

RELATIONSHIP BETWEEN LIBRARIANS' QUALIFICATIONS AND TEACHERS' LIBRARY USAGE IN SOUTH-EAST, NIGERIA

By
CHIZOBA DORIS NNADOZIE
DR. J. O. AKIDI,
And
PROF. R. E. OZIOKO

Abstract

This study investigated the relationship between school librarians' qualifications and teachers' utilization of school libraries in federal government colleges in South-East Nigeria. The purpose was to determine the extent to which librarians' qualifications influence the frequency and effectiveness of library use by teachers. A correlational research design was employed, involving a population of 934 teachers across 10 federal government colleges, from which a sample of 280 respondents was drawn using Taro Yamane's formula. The instrument for data collection was a researcher's developed questionnaires titled "school librarians' qualifications and teachers' utilization of school libraries Questionnaire (SLQTULQ)." The instrument was face and content validated by three research specialists. The internal consistency indices of the instrument was established using the Cronbach alpha statistic yielding reliability indices of 0.78. Data were analyzed using Pearson Product Moment Correlation and regression analysis. Findings revealed a strong, positive, and statistically significant relationship ($r = 0.78$, $p < 0.05$) between librarians' qualifications and teachers' library usage, with 61% of the variance in teachers' utilization explained by the librarians' qualification. Based on these results, the null hypothesis was rejected. The study concludes that higher qualifications of school librarians significantly enhance teachers' utilization of library resources and recommends policy-driven improvements in librarian recruitment and professional development.

Keywords: School Library, Librarian Qualification, Utilization, Teachers, Librarians

Introduction

School libraries are pivotal to the achievement of educational goals, as they provide access to a wide array of information resources and services essential for teaching, learning, research, and professional development. These libraries serve as intellectual, cultural, and educational resource hubs for both students and teachers. They are designed not only to enhance academic performance

but also to promote lifelong learning through the provision of relevant instructional and informational materials (Petters & Ottong, 2012; Amaechi, Ezeani and Nwaohiri 2014; IFLA, 2015). According to Owate and Iroha (2013), school libraries are essential in enriching and vitalizing educational programmes by offering learning environments that respond to a variety of teaching and learning styles. They promote literacy, facilitate inquiry-based learning, and support curriculum delivery by ensuring access to up-to-date information and pedagogical tools.

The effectiveness of school libraries, however, depends significantly on various functionality indices one of the most critical being the qualifications of the school librarian. The school librarian plays a central role in ensuring that library services align with educational goals. A qualified librarian is not only responsible for organizing and managing library resources but also for collaborating with teaching staff to enhance the learning experience. As defined by IFLA (2015), school librarians may serve under titles such as teacher-librarians, media specialists, or documentalists, and their qualifications typically include formal training in both education and librarianship. Their ability to guide users through research processes, develop information literacy skills, and support curriculum implementation directly influences the extent to which teachers utilize the school library (Ntui, 2015; Mahwasane, 2017). Despite the known importance of qualified librarians in school settings, studies indicate a consistent decline in teachers' utilization of school libraries in Nigeria. Research by Nwankwo et al. (2022) and Chorun et al. (2016) attributes this trend partly to inadequate staffing, including the absence of qualified and professionally trained librarians.

Given this backdrop, it becomes imperative to examine the relationship between the qualifications of school librarians and the usage of library services by teachers. Understanding this relationship is especially relevant within the context of federal government colleges in South-East Nigeria, which are expected to serve as models of academic excellence and national integration. This study, therefore, investigated how the professional and academic qualifications of school librarians influence the frequency, depth, and nature of library usage by teachers in these institutions.

School libraries are foundational to the teaching and learning process, offering critical access to diverse information resources and services that facilitate literacy development, curriculum support, and lifelong learning. They are designed to enrich classroom instruction, aid research, and promote professional growth among both students and teachers. Notwithstanding their established roles in educational systems, reports (Chorun Dike and Njoku, 2016; Nwankwo, Chukwuma and Okorie, 2022) indicate a persistent decline in the utilization of school libraries by teachers in Nigerian schools, particularly in government-owned institutions.

Scholars (Loh, Sundaray, Merga and Gao, 2021; Bolaji and Jimoh, 2023 and Azubuike, 2025) have observed that inadequacy or absence of well-qualified librarians as a critical factor contributing to this decline emphasizing that teacher disengagement from school libraries is frequently linked to insufficiently trained librarians and a lack of up-to-date resources. Preliminary observations in federal government colleges in South-East Nigeria revealed similar concerns. Teachers' utilization of library services in these institutions appears limited and inconsistent. This situation raises several pertinent questions: Could the declining usage be linked to the qualifications of school librarians? If school librarians possess relevant academic and professional credentials, would this significantly enhance teachers' engagement with library services? Conversely, do inadequately trained librarians hinder teachers' access to and satisfaction with library facilities?

These questions underline the need for a focused investigation into how the qualifications of school librarians influence teachers' utilisation of library services. Understanding this relationship is essential for improving library functionality, fostering better resource utilisation, and enhancing teaching outcomes in federal government colleges.

Research Question

What is the extent of the relationship between school librarians' qualifications and teachers' utilization of school libraries in federal government colleges in South-East Nigeria?

Hypothesis

H₀: There is no significant relationship between school librarians' qualifications and teachers' utilisation of school libraries.

Literature Review

The Role of School Libraries in Teaching and Learning

School libraries are widely recognized as critical components of the educational ecosystem, playing a foundational role in facilitating quality teaching and learning. They serve as the heart of academic institutions by providing access to diverse learning materials, nurturing independent learning, and supporting instructional delivery. In the 21st century, school libraries have evolved from traditional book repositories to dynamic learning environments that incorporate both print and digital resources to meet the diverse and changing needs of students and teachers. According to Petters and Ottong (2012), school libraries are information centres within the school environment that identify, collect, organize, store, retrieve, and disseminate information relevant to the educational and intellectual needs of both students and teachers. These libraries provide materials that enhance classroom instruction, improve academic achievement, and stimulate critical thinking and creativity among learners. They serve not just as support systems, but as integral partners in the educational process.

The school library is a room or building in a school where books, magazines, journals, periodicals, cassettes and computers among others are kept for students' use. In other words, it is the central laboratory of the whole school, where all books in all subject areas, taught in the school and non-book materials are stocked (Iroeze, et al. 2018). Owate and Iroha (2013) highlight that the school library contributes to the total development of learners and supports teachers by providing access to instructional materials and professional development resources. The effectiveness of teaching is significantly increased when teachers have access to relevant teaching aids, curriculum guides, and current educational information—all of which are typically provided by school libraries.

The International Federation of Library Associations and Institutions (IFLA, 2015) defines the school library as a physical and digital learning space that supports not only the information

needs of students but also the curriculum and instructional needs of teachers. It emphasizes that school libraries should foster a participatory learning culture where both teachers and students actively engage with resources, thereby creating and sharing knowledge. The school library is conceptualized as a hub for reading, inquiry, research, and collaborative learning. Fasola (2015) argues that school libraries are instrumental in developing effective teaching and learning strategies. They offer access to multimedia instructional tools such as films, slides, and audio-visual materials that enrich the curriculum and offer new learning dimensions. These resources provide teachers with the opportunity to diversify their teaching approaches and reach students with different learning styles.

Additionally, Owate and Iroha (2013), Llambias, Terré, Bernal and González (2021) and Permanyer and Omella (2021), refers to school library as a “laboratory for learning” where both students and teachers can experiment with knowledge acquisition. This metaphor underscores the active role of the library in not just transmitting knowledge but in shaping cognitive and intellectual processes. Amaechi et al. (2014) contend that school libraries serve as the intellectual engine room of schools by encouraging information literacy, a lifelong learning culture, and independent thinking. These outcomes are achieved through the systematic provision of print and non-print resources such as textbooks, journals, encyclopedias, maps, globes, digital databases, and internet resources, all aligned with the school’s curriculum. Moreover, school libraries foster teacher innovation. Teachers who utilize library resources regularly are more likely to adopt modern teaching methods, use differentiated instructional strategies, and create inquiry-based learning environments (Chorun, Dike & Njoku, 2016; Esan, 2022; Nwankwo, Akanwa and Okorie, 2022 and Muhammad and Abubakar, 2023). These practices contribute to improved learning outcomes, greater student engagement, and a stronger academic culture within the school. Furthermore, Nwankwo, Chukwuma & Okorie (2022) emphasize the school library’s role in providing access to digital tools and ICT resources such as CD-ROMs, interactive boards, television, and educational software. These technologies are invaluable for modern teaching and help bridge the gap between traditional pedagogies and 21st-century learning skills.

Librarians' Qualifications and Their Influence on Library Use

Librarians' qualifications are among the most critical functionality indices influencing the effectiveness and utilization of school libraries. In the context of school environments, a librarian's qualifications encompass formal education in Library and Information Science (LIS), teacher training (in the case of teacher-librarians), and continuous professional development. The possession of such qualifications not only ensures the provision of quality library services but also enhances teachers' confidence and willingness to use the library as a teaching and research tool. The International Federation of Library Associations and Institutions (IFLA, 2015) affirms that school librarians should have professional expertise in both librarianship and education. This dual qualification is essential because school librarians are expected to function in complex roles such as instructional partners, information literacy instructors, curriculum supporters, and media specialists. Thus, a school librarian is not merely a custodian of books but an integral part of the school's teaching-learning ecosystem.

Ntui (2015) defines a qualified school librarian as one who possesses a formal degree or diploma in Library and Information Science and, preferably, a teaching qualification such as NCE, B.Ed, PGDE, or its equivalent. Teacher-librarians those trained in both teaching and librarianship are particularly suited to support instructional planning and execution. These professionals are equipped to bridge the gap between curriculum goals and information resource management, fostering better integration of library services into classroom teaching. Mahwasane (2017) supports this view, emphasizing that teacher-librarians with appropriate qualifications are more effective in assisting both students and teachers in accessing and using information resources. They play a crucial role in curriculum support, user education, reading development, and collaboration with classroom teachers. In contrast, school libraries managed by unqualified personnel often suffer from poor organization, outdated collections, and low patronage from both staff and students.

The influence of librarians' qualifications on library use is also highlighted in the work of Haycock (as cited in IFLA, 2015), who explains that educational qualifications enable school librarians to offer services that go beyond resource management to include instructional design,

research facilitation, and leadership in digital learning. Qualified librarians help teachers navigate increasingly complex information environments by training them in information retrieval, use of digital resources, and teaching aids. This support enhances teachers' instructional quality and encourages frequent library use. According to the National Forum on Information Literacy (NFIL, 2014), effective school librarians should possess a range of skills and competencies including curriculum knowledge, pedagogy, collection development, digital literacy, and ethical responsibility.

When these competencies are present, teachers are more likely to view the library as a professional resource that supports their academic goals. Conversely, a lack of professional qualifications among school librarians leads to a perception of the library as a passive, under-resourced space, which ultimately discourages usage. Furthermore, IFLA (2015) emphasized the importance of continuous professional development (CPD) for school librarians. In today's fast-evolving digital environment, librarians must constantly update their skills in areas such as e-resources management, educational technology, data literacy, and instructional collaboration. Teachers are more likely to rely on libraries where librarians are technologically competent and up to date with modern pedagogical trends.

Empirical studies also support the correlation between librarians' qualifications and library utilization. Nwankwo et al. (2022) observed that in Nigerian federal government colleges, poor library usage by teachers was partly due to the presence of underqualified or unmotivated library staff. Their findings revealed that qualified librarians who regularly interact with teachers, suggest resources aligned with the curriculum, and assist in lesson planning significantly increase teacher engagement with the library. Olusola and Oladele (2014) argue that qualified librarians are enablers of academic excellence. They foster a professional atmosphere where teachers can seek instructional support, access curated resources, and collaborate on academic planning. Libraries with qualified staff tend to have higher levels of organization, updated collections, and teacher-focused services all of which positively influence usage.

Theoretical Framework

Reasoned Action Theory (RAT)

The Reasoned Action Theory (RAT) was propounded by Martin Fishbein and Icek Ajzen in 1967, as an integrative framework or structure for the prediction of human social behaviour. The Reasoned Action Theory (RAT) explains the relationship between attitudes and behaviours within human action, and aims at predicting how individuals will behave based on their pre-existing attitudes and behavioural intentions. The theory states that a person's intention to perform a behaviour is the major predictor of whether or not he or she actually perform that behaviour. This implies that an individual's decision to engage in a particular behaviour is based on the outcomes the individual expects will come as a result of performing the behaviour.

This Theory is relevant here as it emphasizes how individual behaviour (in this case, teachers' use of the library) is influenced by attitudes, perceived norms, and behavioural intentions. A teacher's intention to use the school library may be shaped by their perception of the librarian's competence. If librarians are well-qualified and exhibit professionalism, teachers may perceive greater value in utilizing the library and be more inclined to do so.

Model of Information Search Process (ISP)

The Information Search Process (ISP) was developed by Carol C. Kuhlthau in 2010. The model states that information seeking is viewed from the user's perspective in six stages, which include: task initiation, selection, exploration, focus formulation, collection and presentation. Kuhlthau (2010) describes the experiences as a series of thoughts, actions and feelings accompanying the information seeker. Kuhlthau's Model holds that the process of information search usually begins with the feelings of uncertainty, vagueness, ambiguity, doubt and general thoughts about the problem area. Thus, the information seeker takes action to collect relevant information to the general topic of the problem, then as the process progresses, the information seeker starts to collect more specific information that answers his or her specific questions in the problem area.

The six-stage model of the information search process (ISP) incorporates three realms of experience: the affective (feelings), the cognitive (thoughts) and the physical (actions) common to each stage. The model further describes the various experiences that the information seeker goes

through from the early stages of the information search process, until when the information needs of the information seeker are satisfied. The Information Search Process (ISP) model supports this study. It presents information seeking as a staged process influenced by the availability of guidance and support typically provided by a skilled librarian. At each stage of the ISP, from task initiation to presentation, the librarian plays a pivotal role in helping users (teachers) identify, select, and interpret information sources relevant to their teaching and research.

Empirical Studies

Golden (2021) conducted a study on teachers' attitude towards library use. The purpose of the mixed-method study was to explore the attitudes of high school teachers toward the use of school library by students to complete research projects. Public high school teachers were surveyed (N=81) about their attitudes toward student use of school library. Statistical analyses revealed no significant differences among teaching disciplines nor between genders. Tests also revealed no correlation between survey responses and time teaching. Interviews were conducted to further explore attitudes toward student library use. Interview results suggested that teachers considered the library useful in the completion of research projects but were reluctant to refer students to the library. The results suggested that strategies are necessary to mitigate reluctance to include school library resources as a component of assigned research projects.

Achugbue (2019) investigated the utilisation and attitude of Kabale national teachers' college students towards the use of library materials. The survey research design was used in the study. The population was 200 registered users randomly sampled. The questionnaire was used to collect data. The data were analysed using frequency count and statistical mean ($\bar{x}$) to answer the research questions with a criterion mean of 2.50. The hypothesis was tested using Pearson Product-Moment Correlation Coefficient (r) at 0.05 level of significance. The study found that attitude of the students toward the use of library materials is high, but students' perception of the adequacy of library materials in the various divisions of the library is low. While extent of use of library materials by students and the extent of students' perception of books in open access and reserved materials is high and adequate, reference materials, special collection materials and databases

which is low. The study recommended that the parent institution through the librarian should increase the collections in the various sections/divisions of the library to be more adequate, this will encourage students to utilise library resources effectively. The Librarian should ensure that the library subscribe to data bases, this will in no small way help in the provision of current resources to library users, this will also sustain student positive attitude and perception towards the use of library resources.

Methodology

The correlational research design method was applied in the study. This study was conducted in South-East zone of Nigeria. The South-East Zone is located in the rainforest belt of Nigeria and lies between latitudes 6° and 9° East of the Equator and longitudes 4° and 7° North of the Median. The population of study was 934 teachers from which 280 teachers were sampled from the ten (10) Federal Government Colleges (FGC) in South East, Nigeria using the Taro Yamane Mathematical estimation model. Five (5) of these colleges are girls colleges (Federal Government Girls' College - FGGC) while the remaining five (5) are Federal Government Colleges are either for boys or mixed college. The instrument for data collection was a questionnaires titled "school librarians' qualifications and teachers' utilization of school libraries Questionnaire (SLQTULQ)" and developed by the researcher. The instrument was face and content validated by three research specialists. The internal consistency indices of the instrument were established using the Cronbach alpha statistic yielding reliability indices of 0.78. Data collected from the respondents were analysed using Pearson Product Moment Correlation Coefficient to answer the research question while the hypothesis was tested using the regression analysis at alpha level of 0.05.

Results and Discussion

Research Question

What is the extent of relationship between school librarians' qualification and teachers' utilization of the school libraries in federal government colleges in South-East, Nigeria?

Table 1: Correlation Matrix of Relationship between School librarian Qualification and teachers' utilization of the school libraries

		School librarians' qualification	Teachers' utilization of the school libraries
School librarian qualification	Pearson Correlation	1	.781*
	N	280	280
Teachers' utilization of the school libraries	Pearson Correlation	.781*	1
	N	280	280
	R ²	0.61%	

*. Correlation Significant at 0.05 level, N = Number of respondents

Data in Table 1 reveal that School librarian qualification to a high extent relate teachers' utilization of the school libraries as indicated by the correlation coefficient 0.78 which was positive and within the coefficient limit of +/-0.7 to 1.0. The coefficient of determination (R²) 0.61 indicates that 61% of the variance observed in dependent variable (teachers' utilization of the school libraries) was as a result of the independent variable (school librarians' qualification).

Hypothesis Testing

There is no significant relationship between the school librarians' qualification and teachers' utilisation of the school libraries in federal government colleges in South-East, Nigeria.

Table 2: Regression Analysis of significant of relationship between school librarian qualification and teachers' utilization of the school libraries

	Model	Sum of Squares	Df	Mean Square	F	p-value
1	Regression	398.122	1	398.122	158.80	.000
	Residual	699.512	279	2.507		
	Total	1097634	280			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Data in Table 2 show a p-value of .000 which is less than the alpha value of .05. This implies that school librarian qualification significantly correlates to teachers' utilization of the school libraries. Therefore, the hypothesis that there is no significant relationship between the school librarian qualification and teachers' utilization of the school libraries in federal government colleges in South-East, Nigeria was rejected.

Discussion of Findings

The findings revealed that school librarians' qualifications positively relate, to a high extent, with teachers' utilisation of the school libraries. More so, the corresponding hypothesis affirmed that school librarians' qualifications significantly relates to teachers' utilisation of the school libraries. This finding indicates that well-trained librarians enhances the accessibility and effective utilisation of library resources, making it easier for teachers to engage in research, lesson planning, and professional development. Additionally, librarians' skills in providing library services, guiding users to appropriate resources, and training teachers in information literacy improves accessibility and ease of use. Furthermore, expertise in the school curriculum enables librarians to recommend subject-specific materials, making them valuable partners in lesson planning. Their proficiency in answering queries and making informed decisions also enhances the overall efficiency of the library. Schools should ensure that their libraries are staffed with skilled professionals to maximize their benefits for educators.

The findings of this study aligns with Mahwasame (2017) who concurred that teacher-librarians are required to possess necessary qualifications in order to effectively provide library services to users. The study also conforms with the findings of Wilmot and Paton-Ash (2015) who affirmed that with the changing and increasing roles of the school libraries, school librarians are expected to possess requisite qualifications and skills to enable them provide relevant answers to users' queries, link users to sources of their answers, as well as teach users information literacy skills. The finding of the study is related to the model of information search process (ISP) which emphasizes that users go through stages of uncertainty, exploration, and confidence-building when searching for information. Skilled librarians play a crucial role in guiding teachers through these stages, ensuring efficient information retrieval and effective use of library materials.

Recommendations

Based on the findings, the study recommended that:

- i. Education authorities and school administrators should prioritise the employment of librarians with requisite qualifications in the field of Library and Information Science, possession of additional teaching experience or credentials will be an added advantage as this will help in ensuring better collaboration with teachers.
- ii. Regular training and professional development workshops should be organised for school librarians to keep them updated on modern library practices, curriculum support strategies, and digital information literacy skills.
- iii. School administrators should encourage collaborative practices between librarians and teachers to integrate library resources into lesson planning and classroom activities effectively.

Conclusion

Based on the findings of the study, it is evident that the qualifications of school librarians have strong and significant relationship with teachers' utilisation of school libraries in federal government colleges in South-East, Nigeria. The correlation coefficient of 0.78 indicates a high degree of positive association between the two variables, while the coefficient of determination ($R^2 = 0.61$) shows that 61% of the variation in teachers' usage of library resources can be attributed

to the academic and professional qualifications of the librarians. The hypothesis tested also confirmed a statistically significant relationship, as the p-value (0.000) was less than the 0.05 significance level. These results underscore the critical role that professionally qualified librarians play in influencing and supporting teachers' access to, and use of library services for instructional and research purposes. Consequently, improving the quality of librarians' training is essential for promoting a culture of active library utilisation among teachers.

REFERENCES

- Amaechi, N. M., Ezeani, C. N., & Nwaohiri, N. M. (2014). *School library resources and services in education*. Owerri: Springfield Publishers.
- Azubuike, O. R. (2025). Utilization of Learning Resources for Teaching in Primary Schools in Udi LGA of Enugu State. *Irish J. Edu Pract*, 8(01).
- Bolaji, H. O., & Jimoh, H. A. (2023). Usability and utilization of ICT among educational administrators in secondary students in public school. *Indonesian Journal of Educational Research and Technology*, 3(2), 97-104.
- Chorun, M. T., Dike, V. W., & Njoku, C. U. (2016). Utilization of school libraries among secondary school teachers in Nigeria. *Nigerian Library and Information Science Review*, 34(2), 45–57.
- Esan, A. O. (2022). School libraries and educational development in Nigeria: Issues and prospects. *Indonesian Journal of Librarianship*, 187-196.
- Fasola, O. S. (2015). School libraries and academic excellence: An overview. *Nigerian School Library Journal*, 14(1), 10–16.
- International Federation of Library Associations and Institutions (IFLA). (2015). *IFLA school library guidelines* (2nd ed.). The Hague: IFLA.
- Llambias, M. B., Terré, T. M., Bernal, I. M., & González, I. V. (2021). School Libraries in Spain: A Study on the Current State of the Issue. In *IASL Annual Conference Proceedings*.
- Loh, C. E., Sundaray, S., Merga, M., & Gao, J. (2021). Principals and teachers' perspectives of their school libraries and implications for school library policy. *Journal of Library Administration*, 61(5), 550-571.
- Mahwasane, N. P. (2017). *The role of teacher-librarians in school libraries: Professionalism and practice*. *Journal of Librarianship and Information Science*, 49(1), 50–63.
- Majid, S., & Mokhtar, I. A. (2005). Teachers' utilization of school libraries: Current trends and implications. *Malaysian Journal of Library & Information Science*, 10(2), 1–13.
- Muhammad, A., & Abubakar, B. M. (2023). Utilization of Information Resources and Services by Students in Private Secondary School Libraries in Jigawa State, Nigeria. *International Journal of Applied Technologies in Library and Information Management*, 9(3), 40-54.

- National Forum on Information Literacy (NFIL). (2014). *Core competencies for 21st-century school librarians*. Retrieved from <https://infolit.org/>
- Ntui, A. I. (2015). *Information needs and use of library resources by secondary school teachers in Cross River State*. *Journal of Library and Information Services*, 8(1), 30–42.
- Nwankwo, F. A., Akanwa, P. C., & Okorie, O. N. (2022). Management of School Libraries and Utilization of Library Resources by Secondary School Students in Rivers State. *Library Philosophy & Practice*.
- Nwankwo, I. A., Chukwuma, F. A., & Okorie, P. U. (2022). Downward trend in library utilization and the role of librarian qualification. *Journal of Educational Services*, 17(3), 86–95.
- Olusola, O. M., & Oladele, A. T. (2014). Influence of librarians' qualifications and experience on teachers' library use in Nigerian secondary schools. *Nigerian School Library Journal*, 13(2), 47–58.
- Owate, C. N., & Iroha, O. P. (2013). *The role of school libraries in the educational development of students: The case of secondary schools in Rivers State*. *Library Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/>
- Permanyer, J., & Omella, E. (2021). “The School Library–Public Library Laboratory”: Contents and results. In *IASL Annual Conference Proceedings*.
- Petters, J. S., & Ottong, E. J. (2012). *School libraries and the development of students' reading habits*. *Nigerian School Library Journal*, 11(2), 60–72.
- Wilmot, D. & Paton-Ash, M. (2015). Issues and challenges facing school libraries in selected primary schools in Gauteng Province, South Africa. *South Africa Journal of Education*, 35 (1), 1 – 10. <http://www.sajournalofeducation.co.za>