

**The Utilization of Libraries, ICTs and Human Resources at the
Secondary Schools Level in Shughnan District**

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

According to Maidelina Nazario Romero, (2016 p. 1-2) “Research studies are designed to find answers to a specific question or topics under investigation”. Research assists to reveal the academic or non-academic problems, barriers and to investigate the gaps that will help other readers, researchers and institutions to work on the obstacles in order to improve the quality of a system. The reality is, there can be ethical concerns at every step of the research process (Bickman and Rog, 2009). To preserve the ethical issues in this research I followed some methods to keep it as accurate as was possible. First and foremost, the data collection tools such as the survey questionnaire, the interview guide and the consent letters were designed accurately. After that, in the data collection process before getting the data the consent letter was given to all the participants to understand what the research is about? And what is expected from them in the data collection process.

Moreover, the consent letter was utilized to keep credibility, rigor and ethics. Then, while getting data from the participants the informants were treated and respected equally in the same manner. For instance, I avoided asking sensitive questions which I knew may arouse someone’s feelings. In addition, when the survey and interview were conducted, I paid equal attention to each individual of the participants. Subsequently, in the analysis part of the research I used an anonymous name for the informants to maintain their personal information and to keep the confidentiality. Consequently, after the analysis process and findings; all the information of the participants was saved in a folder which was protected by a password in order to be safe and secure.

Abstract

The title of this research was the Utilization of Library, ICTs and Human Resources in the teaching-learning process. Because of that, in this study a mixed method research approach was applied to investigate and identify the available resources through an in depth study as well as through quantifiable data. In addition, the study sought to find out how the accessible resources are exploited and to what extent students understood the usefulness of having such materials in their lessons. For obtaining the data, two different data collection methods were used. The first one was an online interview and the second one was a survey. For the interview, participants were selected based on purposive sampling, which demonstrates the learners were picked up in accordance to their knowledge and capacity. In contrary, for the survey, participants were selected by stratified sampling that shows the informants chose based on some characteristics like Gender, Class and their School's type.

In accordance to the qualitative data, the findings showed three sorts of resources were utilized in the schools: Library, ICTs and human resources. For example, the results displayed the larger number of the students took the advantage of the library materials rather than the ICTs and Human resources. Alongside that, the results expressed, the majority of the students pointed that they utilized the library materials to prepare their assignments. In addition, the qualitative data revealed that, more than half of the students did not have proper access to the ICTs materials. Based on the quantitative data, the findings indicated, about 46.67 % of the teachers strongly agreed that, the library materials were adequate for all the students. Besides that, 43.33 % of the teachers agreed that students had sufficient number of teaching-learning materials. Furthermore, the quantitative findings investigated that about 43.33 % of the teachers did not have access to the computer and the internet.

Keywords: ICTs, Library's materials, Human resources, Utilization, Teaching Learning Process, Education system, School Improvement and digitize.

Dedication

This thesis is dedicated to my beloved brother Engineer Mansour Amir who has worked tirelessly in arranging the participants and connecting them with me over the internet.

Acknowledgment

First and foremost, I would like to praise and thank to almighty Allah who has granted health and numerous blessings, opportunity and efforts to me while pursuing my studies, so that I have been finally able to accomplish my MEd/PGD thesis. Then, apart from my efforts, the success of this thesis depends mostly on the encouragement and guidelines of many others. I would like to take this opportunity to express my gratitude to the people who contributed in some ways in the successful completion of this thesis. I would like to show my greatest appreciation to my academic advisor Dr. Dilruba Sultana, who always guided me with her helpful comments. I can't say thank you enough for her enormous support and guidance. Without her encouragement and instructions, this thesis would not have materialized. Additionally, I want to express my heartfelt gratitude to the Institute of Ismaili Studies for all the support that was provided from the beginning of the study till the end of the programme in Dhaka in Bangladesh.

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List of Acronyms

ICT	Information and Communication Technology
MOE	Ministry of Education
ES	Education system
NGO	Non- Governmental Organization
ILEs	Innovating Learning Environments
ACAD	Activity-Centered Analysis and Design
IFLA	International Federation of Library Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
NSTA	National Science Teachers Association
ACRL	Association of College & Research Libraries'
GPA	Grade Point Average
NITDA	National Information Technology Development Agency
HRM	Human Resource Management
SPSS	Statistical Package for Social Science

Chapter 1

Introduction and Background of the Study

1.1 Introduction

In general, Teaching-learning system would be more efficient when it is incorporated with useful learning materials. The more learning resources are used, the more interesting the method would be. Teaching learning resources are devices and aids via which learning and teaching are carried out in school (Machaba, 2013). The materials should provide learners with the essential knowledge, skills as well as ability in the growth and support of institutions and equip learners with problem solving skills and analytical critical thinking (Saad & Sankaran, 2020). In addition, the theory of entanglement shows a connection between human and materials. It allows us to dig deeper into the role of materials and human-thing dependences (Hodder, 2012, 2013) going beyond connections and rationality alone, to reveal how humans become entangled in dynamic webs of relations with things.

As Hodder (2012) explains, humans become reliant on tools and this affects how they organize themselves and adapt to changes in the environment. Therefore, incorporating different types of materials like Library, ICTs and Human resources in the acquisition process create a lively learning system and involve more student. Ashiono Mwoma and Murungi (2018) noted that utilization of ICT during lesson delivery increased learners' participation in learning thus higher academic retention. Lyimo, Too, and Kipng' etich (2017) suggested that instructional materials make teaching more effective; assist in getting different needs for different learners and make lesson plans richer, therefore impacting positively on pupils and the performance of the school.

1.2 Research Topic

Resources at the teaching – learning process are what teachers use to assist learners to meet the expectations for the learning defined by curriculum. Utilizing different resources and materials play a critical role in the actualization of the educational goals and objectives by satisfying the physical, emotional and cognitive needs of the staff and learners. Utilizing learning-materials happens between teachers and students in order to understand action and behaviors, one must consider the motor systems as well as their interactions with the world, much like a biological phenomenon where everything is inter- connected (Huchins, 2010).A study by Leone, Wilson, and Mulcany (2010) on ways for enhancing mathematical instructions for learners in short-term tools in Washington DC, USA, showed that learners’ engagement in mathematics lessons as well as learning was affected by the classroom environment inclusiveness.

All-encompassing environment of learning enabled active participation of the learners (Naisiano, Koome & Marima, 2020 p. 2-3). Leone et al, (2010) noted that use of instructional materials helped learners display a positive attitude towards classroom activities and create learning conditions. Hence, today’s education is the shift from a teacher centered approach to a more learner centered approach. Consequently, understanding which types of materials should be chosen to improve students’ skills, enhancing the education system and increasing the outcome of the learners are the crucial parts in the teaching-learning process. Therefore, this research specifies three major resources which are the main concepts of the investigation. 1) Human resources such as Principals, Teachers, Parents and Community 2) Library resources like Books, Digital contents, Audiobooks, Visual contents and Magazines 3) Information and Communication Technology (ICTs) resources. So, the title that the research takes is "The Utilization of the Library, ICTs and Human’s Resources in the Teaching Learning Process at the Secondary Schools Level in Shughnan District”.

1.3 Research Problem

Although, nowadays technology is rapidly increasing, the utilization of it is seemed less in many academic institutions particularly at schools and universities level. Therefore, the results, achievements and improvement of such institutions are fewer than those which constantly use the modern technology tools and equipment's in their daily work process. As we know the world is in an immediate developing process, which is unbelievable to imagine. Hence, the teaching-learning method has been evolved since the emergence of the ICTs. Because of that, if Schools, Learners, Universities do not take the advantage of the facilities, they will not have satisfactory improvement in their method. Moses, Mamund, Bakar and Wong (2012) assert that teachers lack competencies in technical usage and low administrative support amounts to the reason for low intensification of digital technologies in teaching and learning process.

This deficiency stems from the fact that the teachers possess poor ICT skills (Ogechunkwu and Osuagwu, 2009). It is in this regard, that Agbetuji & Oluwatayou (2012) recommended capacity development for teachers at all levels of school from primary to secondary. Consequently, educational technology is a systematic and organized process of applying modern technology to improve the quality of education. If school's students do not have access to the computer and internet, they will not be well-prepared neither for their lessons at school nor at the university level. It is the same for teachers as well, when instructors do not obtain materials from the internet, they cannot make the lesson interesting and interactive which will imperfectly effect students' participation. So, this study explored this area because of two reasons. On the one hand, understanding the benefits of incorporating ICTs materials in the educational system. On the other hand, to change the traditional learning system to digitize by utilizing the ICTs materials.

1.4 Research Questions

Research is an art of scientific investigation. The Advanced Learner's Dictionary of Current English, Oxford, p. 1069 lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge". Research is done for various purposes. Therefore, this study mainly investigated the available resources which were utilized at the Secondary School level in Shughnan district, in Afghanistan. As we know, materials are an unavoidable segment of the education system which lack them might cause so many deficiencies that affect the academic achievements of students and school. In this research it was tried to look into the kinds of learning resources which are used by teachers and students at the Secondary School level.

In addition, in order to identify the main purpose of the research it is important to have a set of questions which guide the researchers to investigate in an exact way. These queries assist investigators to collect relevant data about the topic of the research. Moreover, the research questions are like a framework for the investigators which are kept in mind to search for information. Hence, in this research I came up with three main questions that helped me to gather the data and to find whatever I hoped for. These questions are the major research questions which formed the whole process of the study.

The main research questions are:

- 1.** What are the available resources at the Secondary Schools level in the site?
- 2.** How do teachers utilize these materials in their teaching- learning process?
- 3.** To what extent students recognized the usefulness of resources in their academic achievements?

1.5 Purpose of the Study

This mixed method study addresses three major objectives. At first, the study was conducted to explore the sorts of resources that are exploited in the acquisition process by the teachers and students. For example, the study tried to find whether the Library, ICTs and Human resources are used or not. Secondly, the research was done to reveal in which ways teachers utilized and applied the available learning materials in the classes. For instance, teachers applied the library's materials in groups and sometimes gave it as an assignment. Lastly, the study uncovered whether students understood the usefulness of the available resources in the learning process or not. Therefore, a convergent mixed methods design is used, and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately, and then merged.

In addition, the main focus of the research was particularly on Library's, ICTs and Human resources. For instance, it was tried to investigate how often students and teachers used each individual of the resources. Alongside that, the study sought the advantages of the materials in student's life which showed there were some benefits in using the resources. Ultimately, there were some reasons why the data were collected in two different methods both qualitative and quantitative. At first, the qualitative approach was applied to obtain answers from the high school students' perspective about the available resources which have been utilized at the learning process. Secondly, the quantitative approach was carried out to acquire the teachers' perspective about which sorts of materials they used and how they utilized the resources in the learning system. Both qualitative and quantitative approaches assisted me to analyze the research findings from both sides of view; through an in depth study as well as through quantifiable data. Finally, the study aimed to display the results of the gathered data by texts and charts to be more organized and clear.

1.6 Significant of the Study

Overall, this research was conducted to find out the main learning resources at the Secondary School level and the way that the materials are used by the teachers and students. Furthermore, this study sought whether students realized the usefulness of the materials in their learning system or not. The findings of the study will have a remarkable implication for the Secondary Schools in Shughnan district in Afghanistan as well for schools out the region. Firstly, the findings will enlighten the available resources which are utilized by instructors at the Secondary School level for the Ministry of Education (MOE) as well for other NGO which are going to support or have any survey in the Secondary Schools. Secondly, these findings can be great achievements for those who are willing to know the methods and strategies that teachers applied in utilizing the Libraries, ICTs and Human resources for various purposes.

Thirdly, this study will enable other governmental schools and NGO schools to realize how useful it is, when the teaching- learning process is incorporated with materials. Fourthly, the result of this study will assist curriculum developers to recognize which types of resources need to be chosen to improve the performance and outcomes of the students. Lastly, the findings of this research will help teachers to realize how to improve the learning system and to make sure that the teaching-learning methods without utilizing libraries, ICTs and Human resources will not have any positive impact on the acquisition of knowledge. To sum up, the findings of this research will help Investigators, Teachers, Governmental and Non-Governmental organizations, School's Principals s and Students to understand the types of resources that are being used in the learning process. Moreover, to display what is actually required in order to make the learning system stronger and livelier and to identify the different approaches on how to be able to engage and involve more students in the learning process in the academic institution.

Chapter 2

Literature Review and Conceptual Framework of the Study

2.1 Introduction

Overall, searching for other ideas, concepts and thoughts about any particular themes in any field is very important in order to make it more clear and understandable for the readers. Therefore, in this research I searched and reviewed various types of resources like articles, books, journals and internet resources for the literature review purposes to provide more opinions and thoughts from other writers and authors about the utilization of different teaching-learning materials in the education system particularly library's materials, ICTs and Schools' Staff who are teaching and managing the school.

I reviewed these sources of materials to provide ideas and clarifications from other writers, what they have proposed and how they described the benefits of using such resources in the teaching- learning process. Hence, in this research I organized the literature review section under the themes, like,: 1) the role of using materials in teaching-learning process 2) utilizing the Library's Resources such as Books, Laboratories, Articles, Charts, and Maps 3) Using the ICTs materials which are included of the computer and the internet 4) Taking advantages of the Human Resources which are made up of teachers, parents and principals.

2.2 The Role of Using Materials in Teaching-Learning Process

In general, a productive education system is that system and framework which is incorporated with utilizing various types of resources. These materials assist the system to be more lively and exciting not only for the school's teachers but for the students as well. Innovating learning environments (ILEs) (OECD, 2015) emphasize strengths-based teaching and learning, in ways that ground activity on principles of flexibility, agency, ubiquity and connectedness (ERO, 2018; TKI, 2019). ILEs do not only refer to flexible furnishings and materials, or the inviting contours or a learning space, but have a much broader character- one that embraces the social and pedagogical contexts in which learning activity unfolds (Carvalho & Yeoman, 2021). Therefore, the main role of using different materials in the teaching-learning process is that these resources engage students more in the lesson and motivate them to take part in each exercise.

However, the system without using any types of materials neither have good academic achievements nor can provide better educational facilities. In addition, all the outcomes of an academic institution and providing many types of learning resources is related to how the staff each one the principals and teachers work hard and effectively. For instance, teachers know very well which sorts of learning resources need to be selected to improve the knowledge of the students. There are different kinds of learning materials used in the daily lessons to attract students' attention. From my point of view, the teaching- learning materials should be chosen based on the students' learning style. To illustrate, learners have various types of learning styles and if the teacher can provide and teach according to that way, there would be a great interaction in the class between the instructor and the students. Moreover, the benefits of such a teaching method is that: 1) it makes it easy to teach the lesson 2) creating a lively learning environment 3) motivating students' interest towards the lesson 4) making the lesson more interesting and interaction 5) promoting the students' participation in the class. More

importantly, networked learning activity may emerge through participation in diverse social contexts, through learners' engagement in a range of tasks, through their conversations, and their reflections (Hodgson & McConnell, 2019; Hodgson et al; 2012; Jones, 2015). The process can take place when students are in schools, universities, libraries, museums, cafes, workplaces, ILEs or it can take part in everyday life. Through these learning interactions learners often produce physical and conceptual artifacts, which may take a range of forms. These may use particular written texts, tools, images, digital stories or concept maps (Carvalho & Yeoman, 2021).

Nowadays, teachers around the world utilizing many different types of resources in their teaching methods. The majority of these materials come from Libraries and Internet, through these sorts of resources instructors involve the learners more in the process of learning. Besides that, teachers give chance to the students to search for other useful materials in the library or internet. As Carvalho and Yeoman (2021) stated that not only does the materiality of ones' knowledge creation (eg digital story or text production) play an important role in grounding one's learning activity, but the materials themselves act as cues to action all around us. Ingold (2012) suggests that matter should not be seen as inanimate raw material, awaiting animation through making. Instead, material things are involved in the process of flow and transformation; materials are in movement. In this view, being in the world incorporate action, and each action is determined by its place in an unfolding sequence in which each new action is measured response to the last (Ingold, 2011). Another important role of tools in the teaching-learning process is providing the possibility for students to be analytical thinkers. For example, if a teacher prepares materials in Chemistry from the laboratory and brings in the class at that time this will encourage students to think more deeply while doing the practical work.

Students will learn something new while doing the experiment and it will assist them to analyze whatever they have done and support them to interpret by their own words the whole process. The Activity-Centered Analysis and Design (ACAD) framework conceptualizes learning activity as an emergent phenomenon, as something that cannot be entirely predicted in advance (Goodyear & Carvalho, 2014). In this case teachers are just facilitators; they accommodate students whatever they need and provide them further resources where they can gain and obtain more materials. Therefore, it is important to have a specific framework in order to provide material and teaching- learning resources for the learners. As such, the ACAD framework and wireframe become representational tools for thinking about the “what”, “where”, and “how” people learn, with important practical and theoretical implications. At a practical level, they offer visual aids in a single frame, making it possible to navigate between one elements of one dimension, without losing sight of the learning whole. The ACAD framework is now a well-established analytical tool that has been widely used to analyze educational designs and support educational design work (Carvalho and Yeoman (2021). Research drawing on the ACAD framework includes qualitative analysis of case studies (Carvalho & Freeman, 2018; Goodyear & Carvalho, 2014; Yeoman, 2017).

2.3 Library’s Resources

Overall, from my perspective and experiences, library’s resources are the most accessible and appropriate resources for students which accommodate them to search information in any field. Libraries are the oldest resource of book providers, which have supplied hard learning materials over the years before the emergence of modern technology. Because of that, different countries use different terminology for school libraries and school librarians (for example, media centers, media or technology specialist, certified or endorsed librarians, and teacher librarians).The word” Library” is derived from the Latin word Liber, which means “Book” that provides learners different types of materials such as Books,

Articles, Journals, Magazines, Audio Books, and Videos to utilize them (Abumandour, 2020, Jan 18). At the same time, this term could refer to the building or space itself, which includes all the teaching- learning materials (Shukla et al; 2013). Throughout time libraries have supported education and played a key role in literacy dissemination. There are different types of libraries which supply learning materials such as School or university's libraries, public libraries and digital libraries. Each of the above libraries have their own benefits and support readers and researchers to obtain various categories of information.

The school or university's libraries provide materials for students and staff. These types of libraries are supported by the schools or universities, they can be related to the governmental or non-governmental (NGO) academic institutions. The academic library has traditionally been seen as the “ heart of the university” serving the academic community of its parent institution. (Virkus & Metsar, 2004). However, Grimes cited in (Brophy, 2001:21) that the metaphor has been used loosely and with little evidence that it reflects institutional realities. In my opinion, the advantages of these types of libraries are 1) students have free access to the materials 2) offering different kinds of reading materials 3) operating and available anytime 4) Providing a peaceful learning environment inside for students.

The public libraries are national organizations, funded and supported by government and communities. Thus, public libraries should collaborate with regional educational institutions (schools, universities and adult learning) to execute students' demands and to supply them with different materials (Lifelong Learning, 2012; Balapanidou, 2015). Public libraries play a critical role in developing and expanding e-learning education (Proudfoot & Kebritichi, 2017). In 1994 and 1996 International Federation of Library Association/ The United Nations Educational, Scientific and Cultural Organization (IFLA/UNESCO) defined public libraries as the perpetual source of information and knowledge. Public libraries

promote lifelong learning, cultural development, peace and social welfare for the public (Abumandour, 2020, Jan 18).The manifesto stated that public libraries deliver different services and materials for various categories of users based on equity and equality. In addition, IFLA/UNESCO recommended public libraries to disseminate special services materials and reference sources among users who cannot have access to the regular library's services and materials, such as linguistic minorities, disabled , hospitalized or imprisoned people (IFLA/ UNESCO, 1996).

The digital libraries are emerging paradigms of the rapid development of ICT. Trivedi (2010) defined digital libraries as virtual entities offering very large organized collections stored in digital formats that can be accessed remotely. Different authors have defined e-learning in the published literature according to the topic covered, providers, techniques and types of libraries used. Sharifabadi (2006) defined e-learning as the use of the internet to broadcast educational resources and learning materials. Furthermore, the system develops interaction between learners and instructors and / or trainers to enhance the teaching and learning experience (Bhatnaga, 2016). In 2009, Kumbhar defined e-learning as a learning system supported by electronic media. Alongside that, the digital libraries and electronic resources depend on computer devices , networks, telecommunication, storage and sharing technology. Moreover, the National Science Teachers Association (NSTA, 2016) defined e-learning as an efficient teaching technique developed by gathering digital content and learning support and services.

Academic libraries are under constant pressure to prove their value. To demonstrate their value in a “ clear, measurable and meaningful” way using existing information, the Association of College & Research Libraries’ (ACRL) *Value of Academic Libraries Initiatives issued Value of Academic Libraries : Comprehensive Review and Report* (Oakleaf,

2010, p.8) suggesting several possible correlations between students' academic success (e.g; GPA) and their library data (e.g database use and library instructions). As a result Academic libraries are entities that fall under the umbrella of educational or academic organizations, such as schools, universities, and colleges. They have two fundamental and integral functions: first, to support the curriculum of the educational organization, and second, to promote research in these organizations. Academic libraries are usually located within campuses, and they have materials and collections that help teachers, professors, researchers and students to fulfill their missions (Abumandour, 2020, Jan 18).

2.4 Information and Communication Technology (ICTs) Resources

It is clear that the impact of emerging technologies (ICTs) cannot be denied in ensuring the distribution of knowledge to all who may have access to it. The integration of ICTs in education now helps to facilitate universal access to learning, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improves education administration and governance (UNESCO, 2019). The development of ICT is gradually replacing the traditional teaching pedagogy such as online communication replacing face-to-face teaching, interactive whiteboard replacing blackboard and e-books replacing printed books among others (Suryani, 2010). Vanerlinde and Van Braak (2010) described ICT infrastructure measures the perceived availability and sustainability of ICT tools such as hardware, software, and internet provided in schools. Modern schools are using a diverse set of ICT tools to communicate, create, disseminate, store and manage information. Similarly, Anyaegbunam, (2013) asserts that ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, students use their smartphones in learning during class time, and the “ flipped classroom” model where students watch lectures at home on the computer and use classroom time for more interactive exercises. At schools

incorporating ICTs in the teaching –learning method not only improves the learning process but it will assist teachers to increase the achievements of students. According to NITDA (National Information Technology Development Agency, 2019) integration of ICT in education will require the acquisition of various infrastructures that will enhance the utilization of these technologies.

The system evolved step by step from the traditional method to modernization. Schools tried to provide computer facilities for learners. It is widely believed that technology can bring our education sector from the Dark Age to the light age (Suryani, 2010). Generally, information and communication technologies are currently being used in education to assist students to learn more effectively by providing teachers with access to a wide range of new pedagogy. The principal aim of implementing advanced technology in education is to facilitate teaching, learning and other school administrative works (Wordu, Chika & Eleonu, 2020). Similarly, Albirini (2006) clearly stated that the main role of ICT integration in education is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students, and to benefit from networking the learning communities to face the challenges of current globalization.

To illustrate this issue, when instructors have access to the internet they will search for useful informative materials to apply in their lesson. Sometimes these teachers incorporate the lesson with pictures, video and other stories to activate learners to be more involved in the class. In this case, students will be encouraged to take part in each exercise with great enthusiasm. More so, ICTs pave the way for dynamism and collaboration in teaching and learning (Suryani, 2010). One of the most advanced roles of ICTs in the world of education is this; it can provide the possibility for teachers and students to be joined in the virtual classes without considering where they are. It is commonplace right now to use the computer and the

internet socially to communicate, collaborate, elicit and offer opinions, share ideas and to use the internet to build knowledge. In this age, learners who are less familiar with digital culture are increasingly at a disadvantage both in the developing and developed countries (Deuze, 2006). Nowadays, ICTs make the job of teachers and students very easy. For instance, there are many Apps that can be found which enhance the learning process. Students can get these types of Apps in their mobile phone and utilize them to improve their knowledge in any area.

These Apps are available for the Primary, Secondary and Tertiary School levels. Chauchan (2018) asserts that hundreds of digital education tools have been created with the purpose of giving autonomy to the students, improving the administration of academic processes, encouraging collaboration and facilitating communication between teachers and learners. Hermans et al; in Ghavifekr and Rosdy (2015) identified three main stages of teachers' utilization of ICT in teaching and learning process namely: Integration, enhancement and complementary. Integration approach is about applying appropriate ICT in a subject area that is involving complex concepts and skills to improve students' achievement. Enhancement approach entails using ICT to create more emphasis on the subject matter. Complementary approach is when the ICT is used to aid and support the students' learning “ This approach allows students to be more organized and efficient in which they can obtain the notes from computer, submit their works by emails from home as long as they meet the deadline and looking for information from various sources provided online to fulfill the task given to them (Hermans et al ; 2008)”.

2.5 Human Resources

We all realize that collaboration and teamwork is important (Michaelsen, Davidson, & Major, 2014) to make an organization or institution progress, elite groups are very important. Hence, obtaining helpful people is, thus, an imperative angel for structuring a high ground. In the present world, there are various enrollment apparatuses we can use to make the correct determination (Diaby, Viennet, & Launay, 2013). At schools, college and universities human resources are all the staff (Teachers, Headmasters and Principals, Dean of the faculties, Students and Management team). Maati and Kadi (2014) in their study found that there was a significant relationship between headmasters' leadership with increasing task load of special education teachers and increasing levels of teachers' effectiveness. Teachers have the main role in educating students. Recent research has focused on estimating teachers' effects on students' social and behavior outcomes including attendance (Backes and Hansen, 2015); Blazar and Kraft 2017; Gershenson, 2016;Jackson, 2018).

Gershenson (2016) is the only study that focuses specifically on teachers' impacts on students' attendance. He found teachers' effects on students' attendance that are approximately the same magnitude as effects on achievement. At the school level there are other human resources who have close cooperation with schools. These groups of people are parents, who participate in terms of their childrens' participation at school. Parents are the child's first role model that children behave, react and imitate the same as their parents. They play an important role in encouraging and motivating their kids to learn.

The third group of human resources are principals who have the main role to manage and control all the staff from teachers to students. Kritsonis precisely states (2002 p. 264), "Schools are complex organizations that must have leaders. In schools, leaders are called administrators. Without administrators, schools would have no direction". The word

“administer”: derives from the Latin *administrare*, meaning to help or assist-to “minister to” (Butcher, 2007). Effective school administrators know that their actions can enhance teacher happiness, which in turn contributes to improving the quality of the learning environment (Graseck, 2005). There are numerous personality factors that are associated with effective leadership. According to Hoy and Miskel (2005, p. 380), there are four personality factors that seem particularly important.

These factors are self- confidence, stress tolerance, emotional maturity and integrity. Self-confident leaders are more likely to set high goals for themselves and their followers, to attempt difficult tasks. Stress tolerant leaders are likely to make good decisions, to stay calm, and to provide decisive direction to subordinates in difficult situations. Emotionally mature leaders tend to have an accurate awareness of their strengths and weaknesses and to be oriented towards self-improvement. A broad view of the Human Resource Management (HRM) concepts has given practical meaning. Based on this point of view, the relationship between HRM activities and contributions and the success of the organization can increase the effectiveness of the organization where every resource is involved in achieving the desired results (Sukawati et al, 2020). Schools as an organization realize the importance of human resource which is the most essential part of the academic institution. HRM in schools is designed to manage and develop teacher abilities, so that they can carry out learning activities effectively (Gunawan, 2017).

2.6 Conceptual Framework

By reviewing the different ideas, concepts and theories in the literature review I came up with the Conceptual Framework which was followed to carry out this study.

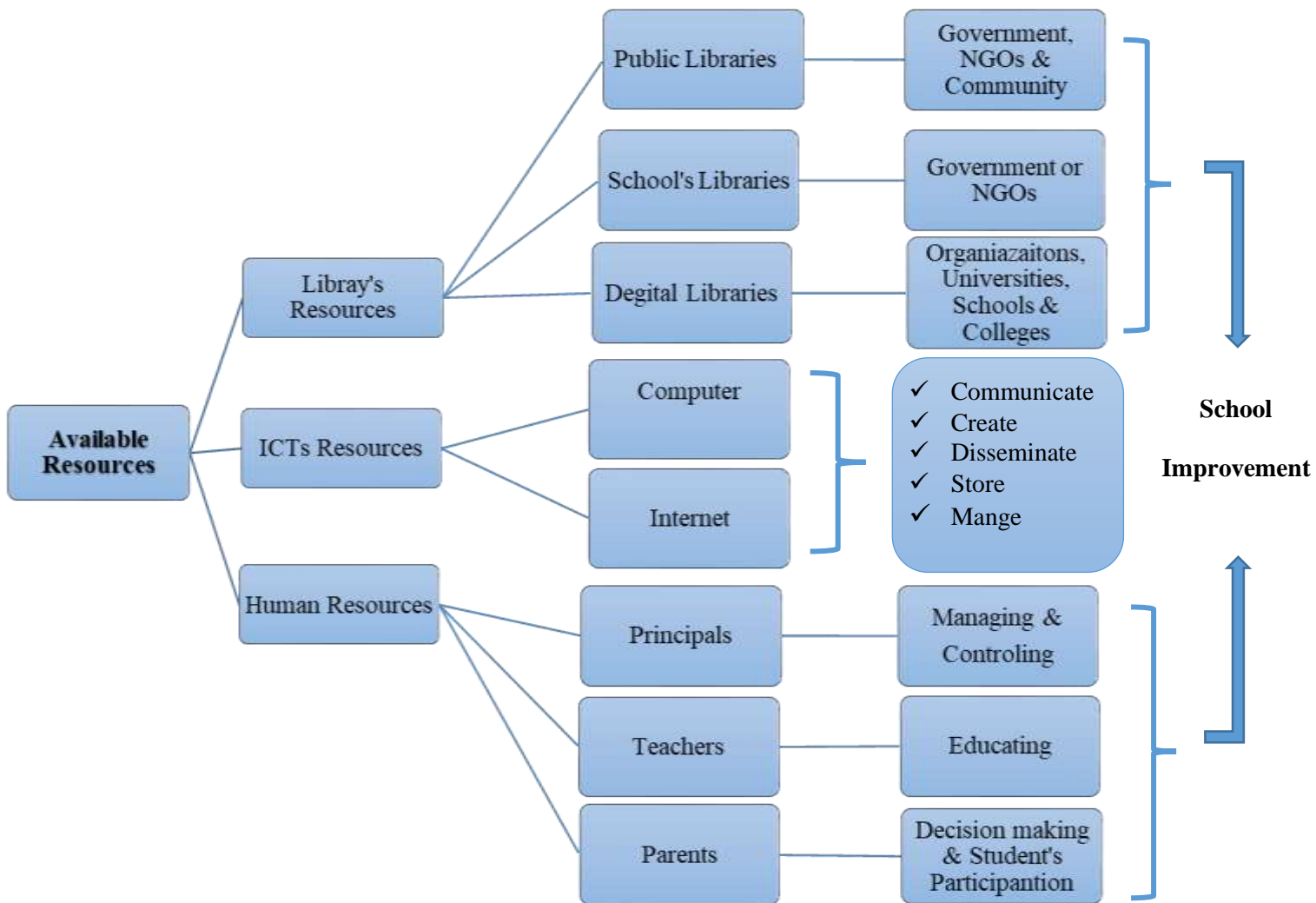


Figure 1 Overall, the above conceptual structure demonstrates three main resources each one are: The Library's, ICTs and Human resources which were divided into their specific types. Each type of the resources were split-up into their main categories and roles, that illustrate their varieties, functions and responsibilities which finally improve the quality of the learning system.

Chapter 3

Methodology of the Study

3.1 Introduction

In general, methodology is the most important part of the research which demonstrates the main sections that are called research components. In this mixed method research the exact constituents are: Research approach, Research Participants, Research Site, Data collection method, Credibility and Rigor, Data Analysis, Sampling procedure, Ethical Issues and concern, Role of the researcher and Limitation of the study. These parts of the research show that the investigation has been done in a systematic manner with maintaining all the research role and regulation. In addition, concentrating on the research methodology and sorting the relevant sections of it displays that the work has been done properly, efficiently and the researcher has kept the validity.

3.2 Research Approach

Research is an academic investigation about a particular theme to reveal its structure. Researchers need to follow an exact approach while doing any type of research to address the set of the research questions. Therefore, in this research I utilized a Mixed Method approach which is a combination of Quantitative and Qualitative approaches. Mixed method approach means adopting a research strategy employing more than one type of research method. It describes working with different *types of data* or utilizing different investigators which means sometimes different research teams working in different research paradigms (Brannen, 2005). For these reasons mixed method research is often referred to as multi-strategy research (Bryman, 2001). Implying the application of a number of different research strategies related to a complex range of research questions and a complex research design (Bryman, 2001). Mixed method designs are planned, rigorous and although challenging to conduct or to

provide very strong publishable research findings. Therefore, to find out what the available resources are and how they are utilized by teachers and students at the Secondary School; this Mixed Method was used. The reason for selecting this approach was to get the answers from student's perspectives as well as from teachers.

3.3 Research Site

Research is normally done in any specific area and the place where the research is completed is called the research site. Research is conducted in the site to investigate any academic challenges, problems or to evaluate how the process of something is going. Therefore, this research has been taken place in Shughnan district In Badakhshan province in Afghanistan at the three Secondary Schools level each of: Two Girls' School and one Boys' School. The Girls' schools are situated in two different villages and both of them are the only Girls' public schools in the area which are called Girls' center schools. Besides that, the one boys' school was selected because it was a dominant school as well the teachers and students had time to be selected as participants. While the other schools were taking their final examination and could be selected as a target school. Moreover, the place is one of the mountainous areas which borders The Republic of Tajikistan and the schools are governmental schools which are directly supported by the government of Afghanistan. In addition, the informants who gave data were about 30 Secondary School teachers and 9 Secondary School students who are orderly teaching and studying at the 12th grade in the school. The site is one of the furthest areas in Badakhshan, Afghanistan. Despite being far away, in this district schools are mainly operating better than other parts of the province.

3.4 Research Participants

Overall, participants are those people who are chosen by a specific type of sampling as a research informant for the purpose of data collection. In this research 30 Secondary School teachers and 9 Secondary School students were selected as participants. About 20 of the teachers were male and 9 of them were female who opted in to take part in the survey. The majority of the teachers were between 40 -45 years old. These teachers were chosen from three different types of Secondary Schools in the site. Furthermore, a large number of the teachers taught Literature and English subjects while the smaller number of them taught Chemistry, Biology, Religious subjects and Class principles. The second group of the participants were about 9 high school students who were respectively 3 boys and 6 girls. Most of the students were 19 years old. These informants were picked up to take part in the interview to obtain the data from their side. Teachers and students were the only group of people at the Secondary School level who had full information about the materials that are utilized at the teaching-learning process. Therefore, they were chosen as informants of this research to acquire the data from them.

3.5 Sampling Procedure

Sampling is a process through it a few of the participants are selected from the population for further investigation about a particular theme of the research. In any field of inquiry all items constitute a “Universe” or “Population”. In this research two groups of population were chosen as a sampling, teachers and students. Therefore, two types of sampling have been used for participant’s selection. Stratified sampling was utilized for the quantitative data; at first from the population of 60 teachers in 3 schools about 30 of the instructors were chosen based on their genders, types of school, educational degree and teacher’s teaching subjects. It is mentionable, the criteria for the instructors was the grade that

they teach, genders and types of school where they teach. Hence, teachers had to be at grade 12th in the Secondary School level including 10 females with 20 male from three different schools. For the qualitative data, purposive sampling was used, at the beginning 9 students were picked based on their ability and knowledge about the school's library, human resource and ICTs materials. These students were addressed by the principals of the schools. Students were from those groups of learners who always actively participated in classes and got satisfactory scores. As a result, students were informed about the research and their own role and what will be expected from them in the interview.

3.6 Data Collection Methods

In general, methods are those ways that are utilized by the researchers for the purpose of data collection. Therefore, each research requires a kind of method or methods to help the researchers to get the data. In this research the survey and the interview were used to obtain the data from the participants. For the survey I designed a questionnaire and for the interview I came up with an interview guide. Both tools assisted me to acquire the data properly.

3.6.1 Survey

The survey was taken from 30 Secondary School teachers who were about 20 men and 10 females from three different Secondary Schools. It was conducted by the appointee in a class where the teachers participated and surveyed. First and foremost, the teachers were given an introduction about the survey why is it taken?. The main purpose of the survey was to investigate which sorts of teaching-materials are utilized by the teachers in the learning process. In addition, the survey sought whether the amount and capacity of the teaching learning materials are enough and adequate for the high schools' students or not?. Besides that, the survey tried to find out how the available resources are used by the teachers in the acquisition process.

3.6.2. Interview

The qualitative data of the study was gathered through an online interview using WhatsApp and Zoom which was taken from 9 Secondary School Students. First and foremost, the students were informed about the date of the interview. Then, when the interview started with each individual of the students; the induction was given to the students to know what the interview is about. Next, the consent letter was divided to each of the participants. Subsequently, the interview started with an ice-breaker question by asking what your favorite subject till grade 12 was. After that, the main interview questions were asked and the interview with each interviewee took between 15-20 minutes to be done. While asking each main question there were other follow –up questions for getting extra details from the students.

As a result, the methods each one the Survey and the Online Interview helped to collect the data from 30 instructors and 9 students who respectively were teaching and studying at the Secondary School level. On the one hand, the survey assisted me to understand the various kinds of materials that are used by the teachers in the learning process. On the other hand, it revealed the additional plans that were prepared by the teachers. However, the interview made it possible to obtain more data with in depth investigation from the students in order to find to what extent the learners understood the usefulness of having such materials in their learning process. While taking the Interview and conducting the survey the whole process was recorded and then transcribed for further investigation. It is mentionable that due to the lack of time and security situation in Afghanistan it was impossible to go to the field directly and to collect the data. Therefore, all the data collection process was done online by utilizing different Apps and by the cooperation of a person who was appointed by me in the field to organize and arrange technical issues for the participants while collecting the data.

3.7 Role of the Researcher

As a researcher I had to come up with some ideas and techniques to have a prior plan to easily and quickly collect the data without facing any types of problems during the data collection process. Therefore, at first I needed to prepare all the tools for obtaining the data and because of that I had to find a quiet place without any disruptions. [DS9] Then, while conducting the survey all the teachers were given a consent letter to show their agreement. All the instructors were in a heterogeneous group, hence I had to describe it first in my own language to maintain the sensitive issues. Consequently, the consent letter was submitted after filling-up and the teachers were told to start doing the survey. I had to explain the whole survey questionnaire for all the teachers for a better understanding.

Coming to the interview, at the beginning I had to work on the interview guideline. I thought about how to make the questions for 9 participants as informative as possible. While preparing it I had to incorporate questions without involving any sensitive information. At first the same procedure as the survey was done, by giving a consent letter to each one of the students. I had to describe the consent letter by my own words to know what is expected from them in the interview and how their information will be kept. Then, one by one the participants were interviewed and I had to repeat each question several times to make it understandable. Moreover, in case students did not get any points or were not able to give the exact answers I was required to give another follow-up question. As a result, while conducting the survey and interview I tried to show respect for all the participants, and I treated all the contributors equally in the same manner. As a researcher I needed to make the interview as livelier as was possible not to be boring for the informants. Then the data gathered and analyzed based on each theme accordingly in both methods.

3.8 Data Analysis Procedure

In the Cambridge Dictionary of Philosophy, 2nd Ed; Audi (1999) stated that analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents. By other words data analysis is the process of analyzing, interpreting and calculating the data in order to reach the findings and presenting the results in tables, charts and figures to be readable and understandable. Overall, quantitative and qualitative data were analyzed separately. First of all, the data obtained from all the participants then, the editing process was done. Subsequently, both the qualitative and quantitative data were coded to analyze the process easier. After that, the data were classified based on each theme and subthemes.

3.8.1 Qualitative Data Analysis Procedure

At first the answers of the participants were transcribed. It all started by listening to the audio and videos that were taken during the interview. On this occasion, I several times listened to the recorded speech and wrote the students' answers as accurately as I could in order to get a satisfactory result. Then, among the students' responses there were many similar ideas and answers. Therefore, I tried to divide the answers based on some themes that illustrate what exactly the participants have said. Subsequently, the major themes were described and cited accurately according to the number and date of the interviews with each individual of the participants.

3.8.2 Quantitative Data Analysis Procedure

The quantitative data were analyzed by utilizing the SPSS software. This software assisted me to obtain the statistical information which indicated to what percentage the teachers have agreed or disagreed about the survey questions. Next, based on the results of the extracted data some major themes were created that demonstrate the exact answer of the

research questions. In addition, in accordance with the survey questions, other sub themes were formed to clarify the answers better. Next, at the end of each sub theme the findings were presented in a chart that makes the results clear and more understandable. It is mentionable that during the analysis time I tried to bring evidence in each data to support the other ones. For instance, in the qualitative data I brought some points from the quantitative and vice versa to make sure there is a close relationship on both sides of the research and to indicate the credibility and rigor that has been maintained in the research.

In the quantitative data especially in the survey, from my point of view different ideas and selection can be viewed and coming to the main findings is a little bit tough. As Hammersley (2005 p 12) citing Erzberger and Kelle (2003) points out, the second bearing is not used to check or verify the first bearing; rather each complements the other in order to identify a particular location. As Hammersley (2005 p 12) points out, “these different forms of triangulation are investigative strategies that offer evidence to inform judgments, not techniques that provide guaranteed truth or completeness” According to Julia Brannen (2005 p 18-19) “The mixed method studies are three types”. **A-** Mixed methods studies where the quantitative component of the study is the more dominant and the researchers are known for their quantitative work. **B-** Mixed methods studies where the qualitative component has priority and the researchers identify themselves primarily as qualitative researchers. **C-** Mixed method in which the quantitative component came last and where neither approach appears to dominate. As a result, the survey data were analyzed and the themes were formed. Then, the findings of the survey which were divided based on each themes were shown by charts. The charts displays the results clearly with the exact percentage and numbers. In addition, a brief description and explanation is added at the end of each chart for further clarification.

3.9 Ethical Issues and Concern

Ethics are a set of moral principles of conduct used to govern the decision making behavior of an individual or a group of individuals (Agwor & Osho, 2017; Ezigbo, 2009). These concepts demonstrate how the researchers have kept the credibility and reliability of the research process. As a researcher, firstly, I designed a consent letter for each single of the contributors. Then, to keep the credibility and validity, the participants were given the consent letters in order to understand their role during the survey and interview. Besides that, in the introduction part I introduced myself and gave them a brief information about my position and the objectives of the research. Moreover, the participants were told that their information is only used for the purpose of this research not for any other issues. For instance, in the Survey Questionnaire I had to explain the questions first for the teachers not to misunderstand any of them. Among that, I tried to keep and avoid the sensitive information. All the information was described at the same time and instructors were requested to ask freely any types of questions which are not understandable before and while doing the survey questionnaire.

In the interview section, for opening the interview students were asked about their favorite subjects to motivate them to give responses as energetic as possible. Alongside that, students were told about the time and how long the interview will take place. During the interview all the learners were given the same respect and attention, the interviewees were from both genders therefore, while asking questions I tried to avoid words which arouse their feelings and emotions. As a result, when all the participants have done with the survey questionnaire and interview I showed my gratitude to each individual of them. Moreover, I gave the students the chance to ask me what I can do for them and insisted on offering any type of help I can provide in the educational area. At the end, all the participants were given a notebook with two pens as a gift.

3.10 Credibility and Rigor

Overall, every researcher needs to pay enough attention to the different dimensions of the research from creating the tools to the participants and results. According to Lincoln and Guba's (1985 p. 179) criteria of credibility, transferability, dependability and conformability are considered the "gold standard". Through studying two courses of research method I have gained some knowledge that helped me to understand how to conduct a research. In these courses I have learnt what research means and how to be able to do systematic credible research in an educational field. These courses assisted me to know how to choose a research topic and title and how to create tools for gathering the data. Furthermore, I acquired which types of approaches are needed to do research with their own data collection methods. In addition, during the classes I have practically worked and created topics and designed research tools, which actually was a great support for me to develop my research proposal.

After that, I have developed the research proposal which was incorporated with my main research topic and title and the research tools include Survey Questionnaire and Interview Guide. Subsequently, I sent the first draft to my supervisor and then got the feedback which was immensely effective and assisted me to make more efforts and to write a better one. Then, I refined the proposal and sent it back to the supervisor and I was allowed to start the data collection. Next, I collected the data and while gathering it I tried my best to do the process as rigorous as possible. I have created the tools for teachers and students incorporated with a consent letter for each individual of the participants. I had to explain each detail of the Survey Questionnaire for the contributors to make sure what is expected from them. In addition, for credibility and rigor I briefly explained the purposes of the research and the informants were briefed that all their personal details and responses are safe and will be used only for the purposes of the research.

3.11 Limitations of the Study

Limitations are an avoidable part of the research and it is natural that researchers face many challenges while doing the research. This research took place in Shughnan district which is one of the prominent districts in educational regard in Afghanistan that is known for its geographical location and for the peoples' culture and tradition. While doing this research I found some limitations and faced to some problems. Firstly, lack of time and pandemic caused not to go to the field directly to get the data from the informants face to face. Therefore, the data were collected through online platforms such as WhatsApp and Zoom. Secondly, the security situation in Afghanistan suddenly changed; the Taliban took control over the country and it caused all academic institutions from schools to universities stopped operating.

Because of that, on the one hand conducting a research in such situation wasn't an easy work. On the other hand finding the participants in one academic place was difficult. For instance, in this research about 6 female student were selected as informants, when the situation changed. We (I and the Appointee) could not find the girls at school. Because young female students were banned from going to school. Therefore, we had to find them at home by the cooperation of their schools' principals. Finally, teacher's load and responsibilities were another barriers. For example, being busy and not having time to give the data or to be selected as informants. To illustrate, when we started to conduct the survey all the Secondary Schools teachers were busy with preparing the final autumn exams. That was a problem to find the participants and we had to find the instructors whenever they were free. To sum up, time and security are the key points which are needed to be considered while doing a research. Understanding whether the participants have time to be selected as a research informants or not is very important. Finally, being patient and making sensible decision about when and where the data should be collected are essential parts of the research.

Chapter 4

Data Analysis and Findings of the Study

Introduction

Overall, this chapter presents two major concepts of the research: 1) It shows how the collected data have been analyzed 2) It displays what are the main findings of the research. The categories of information that were found are: First and foremost, this research sought all the available resources which are utilized at the Secondary School level such as the availability of the library's resources, the availability of the ICTs resources, the accessibility of the human resources and the additional plans that are made by the teachers. Secondly, this research investigated teachers and students utilized the resources in various ways. Finally, the research uncovered the changes that the materials brought in students' learning style as well revealed the advantages of utilizing the materials in the teaching-learning process. The data were collected from the Secondary Schools' teachers and students through a direct online face to face interview and a survey.

The data which were obtained from the informants are related to the qualitative and quantitative approaches. Therefore, in this research at first I am going to analyze the qualitative data by transcribing the participants' answers and dividing them into some major themes. Then, analyzing the themes in accordance to other sub themes which will clearly display the findings of the research. Subsequently, I would like to analyze the quantitative data by categorizing the data into some main themes. The major key contents will be obtained from the results of the data that are derived by the SPSS software. This software will help me to find out the exact number and percentage of the gathered data and to assist to easily show the results of the data via charts and tables. At the end there will be a summary of the quantitative results in a table.

4.1 Qualitative Data Analysis

The major data that were collected are: At first, the available resources in the teaching learning process were found. Secondly, it is realized how frequently students have access to the available materials. Thirdly, it was revealed where and for which purpose students and teachers searched for the resources. Fourthly, it was investigated how teachers and students applied the materials. In addition, the research found that to what extent students understood the usefulness of utilizing such materials. Finally, the research made it clear whether students have seen any changes in their learning style or not. The qualitative data are analyzed by listening to the recordings then transcribing the informants' speech into texts. Therefore, I categorized the results of the qualitative data into the most important themes.

4.1.1 The Availability of the Resources and How Frequent They Are Used

Teaching-learning materials are the essential part of the acquisition process. These materials assist teachers and students to obtain information and use it in their classes. The more materials are used in the learning process, the more learning achievements will be there; and the more available are the resources, the more benefits will the students get to improve their skills. Therefore, school's students should continuously refer to the different kinds of resources to increase their understanding in a particular field. Based on the interviews with the participants, almost all the learning materials were accessible for the students just with a little differences. For example, for some of the students it was tough to get access to the Computer. For others it was difficult to have access to the internet. However, the participants specified the library's resources and human resources were the most available resources in the school. For example, one of the participants said " I really like reading history and therefore whenever I went to the library I have always found the books which I looked for and easily got access to the books which talk about the story of the kings and the victory of the emperors" (Interview # 4 Date 16.Nov.2021). Similarly another participant said "I really like physics'

materials and luckily our school has enough resources in the science subjects, therefore, I have always got access to the books in the library” (Interview # 9 Date 18 Nov.2021). Alongside that, 4 of the participants mentioned the availability of the Internet. For instance, participant number 4 mentioned that she gets access to the internet and downloads materials in biology. Similarly participant number 9 specified that the internet really helps her when she doesn’t find information in the library. (Interview # 2, 4, 5, 9 Date 15, 16, 18). Besides that, about 5 of the students indicated the accessibility of the computer resources. For example, participant number 1 indicated that he usually uses his brother’s computer when he comes back home from university. In contrary participants number 9 said that she utilizes her father’s computer when he arrives from work (Personal communication: Interview # 1, 2, 4, 7, 9, Date 15. 16, 18 Nov.2021).

In accordance with the quantitative data the majority of the teachers strongly agreed “There are enough materials in the library for reading and studying for the number of students in the school”. In addition, a small number of the instructors just agreed “The capacity of the laboratory and its tools are adequate for the learners to do any type of practical work inside it”. (Survey Date 16.Nov.2021). The key findings in this part are: 1) students specified they comfortably and quickly find information in the library by utilizing the available resources inside. 2) Acquiring information from the internet was difficult for the students as most of the students couldn’t have sufficient access to it due to not having the right tools such as computers or mobile phones. To sum up, students indicated that the library materials like books and the human resources such as teachers were available all the time rather than the computer and internet resources which the students declared and particularly specified they sometimes use their relatives’ computers.

In the sense of how frequent students utilized the materials, the research found that 5 participants used to go to the library 4 days in a week. For example one of the participants mentioned “I go to the library when I am free and do not have any other classes; this moment provides me the opportunity to investigate more in the library” (Interview # 1 Date: 15.Nov.2021). On the contrary another participant explained “I usually get the books at the end of the week to study them at the weekend and sometime during the weekdays which really help me to get a little bit information about the new lessons” (Interview # 4 Date 16.Nov.2021). However, this figure is not the same as the other 4 participants .They pointed out that they visit library when they have any assignments or homework. For example, participants number 3 and 7 demonstrated that going to the library is based on their needs when they get homework in math and chemistry subjects then they refer to the library (Interview # 7, 8, 9, 3 Date 16, 18- Nov-2021) . Based on the Internet Resources, participant number 4 and 5 mentioned that they sometimes utilize the internet due to not having access to the computer or mobile phone devices. (Interview # 4, 5, Date: 16, 18-Nov-2021). A few of the students described that they occasionally get access to the internet. For instance, participant number 2 said that “it costs too much and I can’t afford to activate the bundle of internet” (Personal Communication: Interview # 2, 9 Date: 16, 18-Nov-2021). Coming to the Computer Resources, the majority of the students said that they sometimes utilize computers. (Interview # 1, 2, 4, Date: 15, 16-Nov-2021). For example, Participant number 7 mentioned that she does not have a computer herself but she sometimes uses her brother’s computer. (Interview # 7 Date: 18-Nov-2021). In Human Resources Regards, the majority of the students indicated that they always utilize their instructors for obtaining new information at any time in the classes. (Interview # 1, 2, 3, 4, 5, Date: 15, 16 -Nov-2021). For instance, participant number 8 and 9 specified that they get answers from teachers not just only in the class but sometimes out of the class as well. (Interview # 8, 9 Date: 18-Nov-2021).

4.1.2 The Place and Purposes of Utilizing the Materials

Starting from the Library's Resources, the large number of the students indicated that the schools' libraries are the best place where they find most of the books. (Interview # 1, 2, 3, 5, 6, Date: 15, 16-Nov-2021). A greater number of the participants demonstrated they have access to the school's library as well to the local one. For example, one of the participants said "I most of the time visit the local library in our village when I can't find the books in the school's library". (Interview # 6 Date 16.Nov.2021). Similarly another participants said "they have access to the Agha Khan Education Service library (AKES) which provides most of the English resources that help them to find useful information". (Interview # 7, 8, 9 Date: 18-Nov-2021). Based on the participants' opinion, in the village without the schools library's materials; out of schools resource are available as well, that assist students to obtain information. In terms of the internet, participant number 2 elaborated that he usually activates his own internet bundle and utilizes it at home. Participant number 4 suggested that she has her own mobile phone which assists her to connect it to the internet. Participant number 5 implied she sometimes uses her uncle's phone. In relation to the Computer Resources, the majority of the students search for the resources at home; their relatives assisted them to utilize their computers. (Interview# 1, 2, 4, Date: 15, 16-Nov-2021). A small number of the learners pointed out that they use their friends' computers. For example, participant number 7 described "after coming from school I immediately go to my friend's house to use her computer that is actually a great help". (Interview# 7, 9 Date: 18-Nov-2021). By coming to the human resource, the majority of the students mentioned that they get support from their teachers at the class and sometimes out of the class. For example, participant number 4 indicated that she gets help from teachers while they are at the teachers' office and hardly ever out of the school. (Interview# 1, 2, 4, 7, 8, Date: 15, 18-Nov-2021).

Based on the purpose of using the resources participant number 2, 3, 4 implied that they utilize the Library's Materials for the purpose of getting more information about their school's subjects (Personal Communication: Interview # 2, 3, 4, Date 15, 16- Nov-2021) while 6 students indicated that they use the Library's materials to assist them to gather and prepare data for the homework which has already been given to them by the teachers. (Personal Communication: Interview # 1, 5, 6, 7, 8, 9, Date: 15, 16, 18 –Nov- 2021). For example, participant number 5 specified that “ I do not have access to the internet and the only resource which help me to prepare for my lessons that is the library resource” . In terms of the Internet Resources, participant number 2 pointed out that he utilizes the internet resources to obtain information about the science subjects. Participant number 4 indicated that she utilizes the internet resources in order to get useful data about Biology and Religious subjects' .Participant number 5 replied that she surfs the internet to get information about Afghanistan history. Participant number 9 responded that she utilized the internet resource to know about the environment and physics.

Coming to the Computer Resources, the majority of the students stated that they use Computer Resources to become familiar with its programs and to know more about how to get further data from the internet. (Personal Communication: Interview # 1, 2, 4, Date: 15, 16 - Nov- 2021). A small percentage of the students used computers to know more about their school's subjects. For instance, participant number 9 said that she watches videos in computer to know more about physics and the environment. (Interview # 9 Date: 18- Nov- 2021). In Human Resource regards, the large group of the students specified that they refer to the teachers for the purpose of solving their problems which they cannot find their answers on the internet and in the libraries. (Interview # 1, 2, 3, 7, 8 Date: 15, 18 - Nov- 2021). For example, participant number 6 indicated that her teachers easily and directly understand her rather than the libraries and internet resources. (Interview # 6 Date: 18 - Nov- 2021).

4.1.3 Accessibility of Library, ICTs and Human Resources

According to the interview with the participants, the greater number of the students, about 5 of them stated that the Library Resources were accessible all the time. For example, participant number 3 mentioned “whenever I searched for the religious subjects the library was open”. (Interview # 1, 2, 3, 4, 5 Date 15, 16-Nov- 2021). In contrary, a small group of the students, around 4 of them, pointed out that sometimes the School’s Library was closed or the librarian was not available and therefore, they were inevitable to refer to other local libraries. (Personal Communication: Interview # 6, 7, 8, 9, Date 16, 17-Nov- 2021). In relation to the internet and Computer Resources, almost all of the participants said that they do not have full access to the Internet and Computer resources. For example, participant number 2 mentioned that “the networks which I utilize costs too much and I cannot afford to use it continuously” (Interview # 2 Date 15-Nov-2021). Participant number 4 mentioned that she does not have access to the internet resources constantly but hardly ever uses it. (Interview # 4, 5, 9 Date 16, 19 -Nov- 2021).

In the sense of Human Resources, the majority of the participants agreed that they have enough access to Teachers and Principals. (Personal Communication: Interview # 1, 2, 3, 4, 5, 6 Date: 15, 16-Nov-2021). For instance, Participant # 7, 8, 9, clarified that “instructors were available not just only at the school but out of the school as well” (Personal Communication: Interview # 7, 8, 9, Date: 18-Nov-2021). By comparing the quantitative data it was investigated that “the larger number of the teachers agreed that books and equipment storage facilities are enough at the school”. Alongside that, “other teachers strongly agreed that students have sufficient number of teaching-learning materials”.(Survey Date 16.Nov.2021). Hence, from all these findings we can realize that students had better access to the Library’s and Human Resources rather than ICTs materials like the computer and the internet.

4.1.4 How Teachers Utilized and Applied the Materials in the Daily Lessons

In the sense of Library Resources, the majority of the students added that some of the teachers take notes from the library resources every day. (Interview# 1, 4, 5, 6, Date: 15, 16-Nov-2021). For example, Participant number 2 and 3 explained that they usually hear and see new materials each week. (Interview# 2, 3 Date: 16-Nov-2021). In contrary, a small group of the students mentioned instructors hardly ever use the Library's Resources. (Interview # 7, 8, 9 Date: 18-Nov-2021). In terms of Internet Resources, participant number 2 said about 40% of the teachers utilized the internet resources every day. Participant number 4 pointed out that some instructors do not have access to the internet and they have never used the internet resources in their lessons. In the quantitative data we found and understood that only about 13.33 percent of the instructors surf the internet for getting information. Based on Computer Resources, participant number 1 specified that about 4-5 teachers have access to the computer every day. Participant number 2 mentioned that "the computer teacher sometimes brings his to show us practically".(Interview # 2 Date 15.Nov.2021). In the quantitative data it has illustrated and mentioned that 30 percent of the teachers agreed that computers are used at the teaching-learning process.

In relation to the Human Resource, the large number of the students shared one similar idea "Teachers always had close cooperation with each other's".(Interview# 1, 2, 3, 4, 5, 6, Date: 15, 16 -Nov-2021). In contrary, a small number of the students specified that "teachers hardly ever had co-teaching and they shared many techniques with each other". (Personal Communication: Interview # 7, 8, 9 Date: 18-Nov-2021). From the interview it was revealed that the majority of the students, about 6 of them, mentioned that teachers go to the library individually and apply the lesson by debating or creating a group. (Interview # 1, 2, 3, 4, 5, 6, Date: 15, 16-Nov-2021). For example, participant's number 7 and 8 indicated teachers put them in different groups, then they are given a specific task on a particular theme to read

about. (Interview # 7, 8 Date: 18-Nov-2021). Coming to the Internet Resources, almost most of the students specified that some teachers normally use the internet as they apply new exercises with further examples and sometimes they teach visually. (Personal Communication: Interview # 1, 2, 3, 4, 5, Date: 15, 16-Nov-2021). As in the quantitative data it was mentioned that 13 percent of the instructors surf the internet. While, about 43.33 percent of the teachers strongly disagreed about utilizing the internet in the teaching-learning process. In terms of the Computer Resources. Participant number 1 explained that sometimes the computer teacher takes them to the computer lab to work in a group in one computer. Participant number 2 demonstrated that the computer teacher downloaded materials and pictures and taught. Participant number 4, 7, 9 illustrated that, instructors occasionally print the materials and teach. (Interview # 4, 7, 9 Date: 16, 18-Nov-2021). In accordance with Human Resources, the majority of the students demonstrated that teachers usually assist each other when one of them is absent. (Interview # 1, 2, 3, 4, 5, 6 Date: 15, 16-Nov-2021). For example, participant number 7 and 8 specified that the principals observe classes each week. (: Interview # 7, 8 Date: 18-Nov-2021). Besides, the quantitative findings showed and indicated “that the majority of the teachers, about 80 percent of them agreed that the principals observe the class”.

4.1.5 Advantages and the Subjects in Which the Resources are utilized

In terms of the Library Resources, about 5 of the students replied that Library Resources assisted them to find more information and explanations about the homework which is given by their teachers. For instance, participant number 4 added that the library’s resources are free to be used. (Interview # 1, 2, 3, 4, 5, Date: 15, 16-Nov-2021). Similarly, participant number 7, 8, and 9 explained that “Library’s Resources are the only resources that we have access all the time rather than the internet and computers”. (Interview # 7, 8, 9 Date: 18-Nov-2021). In the sense of Internet Resources, the majority of the participants suggested

that the internet resources helped them to find their answers easily and quickly. (Interview # 2, 4, 5, Date: 15, 16-Nov-2021). For example, participant number 9 mentioned that sometimes it saves time rather than going to the library and searching for books. In relation to the Computer Resources, a larger number of the students indicated that a computer is useful because the data in it is stored safely. (Interview # 1, 2, 4, Date: 15, 16, -Nov-2021). Alongside that, participant number 8 illustrated that “if I had a computer, I would use the internet because it is faster than searching in the Library”. Participant number 9 mentioned that “a computer gives the possibility to save many books in it which are accessible anytime and anywhere”. In Human Resource regards, the majority of the students around 6 of the learners mentioned that the advantage of teachers is “they speak the same language as us and it is a great support which helps us very much”. (Interview # 1, 2, 3, 4, 5, 6, Date: 15, 16 Nov-2021). The same, the smaller number of the learners elaborated “that teachers are the primary resources in the school”. (Interview # 7, 8, 9 Date: 18-Nov-2021).

From the interview we understood that there were different subjects in which teachers and students took the advantages of the resources. For instance, in the sense of Library Resources, the majority of the students around 5 of the scholars responded that in English, Biology, Literature, Pashto, Geography and physics teachers prepared library’s materials the most. (Interview number 4, 5, 6 7, 8 Date: 16, 18-Nov-2021). A small number of the students, approximately 3 of them, stated that teachers used most of the library’s materials in history. (Personal Communication: Interview # 1, 2, 3, Date 15-Nov-2021). In relation to the Internet Resources and Computer Resources, a greater number of the participants indicated that in Chemistry and Biology the teachers used the resources. For instance, participant number 2 pointed out that in Geography and physics teachers utilized materials from the internet and computer as well. (Personal Communication: Interview # 2, Date: 15, 16, 18-Nov-2021).

4.1.6 The Extent of Usefulness of the Resources and the Changes That Students Seen

Starting from the Library Resources, the majority of the students, about 3 of them said; they found the Library Resources quite useful. (Personal Communication: Interview # 4, 5, 6, Date- 16, -Nov-2021). For example, participant number 7 said that “I most of the time use the library materials and they are extremely useful”. Similarly, participant number 8 and 9 indicated that they are very pleased to have the Library’s Resources. (Interview # 8, 9 Date: 18-Nov-2021). In terms of the Internet and Computer resources, most of the participants indicated that both of the resources are extremely useful to be used in the teaching learning process. (Interview # 1, 2, 3, 7, 8, 9 Date: 15, 18-Nov-2021). For example, participant number 5 pointed out that she is less satisfied because occasionally she gets access to the internet. In relation to Human Resources, a greater number of the students found that principals and teachers are available all the time and they are extremely helpful in the teaching process. (Interview # 1, 2, 3, 4, Date: 15, 16 -Nov-2021). To illustrate, some of the students explained that teachers are the only resource who supported them till 12 grade directly. (Interview # 7, 8, 9 Date 18-Nov-2021). Based on the quantitative data it was elaborated “that 66.67 percent of the teachers specified and were strongly in agreement that teachers regularly cooperate with each other”.

The interview with the students specified that, the larger number of the students around 5 of them pointed that the Library’s Resources assisted them to improve their reading and searching skills (Personal Communication: Interview # 1, 2, 3, 4, 5, Date: 15, 16 -Nov-2021). For instance, participant number 6 indicated that “ the Library’s Resources helped me to increase my knowledge and to be good at discoursing as well to improved my communication skills”. (Interview # 6, Date: 16.Nov-2021).In the sense of Internet and computer Resources, the majority of students specified that internet and computer resources helped them to understand the basic information and to do tasks easier as well quicker.

(Interview# 2, 4, 5, 7 Date: 14, 15, 18-Nov-2021). For example, a small proportion of the students explained that the internet and computer resources helped them to learn more about their school's subjects. (Interview# 7, 9 Date: 18-Nov-2021). Coming to the Human Resources, the majority of the participants stated that they improved their communication skills while discussing with instructors. (Interview# 1, 2, 3 Date: 15-Nov-2021). For instance, participant number 4 said "I was very shy but asking questions from teachers motivated me to lose it". Additionally, participant number 4, 5, 6, declared their teachers taught them how to be more inquisitive. (Interview# 4, 5, 6, Date: 16 -Nov-2021).

4.1.7 Ways of Seeking and Keeping On Utilizing the Resources

In the sense of Library's Resources, 5 of the learners indicated that based on the timetable which they made they went to the library and searched for books (Interview# 1, 2, 3, 4, 5 Date: 15, 16 -Nov-2021). For example, participant number 6 indicated "by the help of my instructors I got information about the theme in which book it is then I went to the library and searched for". (Interview# 6 Date: 16-Nov-2021). In accordance with the Internet and Computer Resources, more than half of the students implied they looked for the best time when their family members arrived at home to utilize the computer and internet. For instance, participant number 4 said "when my uncle arrives at home I ask for his computer to use it". (Interview# 2, 4, 5, Date: 15, 16-Nov-2021). Similarly, the smaller number of the students pointed out that they made a plan and based on that plan they went to their classmates' house to use the computer and internet. (Interview# 7, 9 Date: 16-Nov-2021). In the sense of Human Resources, from 9 participants 5 of them responded they followed their instructors at school and asked questions. (Interview # 1, 2, 3, 4, 5, Date: 15, 16 -Nov-2021). The same with the rest 4 of the participants who indicated that "we went to the teacher's office and sometimes visited them in the village to get information". (Interview # 6, 7, 8 Date: 18-Nov-2021).

According to the interview, the research found that the large percentage of the students replied that they hope to utilize Library's Resources at the university level as well in advance. (Interview # 1, 2, 3, 4, 5, Date: 15-Nov-2021). For instance, 4 of the participants indicated that the materials inside the libraries are free and always available. Therefore, it persuades them to use continuously. (Interview # 6, 7, 8, 9, Date: 16, 18-Nov-2021). In the sense of Computer and Internet Resources, the majority of the students said they will utilize them in the future. (Interview# 1, 4, 5, Date: 15, 16-Nov-2021). For example, participants number 7 and 9 responded that they will take courses to improve their computer and internet skills at the university level. (Interview# 7, 9 Date: 18-Nov-2021). Coming to the Human Resources, all the participants indicated that teachers are the most accessible resources who always directly guided the learners and assisted them. For instance, participant number 4 added that it is important to utilize teachers for any educational purposes anywhere and anytime (Interview# 4 Date: 16 -Nov-2021).

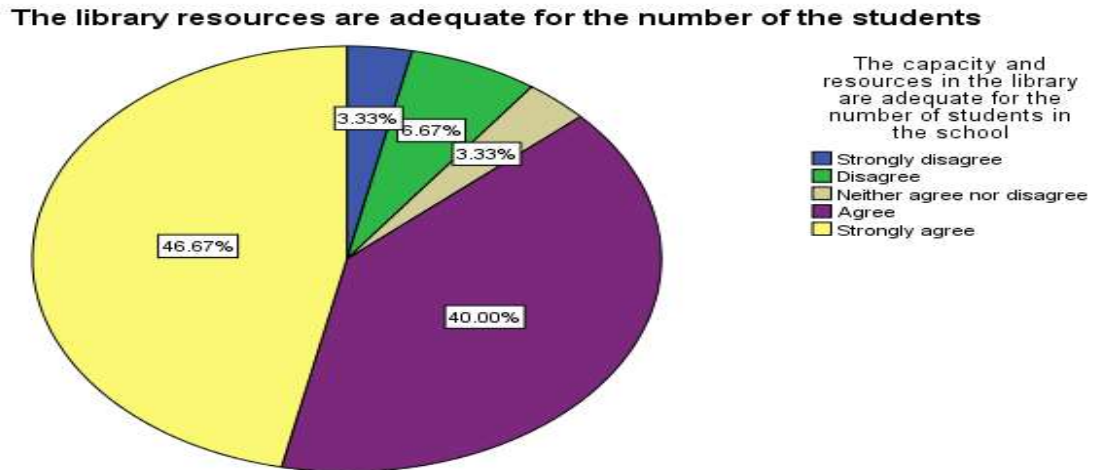
4.2 Quantitative Data Analysis

The main data that were collected in this part are: 1) Investigating the adequacy of the library, ICTs and human resources 2) Finding the role and responsibilities of parents and community in relation to their children education 3) Understanding the role of principals and their observation from classes 4) Recognizing how and to what level teachers utilized the resources in the teaching-learning process. The quantitative data in this research are analyzed by utilizing a software which is called Statistical Package for Social Science (SPSS). First and foremost, based on the findings the data were divided into four themes each of them are: The availability of library resources, the availability of ICTs resources, the availability of human resources and additional plans. Subsequently, each theme has been divided into sub themes that demonstrate and clarify the findings in an organized way. Finally the results are shown by chart to easily be understood.

4.2.1 The Availability of the Library's Resources

According to the survey that was taken from the teachers, it was found that the library resources such as Manilas, Dusters, Chalk, Models, Charts, Books, Calculators, Geometric Instrument, Teachers' guide books, Laboratory facilities , Science room facilities and other teaching learning materials are available and adequate for the Secondary School level students. The main results that were uncovered in this study are: First and foremost, about 46.67 % of the teachers which is equal to 14 instructors strongly agreed with the adequacy of the library resources. In addition, around 40 % of the teachers just agreed which illustrates they might not have access to some of the library resources. Furthermore about 3.33% of the teachers were neither agree nor disagree about the adequacy of the library resources which shows they were in doubt with the sufficiency of the resources. Finally, 6.67% and 3.33 % of the teachers respectively who disagreed and strongly disagreed about the adequacy of the library materials which demonstrate these teachers are not satisfied with the sufficiency of the library resources as they can't find the books and other materials when they look for in the library.

Figure 2. This pie chart shows that the majority of the teachers, about 46.67 % of them; strongly agree that there are enough materials in the library for teachers and students to utilize



4.2.1.1 The Adequacy of the Materials in the Laboratory and the Agriculture Room

From the survey it was found that the majority of the teachers, about 33.33% of them, agree that the laboratory's room equipment and capacity is enough. However, the same number of the people neither agree nor disagree about the adequacy of the agriculture's room capacity and equipment. Alongside that, about 30 % of the instructors specified they neither agree nor disagree about the laboratory tools which show these teachers don't find the materials which they need in the laboratory. Nonetheless, around 23.33 % of the teachers declared they respectively disagreed and agreed about the agriculture's room equipment which demonstrates some of the teachers can find the materials in the agriculture room and the same number of them can't obtain whatever they look for to use it in practical work with students.

Figure 3. This pie chart illustrates that about 33.33 percent of the instructors agreed about the capacity of the laboratory and its tools are adequate for the students. Nevertheless, about 23.33 % of the teachers disagreed, which means the laboratory doesn't have enough resources.

The capacity and equipment in the laboratory is adequate for the number of students in the school

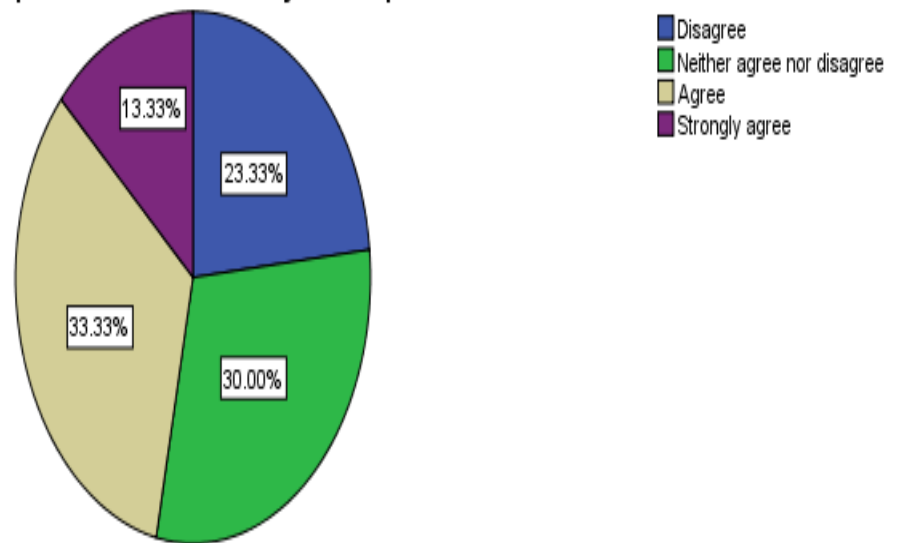
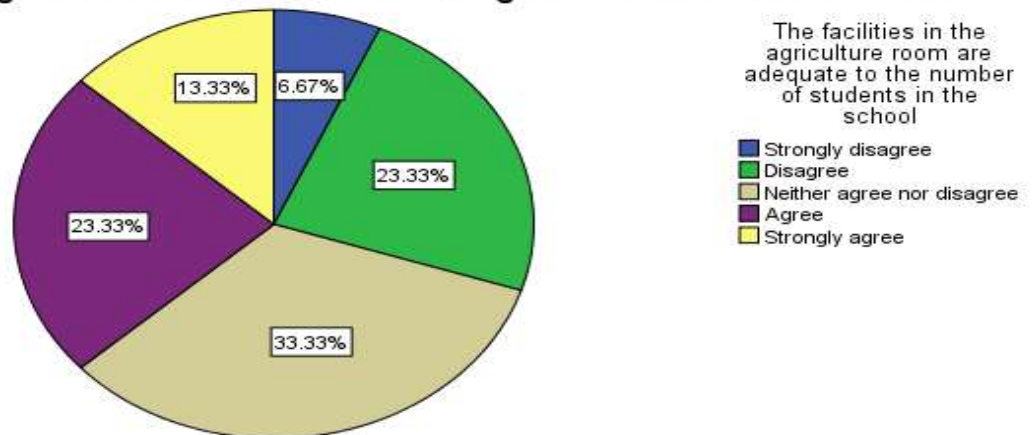


Figure 4. The bar chart explains that about 23.33 % of the teachers disagree and also agree, about the Agriculture’s room facilities.

The Agriculture room facilities are enough for the number of learners.

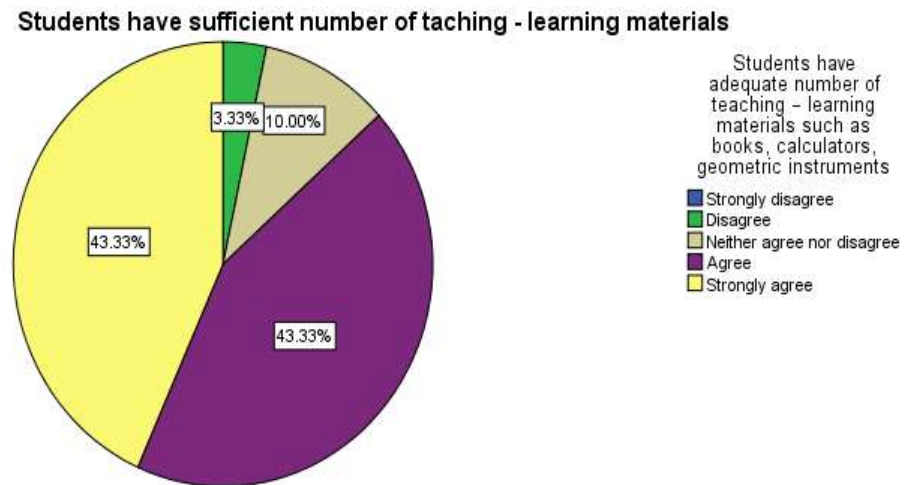


The facilities in the agriculture room are adequate to the number of students in the school

4.2.1.2 The Adequacy of the Teaching Learning Materials

The results of the collected data show that the majority of the participants, around 13 teachers or 43.33 % of the participants specified they strongly agree that students have a sufficient number of teaching-learning materials such as Books, Calculators, Geometric tools, Chalks, Manilas, and etc. However, 3.33 % of the instructors disagreed that display these teachers do not have enough books or other learning materials and sometimes face these challenges.

Figure 5. The pie chart shows students have a sufficient number of learning materials.



4.2.1.3 The Adequacy of the Reference Book and Teacher's Guide Book

Based on the findings of the research, around 30 % of the teachers declared they neither agree nor disagree about the amount of reference books in the school which means in some subjects they have access to the reference books but in others they don't. In contrast, the majority of the instructors, about 36.67 % strongly agree about the teacher's guide books. That means the guide books are available enough in the Secondary School which helps teachers to get useful teaching tips to apply in the new lessons.

Figure 6. The pie chart indicates the majority of the teachers were neither agree nor disagree about the accessibility of the reference books.

The amount of reference books are sufficient at the school.

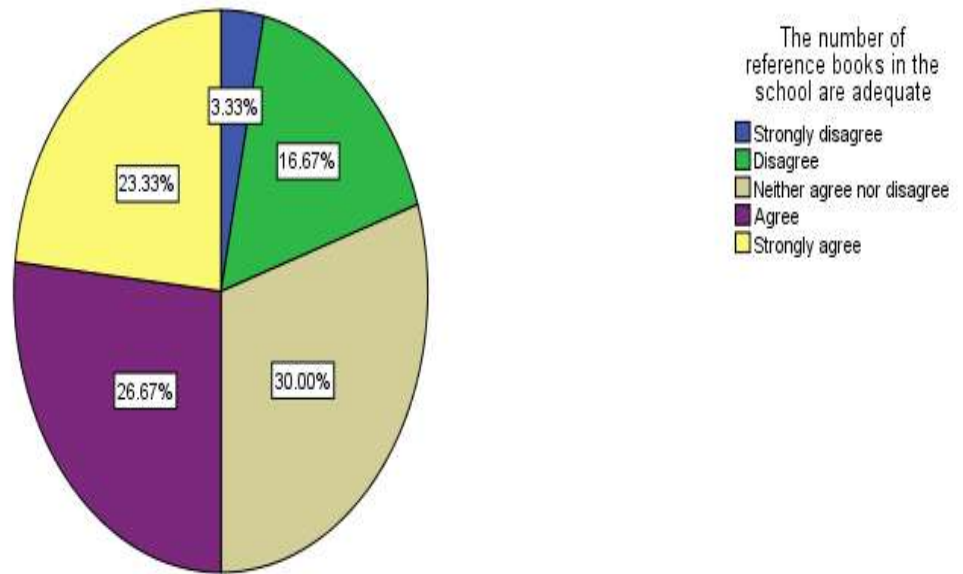
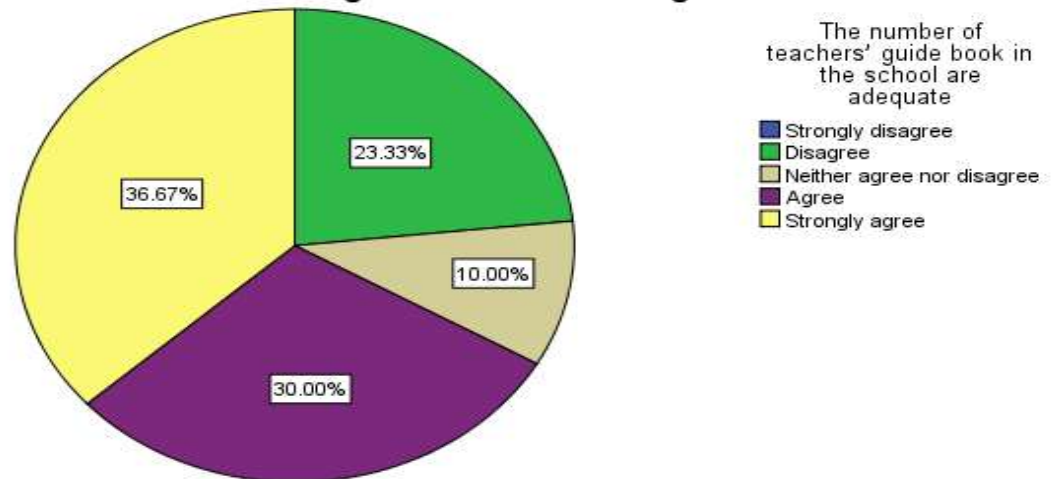


Figure 7. This pie chart expresses that the larger number of the teachers indicated that the teacher's guide books are enough in the school.

The amount of teacher's guide books are enough at the school.



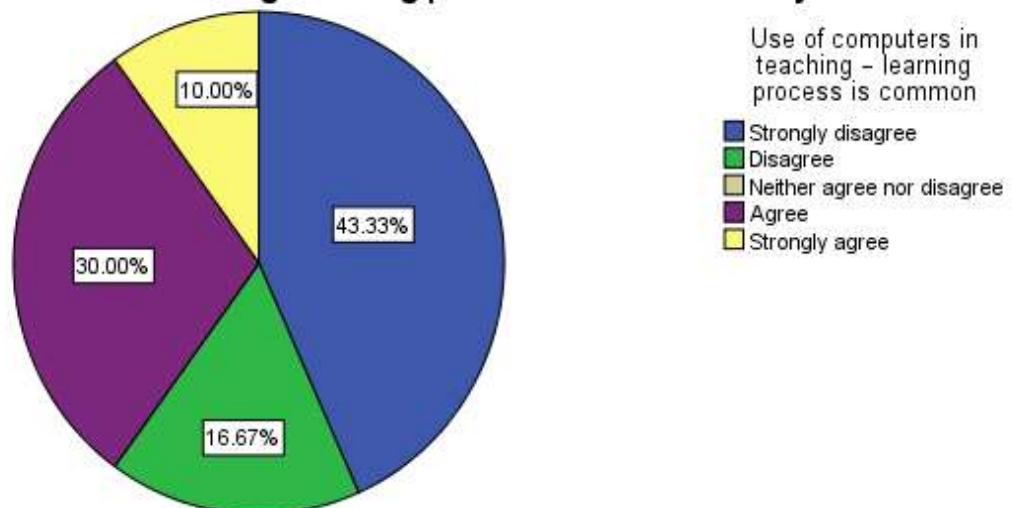
4.2.2 The Availability of the ICTs Resources

First and foremost, the survey investigated three important points in ICTs resources which are utilizing the computer, internet and out of school resources. The results demonstrate that teachers do not normally use computers in the teaching-learning process. Based on the results it was found that a greater number of the teachers, about 13 instructors or 43.33 % of them stated that they strongly disagree about utilizing computers in the teaching learning process. Secondly, a few of the teachers have access to the internet which helps them to get data in relation to their subjects and the results show about 13.33 % of the teachers strongly agree about using the internet for obtaining the data. Thirdly, the survey explored that out of school resources are accessible for the teachers which are included public computer clubs and libraries that offer ICTs facilities. In accordance with the results, about 43.33 % of the instructors strongly agree that teachers can use the materials which are out of school.

4.2.2.1 Utilizing Computer

Figure 8. Pie chart illustrates that about 42.33 percent of the teachers strongly disagree about utilizing computers in the teaching-learning process. While just about 10 % of them utilize the computer in the teaching-learning process.

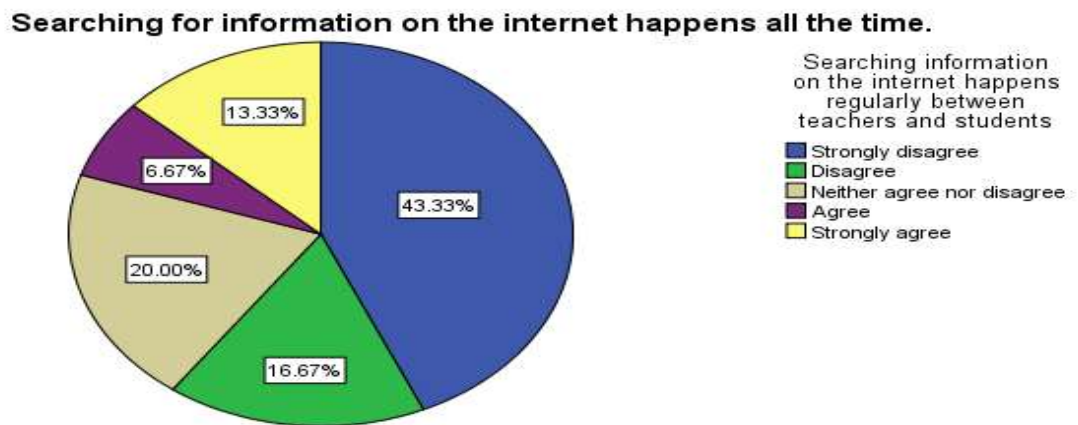
Use of computer in the teaching -learning process at the Secondary School Level



4.2.2.2 Utilizing Internet

Based on the data, about 13 teachers or 43.33 % of the instructors strongly disagree about taking the advantages of the internet. It means, teachers pointed out that surfing the internet for educational purposes occurs very rarely. Nonetheless, 13.33% of the teachers stated that they have access to the internet. Based on the qualitative data, students indicated that in some subjects like Biology, Chemistry, Geography and Physics teachers exploited the internet resources (Interview # 2, 4, 7, 9 Date: 15, 16, 18-Nov-2021).

Figure 9. This pie chart illustrates the percentages of utilizing the internet between teachers. The majority of the teachers did not have proper access to it.

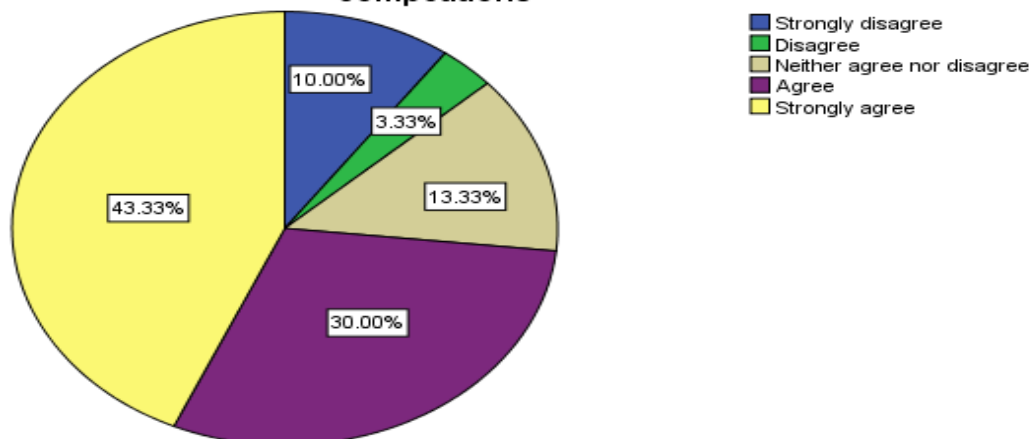


4.2.2.3 Utilizing Out Of School Resources

In accordance with the results of the data, the majority of the teachers; about 43.33 % of them, strongly agree that out of school resources are available for the students. This shows that the Secondary Schools' students have access to the Local Library, Computer Clubs, Local Teaching –Learning materials and other competitions. However, about 10 % of the instructors strongly disagree about this which states in some subjects there might not be enough materials to be utilized in the teaching-learning process.

Figure 10. The pie chart displays that the larger group of the teachers, about 43.33 percent of them, indicated that out of school resources are always accessible for learners.

Out of school resources are always accessible for students such as using the local teaching- materials, local library, Computer Club , community support and competitions



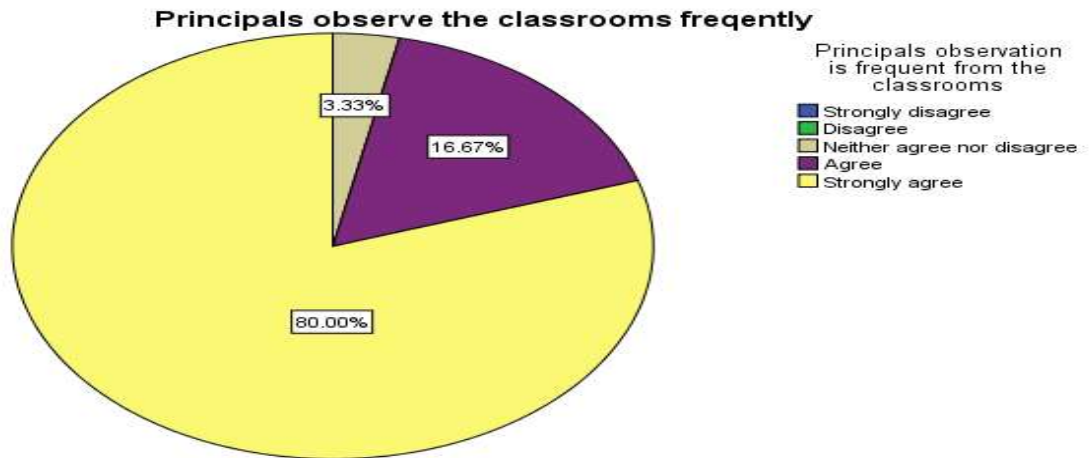
4.2.3 The Availability of the Human Resources

The findings of the research show, the group of people who contribute in schools' programs and activities are respectively the teachers, principals, parents and the community. The results of the gathered data show that about 24 or 80% of the teachers strongly agree that the schools' principals observe the classrooms frequently. In addition, 50% of the teachers strongly agreed that parents participate in schools in relation to their children's learning progress. Moreover, the findings demonstrate that about 10 teachers just agree with the community cooperation with the schools. Finally, the results show that 66.67 % of the teachers strongly agreed about the cooperation between teachers and teachers, which illustrates the instructors help and support each other in continuing the classes.

4.2.3.1 The Cooperation and Observation of Principals

The findings illustrate the larger number of the teachers about 80 % of them agreed that principals frequently keep the classes under their observation. However, 3.33% of the teachers indicated that they neither agree nor disagree which indicates the principals hardly ever visited their classes or rarely observed the classes.

Figure 11. This figure shows the majority of the teachers agreed that the principals observe the class.

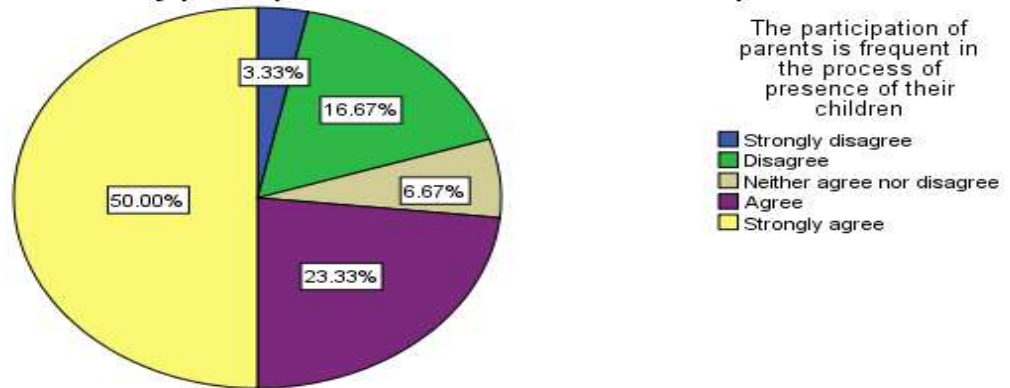


4.2.3.2 The Cooperation of Parents with School

The results explain that more than half of the teachers, around 50 % of them, strongly agreed that the parents regularly take part in schools in relation to their children's presence. Nonetheless, just 3.33 % of the instructors strongly disagreed which demonstrates these teachers have not seen the role of the parents in the school. At the Secondary School level parents have their main roles such as they contribute to get information about their children's learning progress whether they participate at the classes regularly or not. Alongside that, they are very supportive in the sense of learner's encouragement towards school and their educational purposes.

Figure 12. The pie chart specifies that about 50 percent of the teachers agreed that parents actively take part at the school.

Parents actively participate at school in their children presence.

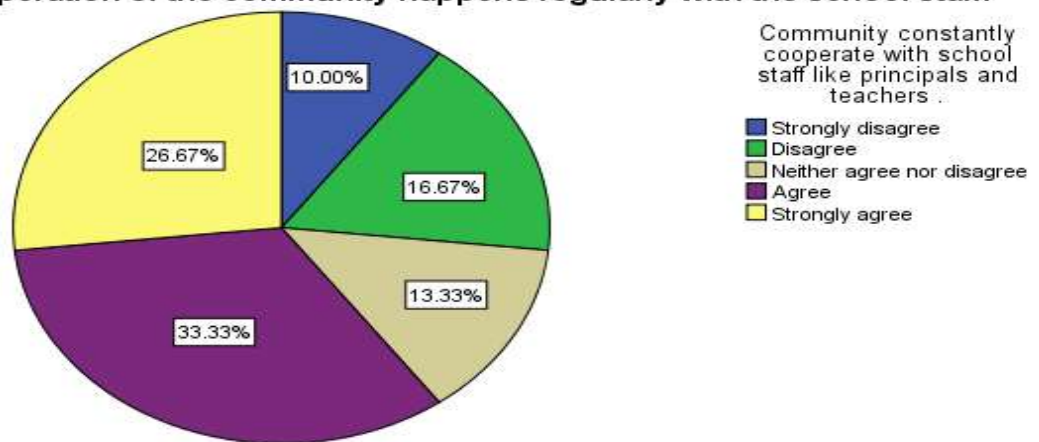


4.2.3.3 The Cooperation of the Community with Schools

The findings show that the greater number of the teachers, about 33.33 percent of them, agreed that the community has a close cooperation with the school staff. This support could be between principals, teachers and the community members such as (Shura). Nevertheless, around 10 % of the teachers strongly disagree that shows these groups of instructors did not have any relationship with the community members.

Figure 13. The pie chart displays that 33.33 percent of the teachers agreed about the cooperation of the community with the school staff which happens regularly.

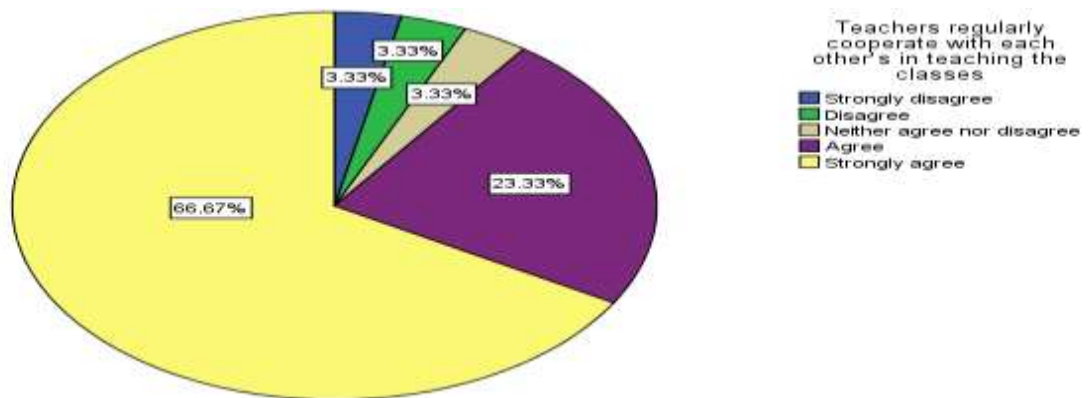
The cooperation of the community happens regularly with the school staff.



4.2.3.4 The Cooperation of Teachers to Teachers

Based on the findings of the research, the greater part around 66.67 % of the teachers strongly agreed; they have co-teaching and collaborate with each other. The instructors assist each of them in terms of taking the classes in case one of them is not present. In addition, 23.33 % of the teachers just agreed that similarly shows teachers stay in each classes and learn different methods and techniques. This approaches will assist them to understand different teaching styles and to assist them to apply the new strategies in their own lessons.

Figure 14. The pie chart illustrates, about 66.67 % of the teachers strongly agreed about the collaboration between instructors.



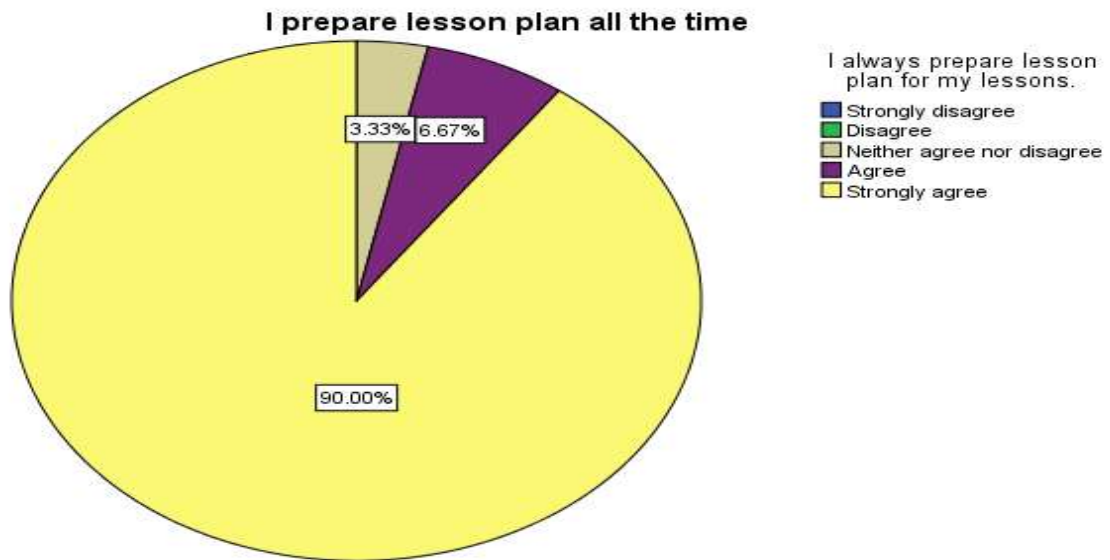
4.2.4 The Availability and Utilization of Additional Plans

The study found that the teachers have utilized other professional documents in the teaching-learning process. These materials supported them to improve the quality of teaching. For instance, about 90 % of the teachers indicated they have their lesson plan which is an individual plan that helps them to teach the lesson in an organized way. In addition, about 76.67 % of the teachers strongly agreed and indicated they maintain students' records. Besides that, 87.67 % of the teachers indicated they inform students about new learning materials.

4.2.4.1 Preparing Lesson Plan

Based on the results of the gathered data, it was found that around 90 % of the teachers strongly agreed they prepared their lesson plan. However, from the pie chart we can understand that about 3.33 % of the instructors neither agree nor disagree. This shows these teachers perhaps sometimes do prepare the plans and other times don't.

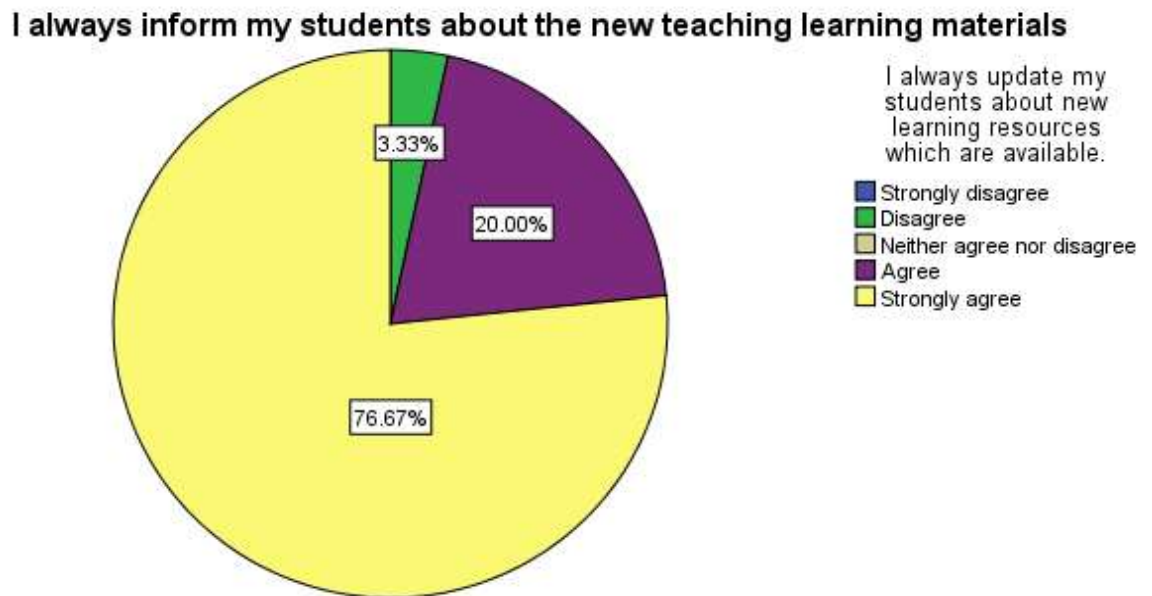
Figure 15. In the pie chart it is clearly shown that 90% of the instructors have lesson plan.



4.2.4.2 Updating Students about the New Materials

According to the results of the collected data, it is understood that around 76.67 % of the teachers strongly agreed they inform their students about new materials which are accessible on the internet or in the libraries. However, 3.33 % of the teachers disagreed, indicating that these groups of teachers did not have access to the internet or hardly ever use new materials. The findings state that if teachers notify learners about what is new to be followed, students will improve their knowledge by searching for the up to date resources.

Figure 16. The pie chart shows the larger number of the teachers, around 76.67 % of them, strongly agree about informing their students in terms of new materials.



4.2.4.3 Maintaining the Records and Teaching the Lessons Practically

In accordance to the results, around 76.67% of the teachers strongly agreed they keep the learner’s records for future utilization. The records might be their work achievements, results and other belongings. However, 3.33 % of the teachers neither agree nor disagree. These instructors sometimes keep their student’s documents and other times do not. Regardless, 83.33 % of the teachers strongly agreed, they teach the lessons practically. Teaching the lessons practically means the teachers utilize tools from the library or obtain other learning materials from the internet. These materials can be pictures or other games to engage students better in the lesson. Sometimes the instructors take students in the laboratory to show them the various tools which are related to different subjects and to apply the lesson in practice.

Figure 17. The pie chart displays teachers keep the student’s records.

The records of the students are always kept by teachers.

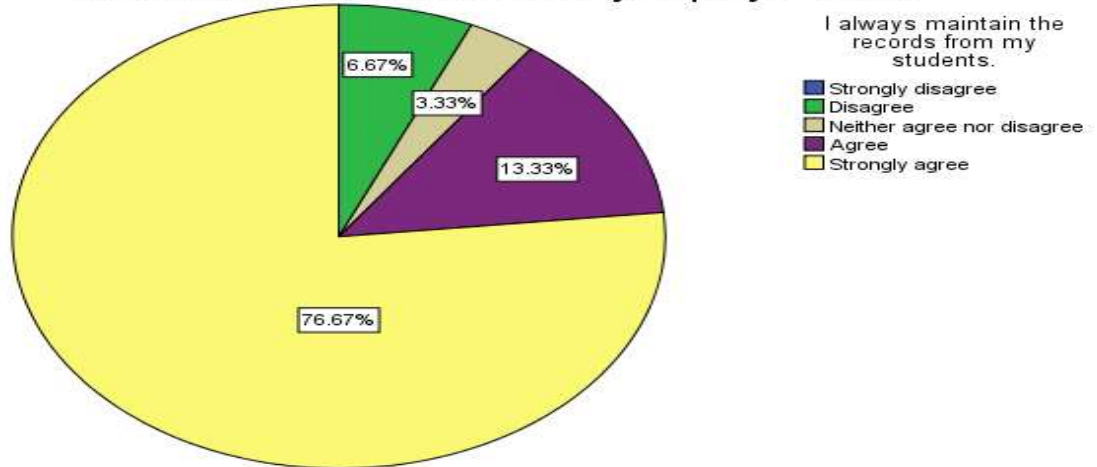
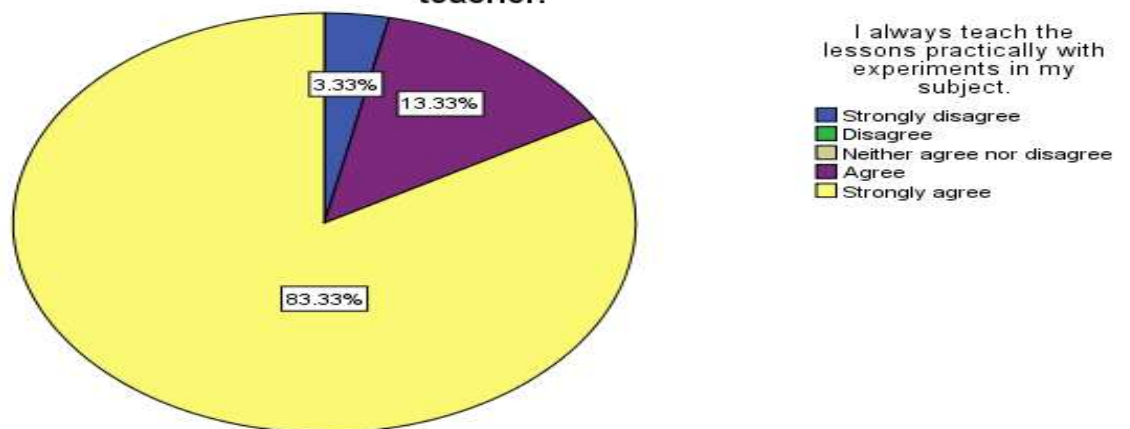


Figure 18. The chart specifies about 83.33% of the teachers strongly agreed who teach the lesson by practices like visual, audio, pictures and other stuffs.

The lesson is always taught practically incorporate with experiments by the teacher.



4.3. Major Findings of the Study

Overall, this research particularly focused on the different categories of resources that have been used at the high schools level in Shughnan district. The study was organized based on two kinds of approaches which included qualitative and quantitative study. Through the in depth study the research tried to investigate which varieties of resources have been utilized in the learning process from the high schools students' perspective. However, the quantitative approach of the study helped to seek the various sorts of resources from teachers' perspective.

Through survey and interview methods the whole relevant data were collected and then analyzed thematically and numerically into some major themes. Therefore, the study reached some main findings which are listed briefly below in accordance to each part.

4.3.1. Findings from the Qualitative Part of the Study

The qualitative study of the research has been conducted to explore the various sorts of resources that are utilized by students in the acquisition process. The main results which were derived by the interview are divided based on the research questions.

➤ **Research Question 1: What are the available resources at the Secondary School level that you utilize?**

1. **The Library Resources:** - Books, Chapters, Dusters, Manilas, Charts, Reference Book, Guide Book, Maps and Laboratory Materials were the common library's materials that the high schools' students utilized. Nonetheless, students and teachers specified that without the schools' library they had access to the local ones which provided many books in different majors and subjects. The study investigated that teachers encouraged the students to utilize new up to date materials wherever they were accessible.
2. **The ICTs Resources:** - The study sought that the high schools' students and teachers used three types of ICTs materials: Computers, Mobile Phones and the Internet. According to the interviews with each individual of the students it was found that the majority of the students did not have proper access to the internet. Similarly, a small number of the students indicated they had the same problem with the computers as well as. For instance, some of the students used their relatives' computers when they came back from work. Although some students mentioned they surfed the internet, but the cost was high and they couldn't always activate it.

3. **The Human Resources:** - The research explored four categories of human resources who collaborated with each other at the Secondary School level: Principals, Teachers, Parents and the community. For example, the role of principals was to observe the classes. Teachers had co-teaching with each other. However, parents and the community encouraged students to regularly participate in their lessons.

➤ **Research Question 2: How teachers used the various sorts of resources?**

In accordance with the findings of the research; the different resources were used in different ways by the Secondary Schools' teachers. For example, teachers utilized the library materials such as the books to prepare information for the lessons. The results show the teachers created groups and applied the materials in this way. Similarly, students indicated teachers gave them topics to search for the materials and present in the class. In addition, teachers made their own lesson plans and implemented the lesson by their own approaches. Alongside that, teachers used the ICTs resources to download materials. However, the results showed the same as the students' teachers did not have proper access to the internet. Besides, the qualitative findings show that the instructors had co – teaching with each other which means they were invited to each other's classes and pursued the lesson together. Finally, principals had close collaboration with the teachers who supported them to continuously keep on their teaching as proper as possible.

➤ **Research Question 3: To what extent students understood the usefulness of the resources?**

Based on the qualitative data, the majority of the students specified the resources were quite useful. For example, 3 of the students said the library materials are quite helpful. (Interview # 4, 5, 6, Date- 16, -Nov-2021). In addition, a large number of the students indicated that the computer and the internet resources are extremely useful in the acquisition

process. (Interview # 1, 2, 3, 7, 8, 9 Date: 15, 18-Nov-2021). Besides that, students pointed about the human resources who assisted them in the learning process. For instance, participant number 1 and 2 mentioned principals and teachers were the most available who helped and guide them directly. (Interview # 1 & 2 Date 15.Nov.2021).

4.3.2. Findings from the Quantitative Part of the Study

➤ **Research Question 1: What are the available resources at the Secondary School level that you utilize?**

In accordance with the quantitative data, about 46 .67 % of the teachers strongly agreed about the availability of the library resources. These materials can be from books to chapters and from Charts to Laboratory's materials which are usable in the learning process. For example, about 33.33 % of the teachers agreed about the equipment that can be found in the laboratory. According to the ICTs resources, a large part of the teachers, about 43.33 % of them, strongly disagreed about the utilization of the computer in the learning process. For example, around 44 % of the teachers specified that searching for information on the internet hardly ever happens. The findings showed that teachers lacked technical skills as well as they have not attended in any practical trainings. Therefore, using computer and surfing the internet was tough for them in the learning system. In relation to human resources, almost the majority of the students, about 80 % of them, strongly agreed that principals frequently observe the classrooms. In addition, the results show about 50 percent of the teachers specified parents actively participate at schools in relation to their children's presence. For instance, parents take part at schools and indirectly enquire whether their children always participate or not. (Survey Date 15, 16, 18.Nov.2021)

➤ **Research Question 2: How teachers utilized the materials in the teaching-learning process?**

In accordance with the findings of the study, about 23.33 % of the teachers strongly agreed that there are a sufficient number of reference books which are used in the schools. (Survey Date 16.Nov.2021). These books assist the teacher to get some useful tips and instructions from them. Besides that, the research revealed that about 36.67 % of the teachers indicated that the number of teachers' guide books are enough as well. These sorts of books help teachers to obtain the answers of the exercise and to prepare their lesson plan accordingly. Alongside that, the quantitative results show about 13.33 % of the instructors mentioned who surf the internet and get data in relation to their lessons. For example, based on the qualitative data, after obtaining the data the teachers then apply the lesson either individually or in a group based on the approaches that they make. The results show 80 % of the teachers strongly agreed that principals observe the classrooms frequently. For instance, principals see the teaching styles of the teachers and the discipline of the classes. Then, based on the observation, teachers bring some other initiatives in the learning process.

Alongside that, the quantitative findings demonstrate that about 66.67 % of the teachers strongly agreed with the cooperation of teachers to teachers. To illustrate this issue better instructors had co teaching with each one and while doing the lesson they learned and acquired different methods which will help them to apply in their own lessons. Having mentioned this about 26.67 % of the teachers said the community has cooperated with them as well. For instance, the role of the community was to encourage learners to participate at school as properly as possible. Basically a group of people who are called (Shura) they normally had close contact with the schools' staff. This contribution elaborates that there was a close collaboration between the schools and the parents and community.

Chapter 5

Discussion, Conclusion and Recommendations of the Study

5.1 Introduction

In general, the purpose of this research was to investigate and identify the types of materials that are utilized in the teaching-learning process at the Secondary Schools level in Shughnan district. Moreover, this research sought to find how teachers and students take the advantages of the available materials in the schools. In addition, this study searched to what extent students understood the usefulness of the materials in their lessons. Therefore, the key findings were found and recognized that the most common resources which have been used in the teaching-learning method were ordered from the highest ranked Library's Resources, second highest Human Resources and the least ICTs Resources which are included of the Computer and the Internet.

5.1.1 Research Question 1: What are the Available Resources at the Secondary Schools Level?

Based on the findings of the study, 3 types of resources were explored that the teachers and students have utilized in the teaching-learning process. First and foremost, the library's resources were found. Secondly, the ICTs resources were investigated and finally the human resources were revealed that the teachers and students specified and declared they have been utilized in the acquisition process. In accordance with the quantitative data it was clearly specified that about 46.67 % of the teachers indicated that the library's materials are accessible enough for the number of the students. (Survey, Date 16.Nov.2021). Besides that, findings in the qualitative data showed the majority of the students utilized the library's materials 4 days in a week. (Interview # 4, 5, 6, 2, 1 Date: 15, 16 -Nov - 2021). Both findings illustrate these resources were used the most in the school. However, the quantitative findings

showed between 42.33 % and 43.33% of the teachers strongly disagree about utilizing ICTs resources. (Survey, Date 16.Nov.2021). The results are the same as the qualitative findings in which the majority of the students pointed out that they did not have enough access to the ICTs materials. (Interview # 2 & 9 Date: 16, 18-Nov-2021). The findings of the research indicate that the Secondary Schools' teachers and students utilized libraries' materials more than the computer and internet resources.

Mahwasane cited from Krashen (2004) that access to the classroom and school libraries encourages more reading to take place. It was investigated that human resources had their main role in the teaching-learning system at the Secondary Schools level. For instance, in the quantitative data it was revealed that 80 % of the teachers strongly agreed that principals have constant observation from the classes.(Survey, Date 16.Nov.2021). Besides that the findings illustrated the cooperation of parents and community with schools. By comparing these results with the qualitative findings students mentioned that instructors had co-teaching and took each other's classes. (Interview # 7, 8, 9 Date: 18-Nov-2021). From both results it is understood that incorporating materials in the learning system can increase the abilities to grasp concepts in the classroom situation (Naisiano, Koome & Marima, 2020).

The findings are important for any of the academic institutions which do not have satisfactory results and face some challenges in improving the quality of the learning system. Therefore, it is required for that institution to create a framework for the teachers in order to understand how to be able to take the advantages of various learning materials. For instance, how to use the library's materials, how to take the benefits of modern technologies, and how to collaborate with other colleagues in the workplace to improve the quality of teaching-learning process. Furthermore, utilizing from ICTs resources to Human resources have profound effects on the way how to involve students and how to motivate them towards the

learning process. Other findings that were derived from the study were: Teachers had access to some professional documents and new schemes for implementing their lessons. Viz, teachers had lesson plan which describes an approach that is incorporated with some activities, keeping students' record which meant the instructors obtained learners' assignments and homework and then maintained their records for future utilization, downloading new materials from the internet and finally the research discovered that 83.3 % of the teachers taught their lessons practically. (Survey, Date 16.Nov.2021).

The importance of the additional plans such as lesson-plan, keeping students' records and teaching the lesson practically with downloaded materials; all are the essential segments in the teaching-learning process. These approaches and tools are important in one academic institution for some reasons. Firstly, we all know that without lesson plans it would be very tough for teachers to understand their students and to manage the time and activities. Secondly, if instructors do not keep the students' work and assignments, they won't be able to learn from their experiences. For instance, the records which are kept by the instructors would help the school to use them for their future programs such as reviewing them to do other research or to create new updated lessons' plans. Finally, obtaining up to date materials from the internet will assist students to expand their knowledge and to find the enthusiasm to surf the internet.

5.1.2 Research Question 2: How do Teachers Utilize these Materials in the Teaching-Learning Process?

The research revealed that, through several methods the Library's, ICTs and Human resources have been utilized by the instructors and students. For example, instructors used the library's materials such as Books, Maps, Chapters, Laboratory tools and Geometric equipment to collect data for their lessons and to apply the lesson in practice. Subsequently, the gathered

data were applied either in groups or individually. In accordance with the human resources the study investigated that, instructors gave hand to each other while continuing their classes in case any of them were busy or absent. (Survey, Date 16.Nov.2021). Besides that, the findings show that the principals regularly observed the classes and gave their own ideas later to improve the quality of teaching; then teachers incorporated the comments in their lesson plan and kept on the process. (Survey, Date 16.Nov.2021). The advantage of teamwork is significant productivity growth in the spheres that require creative solving of different tasks, a high degree of adaptability and operational management (Vaskova, 2007). Besides that, Samyal and Hisam (Mar, 2018) cited that the team can't function if they can't agree on who is to do what and ensure all members share the work. Similarly, the qualitative data displayed that learners assisted each other while going to the library either with their classmates or individually based on the timetable that they made. (Interview# 1, 2, 3, 4, 5 Date: 15, 16 - Nov-2021). Finally, the findings of the study demonstrate that about 13.33 % of the teachers have utilized the internet materials which include different kinds of exercises, puzzles, pictures and audios.

5.1.3 Research Question 3: To What Extent Students Recognized the Usefulness of the Resources in their Academic Achievements?

Based on the library resources, a greater number of the students pointed they understood that the library resources are quite useful. (Interview # 4, 5, 6, Date- 16, -Nov-2021). For example, participant number 8 and 9 elaborated they are very pleased to have access to the library resources which are extremely helpful in the learning process. (Interview # 8 & 9 Date: 18-Nov-2021). Based on the ICTs resources, the majority of the students did not have proper access to the internet as well as the computer. For example, participant number 2 specified that he sometimes utilized the internet but the networks which provide the internet in

the area cost lots of money and due to this problem he can't activate the bundle of the internet. (Interview # 2 Date 16.Nov.2021).

Although students did not have enough access to the internet and computer in the site, they mentioned that both resources are immensely important to be used for academic purposes. (Interview # 1, 2, 3, 7, 8, 9 Date: 15, 18-Nov-2021). In relation to the human resources, more than half of the students indicated that; teachers were the most available resources at the Secondary School level who gave hand all the time. For example, participant number 9 said that the only resource which helped her quickly till grade 12 were her teachers. (Interview # 9 Date 18.Nov.2021). From the results, we can conclude that the students found it easier to get access to the library resources and human resources rather than to the ICTs resources. This shows the learners have found the library and human resources were the most accessible resources which have been utilized more in the learning process.

To sum up, the major findings of the study will have a remarkable implication in the educational system. At first, the findings revealed the importance of ICTs in developing students' outcomes. Therefore, these findings will support schools and students that are not familiarized with the advantages of the ICTs materials. As Shan Fu (2013) cited from (LU, Hou and Huang 2010) since learners are actively involved in the learning processes in ICT classrooms, they are authorized by the teacher to make decisions, plans, and so on. Secondly, the findings suggested that teachers and students can use the different libraries like local and the school ones in case there is not enough access to the internet. Finally, the findings indicated that lack of collaboration and sharing ideas between teachers and principals does not exist in the workplace, which mainly has a bad effect on the future of the institution. Hence, the findings of the study which identified the benefits of cooperation and team working would be a great support to prevent facing such challenges.

5.4 Conclusion of the Study

This research explored three different categories of resources. The first sort of them are the library resources. The findings showed that both groups of the participants had access to the public library, digital library and school library. The second resources were the ICTs resources, the results displayed that the teachers and students utilized the computers and the internet in the teaching-learning process. The third resources are the human resources who include principals, teachers, parents and the community. All these resources are important for an academic institution. First and foremost, it is obvious that as much teaching –learning materials are incorporated in the lesson as greater the outcomes of the students would be. Therefore, utilizing the ICTs, Library and Human resources is an essential and unavoidable part of the learning process. Secondly, the education system is changing from the traditional system to the modernized. Hence, if academic institutions do not adapt the new technology, they will not be able to provide a better learning system. For instance, reading materials have been changed from hard to soft and most of the libraries have digitized. Therefore, schools and universities can utilize whatever improves the quality of education. Alongside, the research explored that teachers and students could not surf the internet as properly as they expected due to the economic barriers and lack of tools. Besides that, the study detected that there was a close cooperation among all the staff. For instance, teachers had co-teaching with each other and principals observed the classes. In addition, teachers and students utilized the materials in different ways. To illustrate, instructors obtained the Library's and ICTs materials and applied either in a group or individually between students. Sometimes students have been given assignments to investigate and present in the class. In conclusion, all the materials from libraries, ICTs to human resources were the focal points of this research. The library's materials were utilized more than the ICTs and human resources. However, the human resources were used more than the ICTs but less than library resources.

5.3 Recommendations of the Study

The below recommendations are provided based on the research that was done in relation to the utilization of Library's, ICTs and Human Resources at the Secondary Schools level.

1. Teachers should be provided more ICTs technical training. The school's principals can request the MOE or NGO that are operating in the area to provide them such opportunities.
3. As teachers and students did not have enough access to extra resources. Hence, it is necessary for schools to supply more library's materials. Schools can buy more or they can campaign to collect books. In addition, some schools request their students annually to give one book to the school as a memory and in many places it worked very well.
4. The majority of the Instructors have participated in theoretical training. Hence, they should take another empirical in-service training. The teachers can themselves take courses or the schools can request MOE for further practical training.
5. Principals need to request the NGOs and MOE to provide them ICTs materials. Through a formal email or by conducting a formal meeting with the representatives of the institutions it can be easily solved. Another way, principals can cut a little amount from the salary of the teachers to buy whatever is necessary for the schools.
6. Teachers need to conduct extra sessions to inform students about the benefits of e-learning. It can be done voluntarily. For example, one or two IT teachers can visit the classes in the schools to tell the learners about the advantages of e-learning. Through this method students will be encouraged towards the utilization of the ICTs materials as well as e-learning.

7. In order to encourage students to utilize the library's materials more; some reading competitions need to be organized. For instance, students need to be informed before taking one book from the library and reading it for a week. Then, when the competition is conducted other students will take part and will be encouraged in reading as well.
8. Teachers should utilize mixed materials in applying their lessons rather than one category of the resources. For instance, teachers can utilize ICTs materials like surfing the web to obtain information and search the libraries to get more data or they can learn from other teachers about the different methods to apply in their own classes.
9. The schools can exchange their resources with each other to improve the quality of the teaching learning system. For example, if a school invites other students and teachers from different schools to attend in the classes or to take part in the competitions, there will be an exchange of methods and approaches that will be a great support for the next steps.

5.4 Recommendation for Further Studies

1. Further research is required to identify the main barriers and to investigate why the schools' system is not modernized and why the staff don't have proper access to the ICTs materials such as to the internet and computer.
2. Another in-depth study is needed to be done on the site. This study should concentrate only on the main essential materials that the schools require to be provided. For instance, in case teachers cannot find the possibility to access the internet, they can utilize those materials to get their answers and to enhance their problems quickly.

Appendix One

Principal's Consent Letter

Address _____

Date _____

Dear _____

I am Amir Muhammad Aslam a student at the Brac University department of (Educational Leadership and School Improvement). As part of my research I am carrying out a study looking at the utilization of resources in the teaching – learning process at your Secondary School. I am writing to get your permission to select participants from among the teachers and students who are teaching and studying at your school. I would like to choose and identify a group of teachers and students that meets my criteria. I am going to select teachers and students based on their experience about the different types of resources which they utilize in the teaching – learning process.

I would need help to approach these teachers and students and ask them if they would be willing to take part in my research study. I would also need help to send parental consent letters to interview their children. Besides, I need permission to complete the survey and interview during school hours and have access to an appropriate space in which to conduct the survey and interview. The interview and survey would take at least thirty minutes and, at most, one hour. The interview and survey will be recorded. I will protect the identities of participants anonymously in my research. If you would be willing to give me permission, I would appreciate it. Many thanks in advance for your consideration of this project. Please let me know if you require further information by (aslam.amir630@gmail.com), or to call my professor, Dr. Dilruba Sultana, by (dilrubaied@yahoo.com).

Regards

Amir Muhammad Aslam

Appendix Two

Survey Questionnaire

I am intending to carry out a research study on “Utilizing Human resource, Library and ICT at the Teaching – learning process” The purpose of this questionnaire is to find out your perspective on the utilization of these different resources in the teaching –learning process. Your cooperation in filling up the questionnaire is solicited. Your information will be kept confidential and will be used only for this research study.

❖ Personnel Details:

- NAME: _____
- SURNAME: _____
- GRADE: _____
- AGE: _____
- SCHOOL: _____
- GENDER: _____
- SUBJECT: _____

Instruction: The below questions consist of statements with a scaling of **1** to **5** in a grid, please tick (√) the response that most closely approximates your opinion about the statement.

- ✓ **5** Strongly agree
- ✓ **4** Agree
- ✓ **3** Neither agrees nor disagrees
- ✓ **2** Disagree
- ✓ **1** Strongly disagree

Example:

	5	4	3	2	1
For a better understanding, the lesson should be incorporated with various teaching methods	(√)				

Section A: Use of library, ICT, Human resource and additional plans at school

Use of teaching-learning resources in the school		5	4	3	2	1
1	The capacity and resources in the library are adequate for the number of students in the school					
2	The capacity and equipment in the laboratory Is adequate for the number of students in the school					
3	The facilities in the agriculture room are adequate to the number of students in the school					

4	The facilities in the science room are adequate for the number of students in the school					
5	The participation of parents is frequent in the process of presence of their children					
6	The role of community is constant in the process of cooperation with school					
7	Principals observation is frequent from the classrooms					
8	Principals encouragement is constant in utilization of school resources					
9	Use of computers in teaching – learning process is common					
10	Searching information on the internet happens regularly between teachers and students					
11	The number of reference books in the school are adequate					
12	The number of teachers’ guide book in the school are adequate					
13	Teaching resources such as manilas, dusters, chalk, models, charts, audio, video are adequate					
14	Teachers cooperation is usual in teaching each other’s’ classes					
15	Use of field trips/excursions in the school has existed and it is going on					
16	Students have adequate number of teaching – learning materials such as books, calculators, geometric instruments					
17	Books and equipment storage facilities in the school are adequate					
18	Students are allowed to utilize the internet resources anytime as they want					
19	Out of school resources are always accessible for students such as using the local teaching- materials, local library, Computer Club , community support and competitions					
	Use of additional plans					
20	I always prepare lesson plan for my lessons					
21	I always download up –to – date materials from the internet					
22	I always prepare new schemes of my daily task for my own lessons					
23	I always maintain the records from my students					
24	I always update my students about new learning resources which are available					
25	I always teach the lessons practically with experiments in my subject					

Section B: Teacher’s Qualifications and workload information

Please tick the box and provide additional information if necessary

1. What subjects do you teach? _____

2. What is your teaching experiences (years)

- 0-5 6-10 10-15 16-20 over 20

3. Please indicate below your level of education

Master

Bachelor

Graduate from 14th grade

Untrained

Other

Have you ever enrolled in an in service training program in the past one year?

Yes

No

If yes, did you find the training relevant to your career? Please explain.

.....

.....

.....

.....

.....

.....

.....

Appendix Three

Students' Interview Guide

Organized in themes around research questions (RQs).

- ❖ Personal Details:
 - NAME:
 - FATHER'S NAME:
 - SURNAME:
 - AGE:
 - SCHOOL:
 - GENDER:
 - GRADE:
- ❖ Icebreakers
 - Introduction (Brief description about the research topic and title)
 - What is your Favorite subject?
 - What is your best hope for the future?
- ❖ RQ1- What are the available resources in your school that you utilize?
 - Extent of use? How often do you use the materials?
 - For what purposes do you use the resources?
 - Where do you normally search for the resources?
 - Accessibility? Do you have full access to all the learning resources at the school?
- ❖ RQ2- How often teachers use these resources/ materials?
 - Do teachers utilize the materials every day, every week or every month?
 - How do instructors get and apply the resources?
 - Benefits of utilizing? What would be the advantages of using the resources?
 - Relevant subjects? In which subjects do teachers utilize the most materials?
- ❖ RQ3- To what extent did you recognize the usefulness of the resources in in your lessons?
 - Level of satisfaction? Have you found them quite useful, very useful or less useful?
 - Which changes have you seen after taking the advantages of the materials?
 - Would you like to keep on utilizing the resources?
 - What were the best approaches that you followed in searching the resources?

Appendix Four

Sample Transcript of Interview 2

Interviewer: Amir Muhammad Aslam Interviewee: # 2

Occupation: Student Interview Date: 15-Nov-2021

Location: Shughnan, Badakhshan, Afghanistan

Interviewer: What are the available resources at the Secondary School that you utilize?

Interviewee: Well, I utilize many resources in order to improve my understanding. Here i normally use library resources such as Books and Chapters, laboratory resources in Physics, Chemistry and Agriculture. I use computer for writing but I have infrequently access to the internet because our country networks are not available in these areas. So, we use the foreign networks here which is provided by the government of Tajikistan and that is very expensive. Hence, I can't afford to activate the bundle of internet.

Interviewer: How often do you utilize these materials that you mentioned?

Interviewee: Yea, I mostly use the books every day before going to the school and after coming back. The time that I learn better, is during the day particularly before 8 in the morning and after the launch time between 1-2 PM. I prefer to be alone in order to memorize and understand whatever I read.

Interviewer: For which purposes do you utilize these materials?

Interviewee: So, the main purpose of utilizing such materials is just for understanding how to learn and getting the useful information to build on my knowledge. Occasionally, I search for books to prepare some assignments and to do my homework. Sometimes I read stories about the ancient people.

Interviewer: Where do you normally search the resources?

Interviewee: Actually, I take the books from the School's library and in case I cannot find any books or studying materials there which I look for I refer to my classmates who are all the time assisted me, they give me a hand to borrow books from their side.

Interviewer: Do your teachers take advantages of such materials that you use or not? If yes how often do they use them?

Interviewee: Yea, Teachers take notes from books which are in the library about the lesson that they are preparing for. Sometimes we can hear extra information about the content which is being taught by our instructors that demonstrates they utilize the materials and look for extra guidance and details. Some of our teachers teach their lessons visually like in biology our instructor brings his computer and show us some videos about flowers, humans' parts of body or in English our teacher plays some audio to listen to it.

Interviewer: How instructors get and apply the resources?

Interviewee: Well, it depends on the lesson; sometimes when there is a science subject like chemistry our teacher take us to the laboratory and give us a task to do it in a group or if there is a math class we sometimes work in a group to do the exercises. In other subjects we have silent study by our own. Most of the time i prefer to study alone by myself. And sometimes I like discussing and debating to share my own understanding and knowledge with other friends and to learn from their side.

Interviewer: What are the advantages of utilizing Library materials, ICTs and School staff?

Interviewee: Yea, each individual of them have their own role. For instance, if there is an issue which I can not find it on the book, I will search for it on the internet and in case I face to further problems I ask that question from teachers and I get the answer in this way.

Interviewer: In which subjects do you utilize the most materials?

Interviewee: Right now I am at the 12th grade and I have some preparation for the University entrance exam (National Examination). Therefore, at the moment i most of the time study Science subjects like Chemistry, Physics and Biology to be prepared for the exam. Moreover, I pursue literature vocabularies and some religious information.

Interviewer: To what extend you recognized the usefulness of all the materials that you utilized?

Interviewee: Not too much but in some extent I understood the benefits of libraries and teachers. For instance, when I tried to find books but I could not get them from the libraries. In such states I was inevitable to refer to the teachers or I needed to search for the themes in other libraries in the society to look for the book which I needed. Therefore, I experienced that the teachers among with school's library are the most important resources which helped me a lot in solving my problems.

Interviewer: Have you seen any changes in your level of knowledge/understanding after taking the advantages of the resources?

Interviewee: Yea, I feel that I learn plenty of instructive information from the materials which are utilized by me. And it depends on the reader how much concentration he/she has while reading something new. For example I improved my computer and internet skills and learnt basic information about both of them.

Interviewer: Do you want to utilize the materials in the future?

Interviewee: well, In the future, it is clear that when people get bigger or when students pursue further studies by coming each step forwards, human necessities get more and more large. Therefore, as a student I may need additional resources and extra materials for a better improvement.

Interviewer: What were the best approaches for searching the resources?

Interviewee: Well, one of the most important thing that I followed till the 12th grade was being perseverance and working hard. Moreover, having a timetable of studying and managing the time is another essential parts for a better understanding well and recognizing. It means that there are other responsibilities which students need to do like doing house work and going to courses. To overcome all these challenges I made a plan for myself to manage the time and use it the best.

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