J Soc Sci, 49(1,2): 111-122 (2016)
PRINT: ISSN 0971-8923 ONLINE: ISSN 2456-6756
DOI: 10.31901/24566756.2016/49.1,2.15

Theories of Learning Usage of Library Resources

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KEYWORDS Behavior. Cognitive Development. Developmental Stages. Learning. School Library. Self-regulation

ABSTRACT It is important to understand the development of children during their infancy years so as to be able to comprehend the issues that have an emotional impact on the role of school libraries in the learning ability of learners. As a result, knowledge about the development of a learner remains a big challenge. Knowledge about the learner is also necessary for the purpose of implementing the curriculum in which progressive and learning theories feature in order to guide the preparation of the library instruction programs and to select books that are at the level of the learners. Therefore, the objective of this paper is to discuss the various factors concerning the different developmental theories and how they influence the usage of a library. The paper is based on the literature review and the author's own experiences.

INTRODUCTION

It is of paramount importance to understand the development of children during their infancy years so as to be able to comprehend issues that have an emotional impact on the role of school libraries in the reading abilities of learners. Knowledge about the learner is also necessary for the purpose of implementing the curriculum in which progressive and learning theories feature in order to guide the preparation of the library instruction programs and to select books that are at the level of the learners.

Piaget's Theory of Cognitive Development

Piaget (1977) and Goswami (2015) distinguish between different developmental stages in childhood. He also identifies the various cognitive needs of the child at different stages. In order to understand the information needs and library usage patterns of learners, it is important to explore their cognitive development during various stages of childhood. According to Piaget (1977), there are various developmental stages in childhood. The first stage is the sensorimotor stage, which starts from birth to 2 years old. The second stage, the preoperational stage, begins from age 2 to 4. The concrete operational stage starts from age 7 to age 11, and the last one, the formal operations, starts at age 11 to 15. It is important to deliberate on the stage of concrete-operations because most of the Grade 3 learners perform in this stage. The teacher-librarian should be guided by the characteristics of the learners in this stage in the selection of different types of reading collections that can be used. Children can merely think about what they have read if the reading source is diligently associated with their direct understanding. The characteristic of a child at different stages is included. This has been done in order to indicate how grade 3 learners think and behave at different stages in order to provide them with information that will best suit their cognitive development, so as to provide them with reading information that is at their level. During the concrete operations stage, the learners develop logical thought processes or operations, which are needed in order to develop reading skills. The child in this stage develops the following cognitive abilities:

- *Seriation:* This has to do with the ability to mentally arrange a set of things according their differences.
- *Classification:* This is concerned with the ability to mentally group things according to their similarities.

Walter (1994) and Fombad and Jiyane (2015) state that children are human beings who also need socialization and education. On the other hand, Gross (2000) and Fombad and Jiyane (2015) stress that children in lower grades have self-determined information needs that are different from learners in upper grades since the former are still developing physically, cognitively and socially. This theory relates to grade 3 learners who fall under the concrete operations stage. Grade 3 learners are aged eight and they are in

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the exit level of the foundation phase. The characteristics of the learners in the operations stage suit well that of grade 3 learners because for a learner to be able to read, he/she must be able to think logically, to differentiate between different letters, and to see similarities in texts or letters. Therefore, Piaget's theory is relevant because learning should match the developmental stages of learners. The library should be able to provide the learners with the reading materials (texts) that are at their level so that they will be able to develop learning skills. Egesimba et al. (2011) stress that a functional library with relevant information, which is at the level of learners, plays an important role in the child's learning, starting from as early as preschool to secondary school level.

Bruner's Theory of Learning and Development

Bruner (1986) and Adolph (2015) in the theory of learning and development, state that thinking and reasoning are intertwined into a single process. Bruner also indicates that a child develops through several stages of development, which he refers to as inactive, iconic and symbolic modes. The inactive mode is that stage, which is characterized by hand to mouth coordination. The iconic mode is the stage during which the child starts to attach meaning to previous experiences as he thinks about these experiences. The symbolic mode is a stage in which the child exercises the highest thinking by giving names to objects around him, which is important for learners to develop the skills and abilities to do their work independently. Bruner's theory encourages learning through discovery, active learning and problem solving skills by learners. Bruner's theory relates to this study because the CAPS approach requires the learners to look for information on their own in order to do their schoolwork, as they are continuously assessed. In this way, CAPS is a resource-based approach. There has been an increase in the projects, portfolios and assignments that learners are expected to do. All this needs information from the library to supplement the textbook. CAPS have made learning to become a resource-orientated education system (Arko-Cobbah 2004; De Vries 2004; Hart 2000a; Le Roux 2002; Lombo 2002). Todd (2006) and the Parliament of the Commonwealth of Australia (2011), stress that school libraries are hubs for discovery, inquiry, thinking and creativity in learners. Inquiry in the school library encourages the 21st century learner to develop curiosity, and to have innovative and creative spirit in the academic context. Moreover, in the school library, the school librarian works hand in hand with the instructional team of teachers as well as other learning specialists such as leaders in reading, literacy, special needs and ICT. The use of various and sometimes conflicting sources of information assists learners to learn how to think in critical ways, to solve problems, to make decisions, and to be reflective. Furthermore, AASL (2007) and Al-Kaabi (2015) affirm that inquiry through school libraries open a platform for discovery, knowledge building, innovation and creativity in learners. AASL also encourages standards for 21st century learners. These standards stress reading, inquiry, information literacy, critical thinking as well as knowledge construction. Krashen (2001) and Simisaye and Quadri (2010) holds that free voluntary reading, which is encouraged by the availability and access to reading materials, plays an important role in reading comprehension, vocabulary, grammar usage and writing style.

Bandura's Social Learning Theory

Bandura's (1977) and Lahiri and Moseley (2015) social learning theory states that there is an environment in which human learning takes place in the child's life because it is in this environment where the child will be able to interact with teachers, librarians and library resources in the library environment. It is through information behavior that learners need, seek, manage, give and use information in different contexts (Fisher et al. 2003; Robson and Robinson 2013). The school library provides different learning opportunities for large and small groups as well as individuals whose interests are in intellectual content and information literacy learning. The school library is a special space for learners to do independent work (Morris 2004). Bandura's theory has implications for the role of libraries in the learning abilities of learners because for them to learn, they need learning and reading materials that have to be provided by the libraries, and thus, the library environment should be conducive to learning. Ezinwa (1993) and International Federation of Library Associations and institutions (IFLA) (2015) stress that the main aim of

school libraries is to develop library collections in different formats and make it accessible to students and teachers. On the other hand, Adefarati (2002) reflects on the objectives of the school library as the development of reading skills, the instilling of love for and culture of reading, the supplementing and support of the school curriculum as well as the development of intellectual ability. Bandura (1977) and Lahiri and Moseley (2015) hold that human beings also learn about the usefulness, and correct, behaviors through the observation of demonstrated behaviors. This includes being able to act according to one's beliefs. According to Bandura, social cognitive learning is a direct response to behaviorism. This theory is important in this study because for learners to read, they need information, and to get it, they have to search for it. Bandura views social cognitive learning as an internal mental process through which the immediate change can or cannot be seen. In Bandura's (1977) view, there are four parts to self-regulated behavior, namely, goal setting, self-observation, self-assessment and self-reinforcement. These processes are important in understanding the social cognitive theory as most of the human behavior can appear with no immediate reinforcement or punishment. Self-regulated behavior is of vital importance in the learning process, which means that learners use their own thoughts and actions to achieve a goal. This theory relates to this study because the library usage behavior is affected by factors such as school morale, learners' attitudes, learning style, teaching style as well as other social factors (Dubber 1999; Okonoko et al. 2015). Bandura's theory maintains that when the child interacts with other people, there is a possibility that he/she imitates their norms, values and beliefs, which Bandura refers to as the "naturant model", that is, learners learn positive or negative behavior. The learner is mostly influenced by various sociocultural factors to use the media and the library. Moreover, the child will be influenced by his or her peers in his or her choice of books (Marshall 1975; Campbell et al. 2015). Bandura (1986) and Vadahi and Lesha (2015) emphasize that self-efficacy is the notion resulting from social cognitive theory. This theory motivates people to transform their actions and to start to trust in their ability to regulate their personal lives, and to reach their objectives of improving their involvement in sports and physical activities. Bandura (1991) and Vadahi and Lesha (2015) point out that self-perception of capability determine a person's forthcoming performance as well as their self-regulation procedures. One's self-efficacy influences one's thoughts, emotional state, inspiration as well as behavior. This means that there is some sort of cognitive assessment in one's capabilities and the conditions, which, in turn, influence the anticipated accomplishment of some expected attributions within a specific condition. Duda (1992) and Radosevich et al. (2007) claim that self-efficacy, attribution as well as achievement goal orientation are all important theories in human cognition and motivation that will influence one's (learner's) reactions to various learning strategies. Bandura (1986) and Hamilton-Ekeke (2015) opine that self-regulated learning encompasses three sub-processes, namely, self-observation or self-monitoring, self-judgment and self-reaction. These sub-processes are intertwined with each other. Self-reinforcement has the same notion with self-reaction. Moreover, self-reaction puts emphasis on motivation of both the people and the environment. Personal motivation is concerned with the advancement of an individual, as well as the zeal to fulfill the performance of a certain goal to increase self-efficacy and to withstand encouragement. Environmental encouragement will be said to be successful if learners find the learning environment as being non-threatening to learning as well as to their self-esteem, which, in turn, will give way to better learning. Moreover, libraries are good at instilling the love for reading, supporting research and sharpening critical thinking skills needed for learning. Bandura (1986) reiterates that teachers are also responsible for offering credited feedback in order to encourage learners' self-regulated learning. According to Zimmerman (2000) and Hamilton-Ekeke (2015), self-monitoring can be influenced by self-feedback by learners. The learners' feedback can be informative. Besides, learners should be able to observe their exact performance. Schunk (1997) identifies three implications for self-monitoring by learners, namely, that self-monitoring has been a serious component for self-reflective intended for practice, that learners require teaching in as far as self-monitoring and its suitable utilization, and that teachers are supposed to develop the learning surroundings in which learners are able to understand their progress. According to Bandura

(1997) and Lau (2014), self-efficacy beliefs form part of the main element of social cognitive theory. It concerns an individual's self-assurance for taking part in particular accomplishments that would result in exact goals. Bandura (1997), Pajares (1996) and Lau (2014) are of the view that self-efficacy beliefs are important in envisaging the type of manners where an individual will be able to participate, persist and complete his/her goal.

Vygotsky's Socio-historical Theory of Cognitive Development

Vygotsky's (1978) and Amineh and Asl (2015) theory of child development asserts that the foundation of understanding lies in the collaboration of the child with his environment. The child's social environment, that is, the home, school and community is a defining aspect in the child's cognitive and social development. The extent to which the learner will read will be influenced by the collaborations among personal and environmental conditions. The original learning takes place in the home atmosphere. Even when the learner goes to school, learning in the home environment continues to take place. Children learn from parents because they are people who are close to them. The home literacy environment can be categorized by different properties and chances offered to children. These include paternal skills, capabilities, characters as well as resources that regulate the offering of these chances for children. Books, magazines, newspapers, journals and other reading materials that support literacy such as the Bible are readily available in the home environment (Burgess et al. 2002). The school functions within an educational system, school environment background and a public location. The school library operates within an immediate school environment (Hart 2002). In terms of Vygotsky's (1978) and Khalid (2015) social development theory of learning, social interaction largely influences cognitive development. The main concept of Vygotsky's theory is the belief that biological and cultural development occur together. This theory is important for this study because it appears that the child's ability to learn is influenced by certain biological and hereditary factors such as visual and listening abilities. Intelligence, visual skills, listening skills and reading abilities are interdependent factors that play a vital role in the behavior of learners. Learners' information needs will differ in the sense that the information needs of a gifted child will not be the same as that of a slow learner (Marshall 1975). Vygotsky is of the opinion that development is not a product that can be obtained but is a process that should be analyzed. The child's reading interests and needs at different stages are influenced by his/her cognitive, physical and psychological development (Marshall 1975; Campbell et al. 2015). Vygotsky (1978) indicates that the Zone of Proximal Development is a phenomenon in which the lifelong process of development on social interaction and social learning result in cognitive development. Vygotsky describes the Zone of Proximal Development as "the distance between the actual development level as determined by independent problem solving and the level potential development as determined through problems solving under adult guidance or collaboration with more capable peers" (Vygotsky 1978). This means that the learner who could not be able to achieve on their own can do a task under the supervision of a teacher, parent or peer. This theory relates to this study because Harmon and Hirumi (1996) and Kimhachandra (2010) point out that teacher can be regarded as guides and mentors of learners, who assist them on how to use information from the library in their studies successfully. Therefore, according to Prostano and Prostano (1999) and Mojapelo (2014), the teacher-librarian should supervise both the individual and small groups of learners by giving them guidance on a broad range of services, including user education, information skills instruction that is training them how to search and retrieve information from the school library. Furthermore, both teachers and learners should be orientated on how to use the library media equipment, in the teaching and learning process. Vygotsky (1896-1934) prolonged Piaget's developmental theory of cognitive development of a child to incorporate the concept of sociocultural cognition, which implies that all learning takes place in a cultural background and involves social interactions. Vygotsky (1978) states that traditional schools have not promoted the school environments in which students are allowed to take the lead in their education. Vygotsky's theory requires that there be a reversal of the traditional roles. This theory advocates that there should be a role change in as far as the teacher and

learner are concerned. The teacher should work in partnership with the learners to develop the meaning in such a way that students can take them and make them their own instead of teachers giving instructions to learners.

Ausubel's Meaningful Learning Theory

Ausubel's (1963) and Storksdieck (2006**)** theory of meaningful learning is rooted on the statement that learning is concerned with both cognitive structures and meaningful learning processes. Unlike the behaviorists, who claim that learning involves external behavior and no thinking is necessary, according to Ausubel's theory of meaningful learning, learning mostly encompasses thinking. Theorists such as Piaget and Bruner also support Ausubel that understanding is contained within an internal cognitive structure (Lawton et al. 1980; Duman 2010; Glisczinski 2011). Ausubel's theory concentrates on the spoken and figurative learning that takes place in the classroom. It does not pay attention to the aspects of learning such as corporal expertise learning, principles and delinquent solving. According to Ausubel (1963) and Vollori (2014), cognitive structures are fixed realities and ideas that are arranged in a hierarchy in which the most common facts are at the top level of the hierarchy, and thus can be recalled with ease. On the other hand, precise facts are placed on the bottom level of the hierarchy, and are therefore, easy to overlook (Driscoll 2005). Ausubel (1968) states that recognized concepts that are appropriate to new thoughts that are found inside the cognitive structures are referred to as anchoring ideas. These ideas provide learners with a platform to acquire new ideas. There are two prerequisites to meaningful learning. These are:

- The learner must be able to apply the method to learning that associates original evidence to information that previously occurred in the cognitive structure of the learner.
- New information must be potentially meaningful to learners (Ausubel 1968). For example, if the learner applies memorization as the learning method, there will be no meaningful learning. Moreover, if a learner is unable to comprehend new information because it is not well structured, or the learner is unable to associate the new understanding to one that has already occurred, there will be no meaningful learning. Therefore, a meaningful learning process contains new information to the present knowledge of the learner, making use of three core processes, that is, subsumption, superordinate, and combinatorial. Ausubel prefers the label assimilation to denote all the procedures of learning.

Subsumption Learning

According to Ausubel (1963) and Morag and Tal (2012), to subsume means to incorporate a bigger concept or to include it as a minor element. Ausubel (1963) identifies and describe two groups of subsumption, namely, derivative and correlative. *Derivative subsumption* takes place when the learning material constitutes a specific example of an established concept in cognitive structure, or is supportive or illustrative of a previously learned general proposition (Ausubel 1963; Dillon et al. 2006). This means that new information can be mastered only if it can be in an added element of an idea that the learner has already mastered. On the other hand, correlative subsumption is the method through which fresh data is added as an extension to information that is already mastered. For example, if a learner already knows that the role of the library is to inspire literacy, but also learns that a library can also support reading as a key to understanding, the new role extends the explanation/description of the role of the school library.

Superordinate Learning

Superordinate learning takes place when a new notion to be learned is relevant to, but is more inclusive than to the superordinate to prevailing attaching notions in a cognitive structure. As a result, the present concepts are subsumed under the new idea (Driscoll 2005). For example, when a general reference librarian in an academic library starts to attend school board meetings in the schools of Education, Math and Natural Sciences, Health, Human Sciences Management Sciences, Environmental Science, Agriculture as well as the school of Law. The school board meetings for different schools are supposed to be attended by the reference librarian responsible for that school since it is where important issues concerning the individual schools

are discussed so that the librarian will know what is happening in the specific school and how to meet their information needs. Once the general reference librarian learns about the different schools, he/she can service all the different schools. Therefore, the use of the general reference librarian subsumes the use of individual subject or school librarian.

Combinatorial Learning

Combinatorial learning takes place when a new concept cannot be directly related to any prevailing concept, but only shares common characteristics with the prevailing concept (Driscoll 2005). The cataloguing and shelving of books are different processes for preparing them for use by clients in the library. The concepts in common are used for cataloguing and shelving book in order to prepare them, but neither process can be subsumed under the other. Ausubel (1968) and Hamilton (2015) identify the kinds of learning that take place in the classroom situation as being reception or discovery learning. Ausubel contends that "in reception learning (rote or meaningful) the entire content of what is to be learned is presented to the learner in final form. The learning task does not involve any dependent discovery on his part" (Ausubel 1968: 22). On the other hand, concerning discovering learning, Ausubel (1968: 22) reflects that "the essential feature of discovery learning, whether concept formation or rote problem-solving, is that the principal content of what is to be learned is not given but must be discovered by the learner before he can incorporate it meaningfully into his cognitive structure. Ausubel (1968) and Hamilton (2015) are also of the opinion that the discovery method can cause difficult or unfamiliar information to be even more challenging for learners to comprehend. Moreover, Ausubel opines that discovery learning and the mastering of fresh or challenging information is useful to those younger learners who are in the suitable phase of progress than to adults or older learners. According to Ausubel, another method of finding out if learning has taken place is by asking the learners to differentiate between alike and indistinguishable concepts, or by requesting them to choose the characteristics of a concept from a list of related notions. In the following section, Zimmerman's applied socio-cognitive model of self-regulated learning is discussed.

Zimmerman's Applied Social-cognitive Model of Self-regulated Learning

Zimmerman (2000) and Muhammad (2015) define self-regulated learning as not a mental ability or an academic performance skill, but rather as a self-directive process by which learners transform their mental abilities into academic skills. Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals. Therefore, learners become proactive in their determination to learn since they are conscious of their powers and restrictions because they are directed by their individually fixed objectives and assignment-related approaches. Self-regulated learners are able to supervise their own manners in as far as the goals and self-reflection with a view to improving their usefulness. This results in the increase in their self-satisfaction and encouragement to further improve their learning techniques. When they become self-regulated, learners become academically successful, and they are also enthusiastic with their future. Bayard (2006) emphasizes that reading enables lifelong learning. One becomes informed. It keeps one busy. It also develops the skills and analytical thinking needed in learning. According to Zimmerman (1989, 1990) and White and Bembenutty (2013), self-regulated learning is concerned with the guideline of three overall features of educational learning, namely, self-regulation of behavior, which is about the monitoring of the different materials that learners have in their disposal, self-regulation of motivation and effect, which has to do with the regulation and transformation of motivational beliefs, for example, self-efficacy and goal-orientation, which are important in enabling the learners to familiarize themselves with the stresses of what is being learnt, and self-regulation of cognition, which is concerned with the monitoring of different cognitive strategies for learning. Schunk (1989) and Zimmerman (1989) and Lau (2014) reflect that a new perception concerning the learners' specific variances develops from research on metacognition as well as social cognition. Metacog-

nition is defined as the "awareness of and knowledge about one's own thinking". Moreover, social cognitive researchers focus on social influences on children's development of self-regulation. Matters like the effects of teacher demonstration and teaching on learners' goal setting and self-monitoring are studied (Zimmerman 1989; White 2011). Students are tasked with setting specific kinds of own goals such as working some few math homework and assignments, and be required to self-record their ability in performing these goals. These effects, referred to as reactivity in the scientific literature, indicate that the learners' metacognition, that is, their self-awareness of specific features of their work, could heighten their self-control. As a result, self-awareness is frequently not adequate to a learner who does not have essential skills. On the other hand, it (self- awareness) can lead to preparedness, which is important for particular transformation (Zimmerman 2001; Cassidy 2011). According to Cleary and Zimmerman (2000) and Kitsantas and Dabbagh (2011), contemporary research on personal quality asserts that self-regulation of learning is concerned with a number of comprehensive information of skills, and it has to do with self-awareness, self-motivation as well as behavioral skills to utilize that knowledge effectively. For example, according to Cleary and Zimmerman (2000), there is evidence that competence varies from non-competence as far as the application of information at critical eras during learning achievements, like rectifying particular limitations in the method. Self-regulation of learning is concerned with the selective utilization of particular processes to be individually known to every learning task. This embraces the following component skills of setting goals that are exact for oneself, accepting dominant strategies for achieving the goals, observing ones' presentation selectively for symbols of improvement, restructuring an individual's physical and social background to make it compatible with own goals, practicing effective time management, employing self-evaluation on the individual's methods of learning, assigning connection to the results obtained, and adapting the future methods. The self-motivated quality of self-regulated learners is based on different fundamental principles such as observed effectiveness and basic concentration. Moreover, experts in the fields have found that these aspects are fundamental in as far as motivation is concerned. Zimmerman and Kitsantas (1997, 1999) and Saks and Leijen (2014) assert that there is confirmation that committed studying that is of quality has an influence on the level of the learner's skill. According to Zimmerman (2001, 2002) and Kitsantas and Dabbagh (2011), self-regulated students are characterized by their dynamic involvement in learning through the "metacognitive, motivational, and behavioral point of view." The characteristics accredited to self-regulating people clash with those of high-achievement, high-competent students unlike and those with low-achievement, who show the signs of limitation in these variables (Reyero and Touron 2003; Zimmerman 1998). Zimmerman (2001, 2002) and Klassen (2010) are of the view that learners who self-regulate their studies are different from those students who do not self-regulate their learning. The following characteristics distinguish learners that self-regulate their learning (Kitsantas and Dabbagh 2011; Corno 2001; Weinstein et al. 2000; Winne 1995; Zimmerman 1998, 2000, 2001, 2002). They are used to and able to utilize a sequence of cognitive strategies such as duplication, expansion and organization, which are needed to change, arrange, elaborate and recuperate information. They are able to design, regulate and channel their intellectual processes towards the attainment of individual goals, that is, metacognition. They display the motivational signs as well as adaptive emotions such as learning self-competence, implementation of learning goals, the development of positive insight towards responsibilities, and the ability to monitor and adjust these responsibilities. They are able to manage their time and effort to be utilized on their tasks. They are also able to make their learning environments to be conducive to learning by choosing the right study place, as well as by asking for assistance from both adults and their peers in issues they do not understand. They demonstrate responsibilities in matters concerning their schoolwork. They are also involved in monitoring and managing both their schoolwork and the tutorial room atmosphere. They are able to sidestep things that can disturb them from concentrating on their learning. According to Zimmerman (2002) and Clark (2012), the social learning psychologists regard self-regulatory process structures as a three "cyclical phase", namely, the forethought phase, which is concerned with the processes and beliefs that take place afore

the struggles to actual learn. The forethoughts consist of the intellectual and planning phase, which in turn, influences the performance control phase in which the pupils monitor their learning efforts, which in turn, influence the self-reflection phase in which learners give meaning to their achievement and rectify their learning efforts where necessary. The performance phase has to do with the procedures that take place during behavioral implementation. During the performance phase, the learning performance activities occur. These activities are guided by self-control sub-processes such as using self-instruction, attention, focusing and others.

DISCUSSION

The ability to read and learn is of utmost importance. That is why there are different theories of learning. In every theory, there are concepts that guide how learning should take place in learners. Therefore, teachers are inspired by these learning theories in guiding learners on how to learn. Learning theories are defined as "designed for the development of a pattern of ideas accompanied by a planned procedure carrying it out. Hence, it is a policy proposed and followed as a basis for action. A learning theory, then, is a systematic integrated outlook in regards to the nature of the process whereby people relate to their environment in such a way as to enhance their ability to use both themselves and their environments in a most effective way" (Bigge and Shermis 1999; Toshalis and Nakkula 2012).

Hammond et al. (2001) and Toshalis and Nakkula (2012) indicated that people learn by making sense of the environment and of stimuli around them. Greater perceptual development and learning occur in environments that are rich with stimuli and provide useful feedback in response to a learner's efforts to act upon the environment. Moreover, that which a child experiences at home, in the community, in the school learning environment as well as the relationships they make greatly influence the development of their understanding.

The library stock of books and other resources as well as the provision of an attractive and stimulating surrounding and the schools' approach to the library use are important factors influencing the learners' ability to read for their studies as well as reading for pleasure. Library stock contributes in developing literacy in learners. The reading material in the library stock should also be well selected to support the curriculum and pupils' interests. They should be appropriate to the learners' level and abilities.

The development theories are important in the study because they focus on the concepts that teachers can be extra operational if they organize learning in such a way that it is receptive to the child's phases of progress, if they associate learning to the child's existing understanding and capabilities, and if they utilize the social and natural environments as opportunities for learning (Hammond et al. 2001; Osborne 2016). Therefore, in the library environment teachers are the ones that orientate themselves on the role of the library and there after encourage and motivate the students to develop the reading culture as well as motivating and enabling the librarian to perceive their role in developing school library services.

The constructivist learning theories are useful because they pointed that knowledge is physical and that learners create their own knowledge as a result of their collaboration with the physical world interactively in a social setting and in a racial and verbal environment. Learners have their own ideas concerning the world. These ideas are also similar and have something in common. Some of these concepts are socially and culturally acknowledged and shared. They also form part of the linguistic, which is reinforced by the figure of speech. They also serve as a means to comprehend many occurrences. They also reflected that knowledge is enthusiastically created by the learner and not unresponsively acknowledged from outside. Learning is rather that which is done by the learner him/herself (Taber 2006).

The action of learners to seek and utilize information can be regarded as socially and cognitively created methods. The following theorists, namely, Piaget, Vygotsky, Bruner, Bandura and Ausubel are of the view that the learning environment is learner-centered rather than teacher-centered. With the constructivist theory in the learning atmosphere, it will permit learners' learning needs to be realized, providing them with appropriate learning opportunities, and involve learners as well as to generate an environment in which they can make mistakes and be able to construct new knowledge. As a result of the current information age in which education

has shifted from the teacher-centered to learner-centered, it demands more than only a school to develop a learner or student who is well groomed and trained on how to think logically, critically and creatively. Foo (1999) and Lai (2011) are of the opinion that attention should be given to school libraries in such a way that they are well resourced, have sufficient staff, and there be change for development, growth and expansion because libraries are important in supporting the type of education which is learner-orientated. These theorists were more concerned with active learning rather than encouraging hands-on activities.

The different theories presented in this chapter served as a point of departure in as far as the different phases and progressions of the child development are concerned, and how these development stages influence their learning process (Mooney 2000). These studies can be useful to both teacher-librarians and subject-teachers because of the stages described by the theorists, teachers are able to prepare the test, which is used to categorize the learners according to their Piagetian level. They can also prepare the teaching and reading materials that must match the level of thought of the learners. Lecturers are also responsible for teaching the subject content, while on the other hand the librarian in the school library is responsible for making the students become information literate, so that they will be able to locate information in the library and also in the information sources on their own (Arko-Cobbah 2004; de Kock 2013).

Piaget, Vygotsky, Bruner, Bandura and Ausubel's theories differ very much, but they have something in common because they all focused on the context of learning development. They put more emphasis on social and cultural learning conditions. These theories are important because Waddle (1998) and White (2011) emphasized that there should be cooperation between the teacher, librarian, principal and learner in planning, teaching as well as evaluating the instructional approach that enable effective use of available resources.

Zimmerman's model of self-regulated learning is related to the reading abilities of learners because learners should be able to search and successfully retrieve reading material on their own. They should be self-regulated so that they will be able to be selective in utilizing particular processes to be individually known to individual learning task. Moreover, Breivik (1998) and White (2011) pointed out that student-centered learning and resource-based learning approaches are related in that in both the approaches the student is expected to access, organize, evaluate and use information that they get from the library and different sources.

CONCLUSION

The theories discussed in this article can encourage the selection of the library instructions, activities and strategies. The learners act as they do mainly as a result of their developmental stages as well as their prior experiences. The library materials are chosen because they meet the reading and learning needs of the learners. The materials are at the level of that particular grade and are within the intellectual abilities of the learners. There are a number of different developmental theories. Only those that are more appropriate to learning have been selected. Each of the various theories that have been chosen has an effect on the role of school libraries in the learning abilities of learners.

RECOMMENDATIONS

It is necessary for the teacher-librarian to understand the learners' personal, bodily, expressive, social, and cognitive capabilities and restrictions so that applicable library instructions, and activities as well as books that are at the level of the learners that are associated to reading are provided to enhance reading.

It is important that learners attain both the cognitive and behavioral skills needed for academic achievement. These skills and more are mastered inside and outside the schoolroom, at home as well as in the community.

Knowledge concerning the learner is also necessary for the implementation of the curriculum in which the progressive and learning theories features in guiding the preparation of the library instruction programs. These theories can also encourage the selection of the library instruction activities and strategies.

LIMITATIONS

Teachers and teacher librarians are not really acquainted with the knowledge of the learning theories to assist the learners according to

the different theories. For learners to develop self-regulated learners, self-awareness, self-efficacy and goal-orientation are important in enabling the learners to familiarize themselves with the stresses of how to search and retrieve information in the library and in the information sources.

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Paper received for publication on December 2015
Paper accepted for publication on September 2016