 There is an adequate budget to support our library					
12.2 Our library is adequately staffed, including a certified librarian					
12.2 Our library staff have the skills, knowledge and competencies needed to run the library					
12.3 Our library has adequate ICT resources e.g. computers, Wi-Fi, internet access, etc.					
12.4 Our library has up-to-date digital and print materials and technology e.g. e-resources, printed resources, audio-visuales, educational resources, etc.					
12.5 There is support regarding our library from top management and the department of education					
12.6 The library staff and teaching staff work in a collaborative way when educating the learners					
12.7 Specific library programs relevant to the current curriculum are offered in our library					

SECTION E: PROMOTION OF LITERACY IN SCHOOL LIBRARIES

13. How does the school library promote literacy to teachers and students?

Promotion literacy to teachers and students	Option (Tick)
Through reading programs	
Through witting programs	
Other (please specify)	
.....	

13.1. What are the outcomes of the school library promoting literacy to teachers and students?

Outcome of promoting literacy to teachers and students	Option (Tick)
Improved reading skills to students	
Improved writing skills to students	
Other (please specify)	
.....	

13.2. What do you think could be the outcomes if the school library does not promote literacy to teachers and students?

Outcome of not promoting literacy to teachers and students	Option (Tick)
Lack of reading skills to students	
Lack of writing skills to students	
Other (please specify)	
.....	

SECTION F: GENERAL COMMENTS ON COLLABORATIVE ROLE OF SCHOOL LIBRARIES IN TEACHING AND LEARNING

14. Do you have any comment or recommendations on what collaboration should take place in order to make the school library more effective in the teaching and learning process?

.....

.....

.....

APPENDIX B: INTERVIEW SCHEDULE FOR TEACHER LIBRARIANS

Collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban

SECTION A: BIOGRAPHICAL INFORMATION

1. What is the name of your school?

School name	Option (Tick)
KwaShaka High School	
Swelihle High School	
Umlazi Comtech High School	
Umlazi Secondary High School	

2. How many years of experience do you have in as a Teacher Librarian?

Less than 5	5 - 10	10 - 15	More than 15

3. What is your highest qualification?

Highest qualification	
Certificate in Education	
Diploma in Education	
Degree in Education	
Master's in Education	
PhD in Education	
Other (please specify)	
.....	

SECTION B: CURRICULUM AND ITS DELIVERY METHODS

- Are you aware of the subjects being taught at your school?
- Are you aware of the teaching method/s used at your school?
- Are you aware of the assessment methods used at your school?

SECTION C: ROLE OF SCHOOL LIBRARY IN TEACHING AND LEARNING

- What is your role as the school librarian and the role of the school library in teaching and learning at your school?
- What are the library services, relevant to teaching and learning, are provided by your school library?
- What library programmes, relevant to teaching and learning, are provided by your school library?

SECTION D: FACTORS THAT ENHANCE THE ROLE OF SCHOOL LIBRARY IN TEACHING AND LEARNING

10. Are there any factors at play that are enhancing the teaching and learning process in your school? If “Yes”, what are those factors?
11. Is there anything that is preventing your library from making a positive impact on learning and teaching in your school? If “Yes”, what is it that prevents your library?

SECTION E: PROMOTION OF LITERACY IN SCHOOL LIBRARIES

12. What do you do in the library to promote literacy to teachers and students?
13. What impact has the school library had on the literacy of teachers and students, if any?

SECTION F: GENERAL COMMENTS ON COLLABORATIVE ROLE OF SCHOOL LIBRARIES IN TEACHING AND LEARNING

14. Do you have any comment or recommendations on what collaboration should take place in order to make the school library more effective in the teaching and learning process?

APPENDIX B: LETTER OF INFORMATION



LETTER OF INFORMATION

Title of the Research Study: Collaborative role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban.

Principal Investigator/s/researcher: Zinhle Fortunate Ntshangase, Qualifications: Bachelor of Technology (B-Tech) Degree in Library and Information Studies and a National Diploma (NDip.) in Library and Information Studies.

Co-Investigator/s/supervisor/s: Dr. Mogiveny Rajkoomar (Supervisor), Qualifications: PHD in Library and Information Science.

Brief Introduction and Purpose of the Study: This study will investigate the role on school libraries in teaching and learning. The main purpose of this study is to identify the collaborative role of selected school libraries in Umlazi Township in teaching and learning and examine if there are any factors that affect the collaborative role functioning of school libraries in teaching and learning.

Outline of the Procedures: Participant is kindly requested to participate in the interview process of the study at their school premises. This process will take approximately twenty (20) minutes and participant is expected to voluntarily participate individually in this study.

Risks or Discomforts to the Participant: This study does not have foreseeable risks or discomfort to participants.

Benefits: This study will be of benefit as the results will contribute to the Department of Education KwaZulu- Natal and public schools in Durban. This study could also contribute to the Department of Education realizing the crucial role school libraries and place greater emphasis on the development of functional school libraries in public schools. The researcher is looking forward to publish the outputs on LIASA in Touch.

Reason/s why the Participant May Be Withdrawn from the Study: There will be no adverse consequences for the participant should they choose to withdraw.

Remuneration: Participant will not receive any monetary or other types of remuneration.

Costs of the Study: Participant is not expected to cover any costs towards the study.

Confidentiality: Participant will not provide his/her name during the interview process and audio recordings will be kept in a locked facility by the researcher.

Research-related Injury: In case of a research-related injury or adverse reaction of the participant there will be no any compensation.

Persons to Contact in the Event of Any Problems or Queries:

Supervisor (Dr. Mogiveny Rajkoomar) on 031 373 6776 Please contact the researcher (Ms. Zinhle Fortunate Ntshangase) on 083 515 9751 or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the DVC: Research, Innovation and Engagement Prof S Moyo on 031 373 2577 or moyos@dut.ac.za

APPENDIX C: CONSENT LETTER



CO NS EN T

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Zinhle Fortunate Ntshangase.
about the nature, conduct, benefits and risks of this study - Research Ethics Clearance
Number: 2 .
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant

**Date
Right**

Time

Signature /

Thumbprint

I, Zinhle F. Ntshangase, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Zinhle Fortunate Ntshangase

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable) Date

Signature

APPENDIX D: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

01 September 2020

The Principal

Request for Permission to Conduct Research

Dear Sir/Madam

My name is Zinhle Fortunate Ntshangase, a Master of Management Sciences in Library and Information Science student at the Durban University of Technology. The research I wish to conduct for my master's dissertation involves "The role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban".

I am hereby seeking your consent to collect data from your school for my research which investigate the role of school libraries in teaching and learning.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me (Zinhle Ntshangase) on 083 515 9751 or ntshangasezinhle3@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,

Zinhle F. Ntshangase

Durban University of Technology

APPENDIX E: ETHICAL CLEARANCE LETTER



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court
Gate 1, Steve Biko Campus
Durban University of Technology
P O Box 1334, Durban, South Africa, 4001
Tel: 031 373 2375
Email: irvtd@dut.ac.za
http://www.dut.ac.za/research/institutional_research_ethics
www.dut.ac.za

21 September 2022

Ms Z F Ntshangase
E 247
Umlazi Township
4031

Dear Ms Ntshangase

The role of school libraries in teaching and learning at selected public schools from Umlazi Township in Durban
Ethics Clearance Number: IREC 001/21

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

Yours Sincerely

Professor J K Adam
Chairperson: DUT-IREC

APPENDIX F: GATEKEEPER'S PERMISSION LETTER



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/4065

Miss ZF Ntshangase
185 Sunnyside Park
AMANZIMTOTI
4125

Dear Miss Ntshangase

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF SCHOOL LIBRARIES IN TEACHING AND LEARNING AT SELECTED PUBLIC SCHOOLS FROM UMLAZI TOWNSHIP IN DURBAN"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 06 May 2022 to 02 April 2025.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMLAZI DISTRICT

Mr GN Ngcobo
Head of Department: Education
Date: 11 May 2022

GROWING KWAZULU-NATAL TOGETHER

