



National University Of Science And Technology



FACULTY OF COMMUNICATION AND INFORMATION SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

**TEACHING AND LEARNING STRATEGIES EMPLOYED AT PETRA HIGH
SCHOOL AND THEIR RELATIONSHIP TO LIBRARY USE**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
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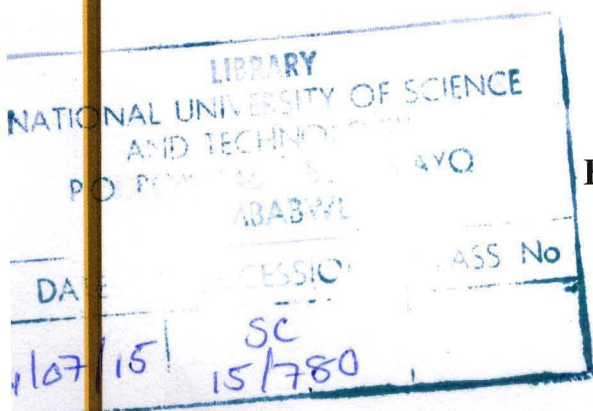
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ABSTRACT

It was observed that majority of the students at Petra High School (PHS) were no longer visiting the school library such as was the case before. Furthermore, user statistics in the library revealed a sharp drop in the average percentage per-term of users who borrowed out information resources. This study was carried out to find out whether the teaching and learning strategies employed by teachers at PHS were responsible for the low usage of the school library. The main view emerging from reviewed literature was that there is a relationship between teaching and learning strategies and library usage in secondary schools. This research used a case study approach and data was collected from PHS teachers, students and the school librarian, using questionnaires, observation and interview. Results showed that PHS teachers were emphasising on using demonstrations, discussions, examination and testing, debating, experimental and lecture methods. However, literature showed that teaching and learning strategies which encourage library usage include collaborations with the librarian, web-based teaching and learning strategy, library lesson, enquiry-based strategy, discovery learning and multimedia approach. The researcher concluded that the teaching strategies employed at PHS did not promote library usage, even though some of PHS students were utilising the school library. The researcher recommended that PHS teachers should incorporate the teaching strategies which encourage school library use in order to enhance literacy development of students.