JIMMA UNIVERSITY

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DEPARTMENT OF INFORMATION SCIENCE

THE NEED TO TRANSFORMING LIBRARY MANAGEMENT, USAGE AND ITS IMPACT ON QUALITY EDUCATION: THE CASE OF JIMMA ZONE SCHOOL LIBRARIES

BY: EYERUSALEM MULUGETA

PRINCIPAL ADVISOR: AMANUEL AYDE (ASSIS. PROFESSOR, PHD CANDIDATE)
CO-ADVISOR: REGASSA ALEMU (MSC)

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A Thesis Submitted to Department of Information Science in Partial Fulfillment of the Requirements for Degree of Masters of Science in Information Science (Electronic and Digital Resource Management)

BY: EYERUSALEM MULUGETA

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Dedication

This thesis is dedicated to my families especially to my beloved elder daughter, Fitih Tesfaye, who sacrificed the motherly care she deserves from me while she undergone knee operation five times, when I was composing this thesis.

Acknowledgements

Abstract

Research indicates that high students' academic performance is linked to qualified school librarians and adequate usage of library services. Yet, despite this, it is evident that school libraries are often viewed as non-essential, optional, or pherpherial to teaching and learning even luxury expenditures for schools. Absence of qualified school library management and less usage of library resources insignificantly impacts quality of education. The study aimed at investigating the need to transforming library management and usage as well as the impact it has on quality education. The study participants were selected from 15 elementary, high school, and preparatory schools in Jimma zone. Structured questionnaire, semi structured interview, observation and document review were used to collect data from randomly selected 381 students and 239 teachers, five school librarians and four vice directors who are selected through available sampling. While the quantitative data was analyzed using descriptive statistics (mean and frequency) and inferential statistics (Independent T-Test), the qualitative data was analyzed thematically. The finding revealed that students who visited school library more frequently (M=77.17, SD. 11.65), and students who got more frequent encouragement to visit school library from parents (M=72.80, SD. 1) and teachers (M=73.53, SD. 1.08) performed better academically than their counter parts who never visited school library (M=72.08, SD.9.31) and never got such encouragement from parents(M=60.91, SD. 1.32) and teachers(M=62.84, SD. 1.41), where p=0.023, 0.000, and 0.000 respectively. The findings further revealed that school students and teachers face many constraints in using school library including lack of up-to-date reading materials, adequate sitting facilities, adequate school library information resources, absence of provision of information and communication facilities, lack of professional librarians to manage libraries and to create conducive reading environment. The study concludes that the school library management and usage in Jimma zone needs change for addressing the 21st century school library users' need. Hence, for school library to impact quality education, the government, Jimma zone, and educational bureau of Jimma zone with collaboration with other stakeholders should build standardized physical and digital libraries, equip them with necessary library provisions, and assign library professionals and transformational managers with vision

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Chapter One

1. Introduction

1.1. Background of the Study

Library management skill (a skill of handling internal and external administrative matters for libraries, providing managerial leadership, planning strategically, managing resources, fundraising, and directing of the overall operations of school libraries) seems lacking (or not practiced) at school libraries in Jimma. Further, educational materials are not properly handled and utilized. Despite success in access to education, there is a decline in quality of education at all levels of education in Ethiopia. Quality school library management plays significant role for the improvement of quality education and library usage. Bringing quality education without quality library management and usage transformation is unthinkable. Quality of Education' and 'library' are two inseparable—indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other… Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education" (Emmanuel & Eberechukwu 2016). "Academic success of students depends largely on the learning platforms [which are] available to students including the library facility" (Julie and Mercy, n.d., p. 3). Students who learn to read only in class, without having anything else to read elsewhere, are missing an important step to literacy (USAID, 2011). They cannot enhance their knowledge, skill and attitude (Lemma et.al, 2014). Without improved students' learning–knowledge, skills, attitude, and use of libraries, the achievement made so far in access to education becomes less meaningful for Ethiopia.

The importance of management transformation to libraries has grown over the years as libraries, especially which are in the cities, have become larger in terms of size, collections, budgets and staff on the one hand. On the other hand, especially in rural areas of developing countries like Ethiopia, librarians are facing greater challenges than ever before, resulting from poor economy, lack of professional librarians, and increased competition and ever changing technologies (USAID, 2011). The Librarians of the future

will be working in environments that will continue to be turbulent and fast changing. Hence, transforming library management is critical to the success of all types and sizes of libraries in all parts of the world at large (Chopera, n.d.).

Library management plays significant role in impacting quality education by transforming library management and usage. Advances in science and technology necessitates that the library manager should adopt modern methods of facilities management to improve the quality of teaching and learning (Defaru, 2014). School librarians who demonstrate leadership in the school have the greatest potential to impact achievement of students (Baker, 2016). Managing the dynamics taking place in library requires up to date knowledge and skill to satisfy customer needs. "The practice of managing in … a dynamic environment requires awareness of strengths, weakness, opportunities, and threats–internal and external–that influence the development of information services" (Stueart & Moran, 2007, p.1). Library management skill seems to be lacking (or not practiced) at school libraries in Jimma as a result educational materials are not properly handled and utilized (Defaru 2014). To overcome problems related to retrieval and access and to create appropriate work environment, successful library manager is important (Stueart & Moran, 2007). Thus, this study is initiated with the aim to investigate the need to transforming library management and usage in schools in Jimma Zone for enhancing quality of education.

1.2. Statement of the Problem

Despite success in access to education, there is a decline in quality of education at all levels of education (university, high school, elementary school) in Ethiopia (Mulu, 2012; Lemma et al., 2014; Gojeh & Worku, 2015). Achievements in access have not been accompanied by adequate improvements in quality. The quality assurance assessments made for grade 4 and grade 8 education in 1999/2000, 2004, and 2008 also uncovered that students' achievements kept on declining from time to time (Lemma et al. 2014). Similarly, The National Learning Assessment (NLA) of 2007 in grades 4 and 8 showed that student achievement is below the required levels and has declined during the period of expansion. In the same token, the composite score for grade 8 shows a decline from 43 percent in 2000 to 40 percent in 2007 (USAID, 2011).

"The case in Oromia becomes serious from time to time and it needs due attention" (Lemma et al, 2014, p. 363). The problem worsens when it comes to Jimma zone. Jimma is among the regions which registered the least number of students who pass Ethiopian School leaving certification examination (ESLCE). For example, in 2016/17, among 45,188 students who sat for Primary School Leaving Examination (Grade 8), only 25,068 (56.46%) passed; among 18,635 students who sat for Secondary Education Completion Certificate Examination (Grade 10), only 10,856 (58.25%) passed, and among 2,617 students who sat for ESLCE (Grade 12) 1,711 (65.38%) passed the exam, and only 1,203 (45.96%) joined university (Source: Jimma Zone School Bureau). Without quality education, becoming a country with a middle income economy by the year 2025 and becoming a competent zone for Jimma remains a challenge.

Contributing factors to the decline of quality of education are many: unqualified teachers, political instability, economy, poor library and others. Poor status of school library, which is the focus of this study, has deteriorating effect on quality education. Lack of facilities such as libraries with up-to-date resources is among the major factors that affect quality education (Gojeh & Worku, 2015). "In poorly resourced institutions, library materials are usually outdated and there is inadequate access to technology. Physical space is often limited" (Nebraska, 2012, p.54). When rapid increase in enrolment rate is not accompanied by rapid transformed library usage and management, quality of education suffers. "There is a general concern that the rapid enrolment expansion accompanied by inadequate resources; incompatibility of existing capacity and lack of organizational arrangements may result in deterioration of academic quality and standards" (Mulu, 2012, p.20).

The condition of libraries in schools in Jimma Zone is not in a state of promoting quality education. Among the 22 primary (1 to 8) schools in Jimma town, 8 of them, which are newly opened, do not have a library (Jimma Zone Education Office). Even the schools those have libraries have several problems such as library management, resource and usage. According to Link Ethiopia, many of the libraries in Ethiopian schools lack the resources and expertise to give children the best chance to achieve and flourish. Many

rural schools lack even a dedicated library space, putting their students at an even greater disadvantage. An assessment conducted almost a decade ago in elementary schools in Ethiopia, including Sokoru town in Jimma, Oromia, reported disturbing finding: "With a few exceptions, school libraries were found to be either non-existent or in a bad state (sometimes used as storage rooms). This is particularly unfortunate as Ethiopia moves towards improving the quality of education" (USAID, 2011).

Library management and usage is a serious problem as the researcher's internship experience at Mendera Elementary School, in Jimma town, uncovered. The researcher witnessed that (1) the number of students who visited the library was very small, especially in the Afan Oromo shift, (2) the books in the library were not well managed, outdated and beyond the students' level of understanding, and (3) absence of trained/professional librarians who can manage the library's resources (e.g. books). The non- professional librarians lacked the ability of patrons to retrieve and to access the needed information in an efficient and effective manner implying poor academic performance of students. Nevertheless, the researcher did not see any promotional strategies (e.g. social media such as poster, library news and events) being used to encourage students to use library. A study done elsewhere demonstrated that students in schools without effective school librarian leadership learn less, get lower grades, and score lower on standardized tests than their peers in schools with effective school librarian leadership (Scholastic, 2008 as cited in Baker, 2016, p.146).

Nevertheless, inadequate usage of the existing library resources contributes to the decline of quality of education as oversea and local studies indicate. According to Hoy, Bayne, and Wood (2005), book borrowing is declining from year to year. Their finding shows that across the term Year 7 while pupils borrowed 1, 200 books from the school Learning Resources Center Library, during the same period Year 8 pupils borrowed only 207 books (p.114). Further, students are less interested to visit library physically nowadays; they prefer retrieving information electronically (Moncrieff et al., 2007). As library keeps informing teachers with latest updates in education sector, teachers who do not use library can not improve their teaching expertise (Ashikuzzaman, 2013). A study conducted in Jimma University found that the use of library resources, soft and hard

copies, is minimal (Gojeh & Worku, 2015). The problem calls for transformation–transformation of library management and utilization.

Since change is inevitable, strengthened management is important to transform library management and usage. Managing the change that takes place in library requires up to date knowledge and skill to satisfy customer needs. "The practice of managing in … a dynamic environment requires awareness of strengths, weakness, opportunities, and threats–internal and external–that influence the development of information services" (Stueart & Moran, 2007, p.1). To overcome problems related to retrieval and access and to create appropriate work environment, successful library manager is important (Stueart & Moran, 2007). School librarians who demonstrate leadership in the school have the greatest potential to impact achievement of students (Baker, 2016, p.146).

> *There is an urgent need to support the establishment, development and strengthening of school libraries, and to teach students how to use those libraries. School libraries can be a complement to classroom learning and efforts to improve the quality of education. Students who only learn to read in class without having anything else to read elsewhere are missing an important step to literacy (USAID, 2011, p.6).*

To improve school libraries, in the context where school libraries do not have professional librarians, it is important to build library team members. Response to such need (transforming such conditions) can prepare school students for university education which needs the background of effective use of library resources and services.

In developing regions like Sub-Saharan Africa in general and in the context of Ethiopia in particular, research on the relationship between library system usage and quality education is inadequate (Mulu, 2012). Even these inadequate ones had no focus on the role library plays in maintaining quality education. A study conducted in colleges of education in Nigeria identified that human (e.g., improper organization of materials, users' attitudes) and physical factors (e.g. inadequate books loaned out, inadequate facilities and equipment) affected students' utilization of library and information (Abraham, Ishaya, & Daudu, 2013). Jemal (2013) conducted a research on high school students in Assossa Zone and concluded that lack of school facility hinder proper implementation of school improvement program. The study of Workineh and

Yehuwalashet (2017) investigated factors hindering the development of library and information centers in Ethiopia. The study revealed lack of staff training and shortage of necessary facilities as the key problems. The quantitative study of Gojeh and Worku (2015), which investigated the effect Jimma University Library system usage on quality of education, found that library materials (print and electronics) are inadequately used by teachers and students.

To the knowledge of the researcher, the current status of library resources (print and electronics) and usage, the way library resources are managed, the extent to which library resources are used by students in elementary and high school, the influence of using these resources on quality of education in general and academic performance in particular, the factors that enhance and hinder the use of library resources in schools in Jimma Zone is less investigated. Thus, this study is initiated with the main aim of investigating the need of transforming library management and usage as well as the impact these factors have on quality education in schools in Jimma zone. Hence, this study attempts to answer the following research questions:

1.3 Research Questions

1. To what extent library management is effective in impacting quality of education?
2. To what extent library usage is effective in impacting quality of education?
3. What is the current status of library resources and usage in the selected schools?
4. What role do library stakeholders play in transforming school library?
5. To what extent do library stakeholders and parents encourage students to use library?
6. What are the factors that enhance and hinder library resources usage in the selected schools?
7. What strategy/framwork should be in place to transform library management and usage to enhance quality of education in schools?

1.4 Objectives

The study has general and specific objectives.

1.4.1   General Objective of the Study

The general objective of this study is to investigate the need of transforming library management and usage as well as the impact it has on quality education at the selected schools in Jimma zone.

1.4.2   Specific Objectives of the Study

The specific objectives of the study are

1. To assess the extent to which library management is effective in impacting quality of education.
2. To assess the extent to which library usage is effective in impacting quality of education.
3. To explore the current status of library resources and usage in the selected schools.
4. To assess the role played by library stakeholders in transforming school library.
5. To assess the efforts of library stakeholders and parents with respect to usage of school libraries.
6. To identify the factors those promote and hinder library resources usage in the selected schools.
7. To develop a strategy (framework) that can be implemented by the concerned bodies to transform library management and usage to enhance quality of education in schools.

1.5 Scope of the Study

The study is delimited to investigate the need to transform library management and usage as well as the impact it has on quality education at the selected schools in Jimma zone. It focused on only schools that have library.   It focused on government school students and teachers of grade 1 to 12, in 2018, in Jimma zone: Jimma town and four woredas– Agaro,

Yebu, Seka, and Serbo. The study has not included non- governmental school students as it is not comparison study. The participant of the study, in addition to students and teachers, included school teacher librarians and vice directors in Jimma Zone.

1.6 Significance of the Study

The finding from this study proposes a strategy to transform library management and usage, enables the management of school libraries to improve the library services they provide to the users. It also enables libraries to encourage students in utilizing library resources effectively. On top of that, based on the finding of this and relevant studies, curricula designers can review and update the existing curricula that produce professional librarians for schools. Above all, it helps policy makers to reach informed decision. This in turn ensures quality of education as it prepares successful students for university.

1.7 Limitation of the Study

The study anticipated to collect data through questionnaire, document review, observation, FGD, and in depth interview. However, the researcher could not run FGD with Educational Bureau authorities, teacher librarians, and vice directors. The reason is that they were not accessible when the data was being collected. Qualitative data collection had been intended after collecting and analyzing quantitative data. Questionnaire collection ended just a few days before the beginning of second semester final exam for the students. After the exam was over, schools were closed. Had FGD data been incorporated, the finding could have been better triangulated. On top of that, as no attempt was made to get representative sampling for national coverage, it is less likely for the finding from this study to be generalized out of schools in Jima zone.

1.8 Definition of Terms

CD-ROM   Compact Disc, Read-Only-Memory
CSA   Census Conducted Agency
EPRDF   Ethiopian People's Revolutionary Democratic Front
ESLCE   Ethiopia School Leaving Certificate Examination
FGD   Focus Group Discussion

ICT	Information Communication Technology
LA	Library Assistant
NLA	National Learning Assessment
SL	Student Librarian
TL	Teacher Librarian
TTC	Teacher Training Centre
TVET	Technical and Vocational Education and Training

1.9 Operational Definition of Terms

Library Management: In this study it refers to a management that handles internal and external administrative matters for school libraries, providing managerial leadership, strategic planning, resource management, development/fundraising, and direction of the overall operations of school libraries.

Library usage: usage of library resource by students and teachers

Stakeholder: In this study stakeholder refers to teacher librarians, vice-directors, students, teachers, Education Bureau, family committee, Jimma University and alumni who can transform library management and service

Transformation of library management: In this study it refers to transforming poor library management to effective library management with vision in short term, mid-term, and long term.

Transformation of library usage: refers to transforming inadequate library resource usage to effective usage by students and teachers

Quality of education: it is enhancement of students' achievement; it is a change of the learner from one state to another, from less academic performance to better academic performance.

Chapter Two

2. Review of Related Literature

This section reviews issues related to quality education, library management, library and library resources, factors enhancing and hindering library use as well as related ideas.

2.1. Conceptual Literature

2.1.1 Concept of quality

Different scholars tried to define quality differently and, it seems that, universally there is no accepted definition of quality (Mulu, 2012). Green (1994) defines: "Quality, like 'freedom' or 'justice' is an elusive concept. We all have an instinctive understanding of what it means but it is difficult to articulate" (p.12). From the perspective of the Stakeholders' view, Harvey and Green (1993) identified five discrete but interrelated ways of thinking about quality: quality as exceptional, quality as perfection or consistency, quality as fitness for purpose, quality as value for money, and quality as transformation. This study focuses on the last definition of quality as it is much related to its purpose of study: "The Need to Transforming Library Management, Usage and its Impact on Quality Education".

Quality as a transformation views quality in terms of change of the learner from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge through the learning process (Nelson, 2012). Harvey (2012) in Mulu (2012) suggests that "…value-added transformation ought to become the central element of any concept of quality rather than excellence, fitness for purpose or value for money" (p.31). Obviously, when students use library resources, they become empowered and as a result they perform better academically. Studies (e.g. Scholastic, 2008 as cited in Baker, 2016) demonstrated that students who utilize library frequently get better grades, score higher on standardized tests than their peers who do not utilize library (Scholastic, 2008 as cited in Baker, 2016, p.146).

With the human capital perspective, quality is perceived as transformation of institutions and enhancement of student learning experience. The better the education institute, the more it achieves the goal of empowering students with specific skills, knowledge and attitudes which enable them to live and work in the knowledge society (Mulu 2012). "School improvement is an approach to educational change that has the twin purposes of enhancing students' achievement and strengthening the schools' capacity for change" (Jemal, 2013, p.1). According to Milion (2010) in Jemal (2013), schools prepare students for the future by teaching them the essential skills that prepare them to be successful in life and motivate them to read, write and think creatively (p.1). Library is one of the many variables that transform or influence the educational institute and students' performance. It provides reading and writing materials that enhance critical thinking. "[T]he quality of library collection has tremendous impact on student's academic performance and higher test scores and even more with a higher usage of the school library resources" (Julie & Mercy, n.d. p. 3). Hence, from the perspective of quality as transformation, this study investigates the role school libraries in Jimma Zone play in influencing students' academic performance—enhancing quality of education. With respect to transforming library management and usage, the study explores the extent to which library management is effective and library resources are used by end users as well as what should be done to transfer library management and usage.

2.1.2 Concept of Management, Qualities of an Effective Manager, and Functions of Management/Manager

A. Concept of Management

"Management is about managing people as well as the places where they work and the activities they undertake" (Velasquez, 2013, p.1). This definition is applicable to library management as it requires to managing library staff and the services they render. Mee, Edward, and Glueck in Chopera (n.d) defined the term management differently. Mee has defined management in terms of securing maximum outcome. According to him, "Management is the art of securing maximum results with minimum efforts so as to secure maximum prosperity and happiness for both employer and employee and give the

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public the best possible service." This definition can be applicable in the context of libraries, where the objective is to provide best possible service to the readers to their fullest satisfaction.

According To Edward, "Management means to control and direct the operation of an organization or a sub-division of a larger. The definition of management includes two concepts. The first one is, accomplishing certain defined activities, and the second one refers to directing the people who accomplish the work. Thus, the balancing of activities and people becomes the task of the manager.

The other definition which is more relevant to the library management comes from Nkechi (2014). According to him, management is an essential instructional leadership tool; it is an effective utilization of human and material resources to achieve the enterprise's objectives.

Library management is a sub-discipline of institutional **management** that focuses on specific issues faced by libraries and **library management** professionals. **Library management** encompasses normal managerial tasks, as well as intellectual freedom and fundraising responsibilities.

All definition of management addressed here are applicable in the current study to assess how libraries operate to satisfy the need of the end users.

B. Qualities of an Effective Manager

According to Transformational Theory, effective manager is a leader who has clear organizational vision and who inspires employees to work towards this vision (Fitzgerald & Schutte, 2010, in Velasquez, 2013). Such a manager is one who is positive in his personality. Prasad (in Chopora, n.d) has quoted the following characteristics of an effective manager:

- Decisive
- Self –Starting
- Productivity
- Well-informed
- Determined

- Clear-thinking
- Amiable
- Conforming
- Neat
- Reserved

- Energetic
- Creative
- Intelligent
- Responsible
- Enterprising

- Agreeable
- Conservative
- Kindly
- Mannerly
- Cheerful
- Formal

C. Functions of Management / Manager

Different management thinkers have given different functions of management, to be performed by the managers of different types of organizations. Henry Fayol, Father of Classical School of Management, has given the following managerial functions - (i) Planning (ii) Organizing (iii) Command (iv) Coordination and control. Stueart and Moran (2007) have suggested the following functions: (i) Planning, (ii) Organizing (iii) Human Resource, (iv) Leading, and (v) Controlling. The difference of managerial functions given by Fayol and Stueart (2007) and Moran lies in iii and iv. Fayol's "Command" and "Coordination" are encapsulated in Stueart and Moran's "Humman Resource [management]" and "Leading". What works better in library context is leading instead of commanding. Hence, in this study, managerial function refers to the definition given by Stueart and Moran (2007). It investigates the extent to which library managers practice planning, organizing, managing human (human management), leading and controlling. The explanation of each is given below.

i. **Planning**: Planning is the most basic or most important managerial function to be performed by the manager. Library manager requires wide knowledge and experience to make blue print of the work to be performed. For the successful fulfillment of the requirements of the users (clients), s/he should carefully plan the work or tasks to be done to be performed and figure out best way to accomplish them.

ii. **Organizing**: managers establish the formal structure of authority and divide work among employees. Organizing entails, but not limited to, determining the specific activities, grouping the activities into a logical framework, assigning these activities to specific positions and coordinating the efforts of individuals and groups. It also involves preparing Flow-chart where necessary. "This function is also applicable for managing all types of libraries and information centers" (Chopera, n.d, p.12).

iii. **Staffing** (also called human resource management): It entails hiring, training, paying, and retaining people necessary for the organization to meet its objectives. As in all types of organizations, the role of staff or workers is very significant in library management. To satisfy the clients (users) of libraries, the staff needs to be well qualified, trained, devoted and adequate regardless of the library's excellent building, rich collections and nice infrastructure.

iv. **Leading:** It refers to providing positive and dynamic leadership, which is an elusive quality. At times, the term "Manager" and "Leader" are treated as synonyms, but they are not the same. Leadership is just one aspect of what a manger does.

v. **Controlling**: It refers to controlling everything and everyone in the organization. The libraries, various higher bodies, parent bodies, library committees etc. exercise the function of controlling.

The aforementioned ones are not the only functions of library managers. Another important and related terminology that needs to be addressed in this study is collection development and management. This includes, but not limited to, selection. It entails "the determination and coordination of selection policy; assessment of the needs of users and potential users; collection needs, community and user outreach and liaison; planning for resource sharing; decisions about weeding, storage, and preservation; and assignment of responsibilities for its practice" (Johnson, 2009, p. 25). Here it is important to strike a balance between user demand and librarians' perception of value *(Ibid).* This study investigates the extent to which these library managerial functions are practiced in the selected schools.

2.2   Concept of Library and Library Usage

Over time, library has been given different meanings. In its earlier definition, library means "a place where books were written or kept". It is derived from the Latin word "liber", means- a book. It was frequently used as an institute of "collection of books". Now, in this decade, it is a valued social space … where students set up their laptops for twenty-first-century scholarly endeavor (Oswald, 2015). The definition given by Oxford Advanced Learner's Dictionary could be suffice: "A building in which collections of

books, CDs, news, papers, etc. are kept for people to read, study, or borrow". What is common in these definitions is that it is a place where to read. Library usage is defined as users' beliefs about the extent to which they use library facilities (Simmonds & Saad, 2001). This study also investigates the extent to which students use print and non-print materials found in school libraries.

2.2.1 Library Resources

Library resources are both print and non-print materials found in school libraries which support curricular and personal information needs. While print items include books, magazines, newspapers, pamphlets, microfiche or microfilm, non-print items include films, disc records, filmstrips, slides, audiotapes, videotapes, compact discs, and computer software (Hadley School Committee, 2014). According to Fakomogobon, Bada, and Omiola, (2012), library resources refer to human and non human resources. While the former entails library professionals, library officers and library assistants and others, the latter refers to all print materials: reference books, dictionaries, etc. and non-print materials like videotape for instruction, slides and other software for instruction the print and non-print formats. This research assesses the type of resources available in selected school libraries and the extent of their utilization.

2.3 Collection, Collection Management, Selection Criteria
2.3.1 Collection and Collection Management

Good planning is vital for building an inclusive and balanced school library collection. The cycle of tasks, including selecting, buying and removing resources, can involve the whole school community including library staff, teachers and students. Library collections should address the teaching and learning needs of the school community and need to be managed well. A school library has to know how to manage the collection, using a cycle of activities that will help ensuring whether the collection is balanced and inclusive. It is important to develop criteria and procedures to find, choose and buy items, accept donations or handle complaints. It is also important to explore options for adding print materials and eResources to the collection. Weeding is an important part of the collection management cycle. A school librarian should know what weeding is, why,

when and how to weed school library collection, and who should be involved (Source: Collections and Resources).

2.3.2 Selection Criteria of Library Resources

Emphasis on the general collection is placed upon scholarly works reflecting the current curricular needs of all academic programs. The following general criteria, which are summarized by Katz (2002) and Hadley School Committee (2014), are considered in the decision of purchase or select library resources.

Need: needs of the individual student or teacher should be taken in to account. Another important criteria to select donations is **authority** –an important question to ask is "is the publisher or author highly regarded in their subject area?" The third criterion to select print materials is **scope** –it is mandatory to enquire what value it does add to the collection, for example in terms of unique contributions and currency. Purchasing new materials is preferable to old ones. Newly published material is usually less expensive to acquire, and, more importantly, it tends to be the type of material mostly demanded by faculty and students. The question "Does the library currently have many items in the same or similar subject?" needs to be answered. **Relevance**, the other important selection criteria, asks—what is the relevance to the university or school [school] curriculum? **Audience**, a fourth criterion, needs to take in to account the use of comprehensible language and content to address intended audience. Is the resource scholarly or popular? Higher-level or lower-level? are important questions to be asked here. The fifth criterion is **cost**. Is the resource cost-prohibitive to the collection development budget? Format – "Arrangement is of major importance… (or ease of) search...'" What is the clarity of structure, font, symbols, graphics/illustrations, and abbreviations? The other important factor that needs to be considered when collecting print resource is the **physical condition**—"Is the resource in poor repair? Suitable for Special Collections?" are questions to be asked.

2.4 School Library and Role

2.4.1 School Library

According to the definition of Fayose (1995) school library is part of a school where collection of books, periodicals, magazines, and newspapers, films, filmstrip, videotapes, recording of different types and so on are housed. According to (IFLA School Library Guidelines, 2015), a school library is physical and digital learning space where students, teachers and staff of that school seek education related information.

2.4.2 Role of School Library

Libraries provide various services to end users: calm and dedicated environment to read, to borrow books, to study for class and to learn at their own pace. Further, libraries help students to learn more about their interest and the world, and the way to develop a love of reading. Helping all educational programs of a school, cultivating good reading habits in children, inculcating the habit of seeking help of additional sources other than text books, developing self-learning skills of students, nurturing good moral values and principles in the children, and helping teachers to improve their teaching expertise are a few among many objectives of school library. To discharge these significant responsibilities, and to improve school libraries, schools, students and their communities need to continue working together (Omenyo, 2016).

Academic library comprises school library, college library, and university library. The primary objective of academic library is to meet the academic needs of the particular institution for which it is created to serve. The purpose of a school library, which is part of academic library, differs from that of college library and university library in that the former is primarily concerned with pro-creating an urge for reading amongst the children who here get a first-hand-knowledge to use the library resources most effectively in their future career. School library serves to build up a strong mental base and character of the children, and the later ones, especially university libraries, give extensive and particular emphasis to research projects apart from the curricular needs of the institution (Shukla, Abhishek and Kumar, 2013).

Besides, school libraries should make sure that its resources such as facilities, equipments, collections and services are in the condition of supporting the teaching and learning needs of the students and teachers as well as updating these resources as the teaching and learning needs change. Further, they should strengthen their relationship with stakeholders such as academic and public libraries so that they strengthen access to resources, services, and to foster their shared responsibilities for long lasting benefit of learners. The other role of school libraries is promoting literacy and reading using different Medias, with members of other library, cultural or community groups, and teaching colleagues. On top of that planning and communicating services and programs of the school library to the library's stakeholders' is the role of school library (IFLA School Library Guidelines, 2015).

To accomplish its work successfully, school library needs professional librarians who can discharge their responsibilities efficiently and effectively as their roles are many. For one thing, they collect physical and digital resources consistent with the school's curriculum and with the national, ethnic and cultural identities of members of the community. Further, they increase access to resources through practices such as cataloging, curation, and resource sharing. Hence, the role of professional school librarian should be clearly defined to include instruction (literacy and reading promotion, enquiry centered and resource based), library management, school wide leadership and collaboration, community engagement and promotion of library service. All these roles need professional school librarians who have the same level of education and preparation as school administers and the support of technical staff (The IFLA School Library Guidelines, 2015).

2.5 Library Team Members: Roles and Responsibilities

School library team members play significant role in the school community as both educators and information promoters. School library team encapsulates library manager, teacher librarian (TL), library assistant (LA), student librarian (SL), volunteers. The required qualification and the role they play are presented below.

A library manager or librarian needs to have appropriate professional library qualifications. The principal role the school library manager plays is managing the library in addition to providing support for inquiry and literacy programmes. Teacher librarian (TL) needs to be a trained teacher who holds a Diploma of Teacher Librarianship or an equivalent qualification.

Their responsibility includes school-wide inquiry, reading engagement programmes, ensuring a strong connection between the library, classroom programmes, the curriculum, the school community and wider library community.

> *School librarians are responsible for organizing and managing collections of journals, books, magazines, newspapers, electronic documents, and other data resources. At the elementary school level, librarians may also be responsible for organizing mini lessons, crafts, and story time. School librarians will often work with children to help guide them to material of the appropriate reading level. Throughout all levels, they monitor the checking out and returning of books. In addition, they are responsible for helping students find and understand information within the library that they may need. Depending on where they work, school librarians may have their own office where they can carry out administrative tasks (How to Become a School Librarian,n.d).*

To discharge this significant responsibility, and to attract such teachers to the position, it is important reduce their teaching load.

A library assistant undertakes all or most of the day-to-day tasks needed to run the library, usually under the direction of a TL, Library Manager or Librarian. Further, Library assistants liaise closely with teaching staff to provide support for teaching and learning programmes. Student librarian contributes a lot in running the school library. They help with many of the day-to-day tasks needed to run the library. They also provide valuable input into library development and raise the profile of the library with other students. The other important people to run a library are volunteers. They help with a number of day-to-day tasks required to run the library. Volunteers could be formed from parent helpers and community volunteers. This study tries to investigate whether school libraries in Jimma zone have the outlined librarians and the activities they accomplish (Your School Library Team).

2.6 Factors Enhancing and Hindering Library Management and use

Many of the libraries in Ethiopian schools lack the resources and expertise to give children the best chance to achieve and flourish. Many rural schools lack even a dedicated library space, putting their students at an even greater disadvantage (Link Ethiopia). Factors that promote and hinder library resource management and utilization are discussed below.

2.6.1 Enhance or access to library resources

Factors enhancing access to library resources include good school policy, adequate materials, sufficient and diversified staff to acquire and organize resources and guide, availability of enough space/seats for students, availability of enough resources in print and electronics, logical organization of books, fund allocated for schools/libraries, computer literacy of librarians and students, qualified, suffice, and motivated library managers and staff (Skretas, 2005). Age, personal background and other personal characteristics and conditions (e.g. leadership qualities, health, and family conditions) sometimes play an important role and should not be underestimated (*Ibid*).

2.6.2 Barriers to library access

Studies have identified human and physical environmental factors that affect library utilization. Human factors include but not limited to students' lack of attendance at library user education, shelf guidance and arrangement, insufficient and discouraging staff attitude, language, users' unfavorable attitude, insecurity of students' properties, unfavorable rules and regulations for library users, crowded students timetable and absence of students' encouragement by lecturers, teachers unwillingness to take student groups to the library or allow them to go for individual study in class time, and over-teaching. Physical factors include inadequate books loaned out, inadequate facilities and equipment, poor technology infrastructure at schools improper organization of library materials inflexible library rules and restrictive circulation policies, school policy, students' preference of hostel use than library, poor maintenance of facilities and untidy environment (McGrath,1969; Skretas, 2005; Goje et al. 2013).

Lack of access to library resources is the other hindering factor. Availability of library resource does not guarantee accessibility. For students to benefit effectively and efficiently from library service, they should be able to access to the resources of school library. This access to the resources in schools today generally, but by no means always, requires access to the areas in which the materials, and in some cases the associated equipment, are organized and housed. Inflexible scheduling, examination pressures and restrictions on student movement may be deterrents to library access (McGrath, 1969). School library opening hours also affects access to library resources.

> *An accessible library is an open library. A school library providing full access is open before school and after school, during all student lunch hours and throughout the scheduled school day. According to need as well as demand it is open during a number of evenings each week, on Saturdays, and during the summer vacation with special provision for the summer school sessions (McGrath, 1969, p.3).*

Schools need to have libraries that are open throughout the school day. According to the finding of Squire (1967), secondary school libraries were generally found to be open throughout the school day to help students who read for the National Study of High School English Programs. No comparable recent survey is available in Jimma zone, but it seems that the situation today is not significantly better. Squire noted that a few libraries reported experimenting with evening schedules--two or three nights a week (Squire, 1967). Gaver and Jones (1966) indicated that "extended hours of library service (i.e., Saturday service in this part of the study)...were provided in a small number of schools," among thirty-four secondary schools in eighteen states whose libraries had been identified by state library supervisors as having a superior program of service. This study investigates hours of library services in the study setting as promoting and hindering factor of library service utilization. This study investigates factors that enhance and hinder use of library resources.

2.7 The Study Setting

Location: Jimma is one of the zones in Oromia Region, Ethiopia. It got its name from the former Kingdom of Jimma, which was absorbed into the former province of Kaffa in 1932. It is located at about 355Kms on the South West of Addis Ababa, the Capita of

Ethiopia. It is bordered by the Southern Nations, Nationalities and Peoples Region on the south, by Illubabor on the northwest, by east Welega on the north, and by west Shewa on the northeast; part of the boundary with east Shewa is defined by the Gibe River. Woredas in Jimma include Agaro, Yebu, Serbo and Saqqa.

Production: Historically, Jimma has been considered one of the coffee producing regions in Ethiopia. According to the Central Statistical Agency (CSA) report, Jimma is one of the three top producers of coffee, along with the Sidama and Gedeo Zones. Jimma is also well known with Khat production. Khat chewing by all ages of people, including teachers who are assumed to be models for the students and the rest of the population, is very prevalent in Jimma zone– in the town and rural areas –especially in the afternoon (Yeshigeta &, Abraham, 2004; Damene, Mossie, Tesfaye, 2011; Tesfaye, Andualem, Tekle, 2017) implying less visiting of academic libraries by students and poor academic performance.

Demographics: According to the 2007 CSA (Census Conducted Agency), Jimma Zone had a total population of 2,486,155, an increase of 26.76% over the 1994 census, of whom 1,250,527 are men and 1,235,628 women. With an area of 15,568.58 square kilometers, Jimma has a population density of 159.69. While 137,668 or 11.31% are urban inhabitants, 858 or 0.03% are pastoralists. A total of 521,506 households were counted in this Zone. The three largest ethnic groups reported in Jimma were the Oromo (87.6%), the Amhara (4.05%) and the Yem (3.12%); all other ethnic groups made up 5.23% of the population. Oromiffa was spoken as a first language by 90.43% and Amharic was spoken by 5.33%; the remaining 4.24% spoke all other primary languages reported. Oromifa and Amharic are also used as medium of instruction at primary education for the Afan Oromo and Amharic Shift students respectively. The majority of the inhabitants were Muslim, with 85.65% of the population having reported they practiced that belief, while 11.18% of the population practiced Ethiopian Orthodox Christianity and 2.97% professed Protestantism.

Education: According to the new EPRDF education policy of Ethiopia, general education comprises grades 1 to 12. Similar to the other regions in the country, in Oromia

including Jimma, primary education is divided into primary first cycle (grades 1-4), which is ceased this year (2017/18) reportedly, and primary second cycle (grades 5-8). Secondary education is also divided into two cycles: secondary first cycle (Grades 9- 10) and secondary second cycle (grades 11-12) each with its own specific goals. The former provides general secondary education. When completing grade ten, based on their performance in the secondary education completion certificate examination, students are streamed either into technical and vocational education and training (TVET), or into grades 11 and 12. The later (grades 11-12) prepares students for university (USAID, 2011).

2.8   Model (Framework) for Improving Library Management

To support the teaching and learning endeavors in general and to develop students' literacy skills and enthusiasm for reading in particular, an effective school library follows different models or frameworks. The model is composed of different staffs depending on the size of the school. One possible model could be built from representatives from important areas of the school such as teachers, librarians, resource managers, ICT specialists, support staff, student librarians and volunteers. The other type of a model can be made of from a combination of a small team including the librarian, a teacher who has been given responsibility for the library and student librarians. The third alternative model can be built from a library manager with sole responsibility that is supported by student librarians or volunteers (Your School Library Team, n.d.). This study, based on the finding, suggests working model or best fitting model among these three models or a combination of them in the context of the selected schools.

2.9   Empirical Literature: Research Gap

The main purpose of this study was to assess the need to transform library management and utilization for quality education. A few local published studies investigated library information services (Workineh & Yehuwalashet, 2017), educational resource management (Defaru 2014), and library system usage (Gojeh & Worku, 2015). This study attempts to fill the gaps missed by these studies. The former investigated factors hindering the development of library and information services in Ethiopian universities.

Reportedly, questionnaire, observation and interview were used to investigate the underlying factors that influence the development and information sciences library. The study finds lack of staff training and shortage of necessary ICT facilities key factors that hinder the development of library and information services. The study recommends allocating updated reference and internet services. The study of Defaru (2014) aimed at assessing educational resource management and utilization for quality education. His study focused on materials management and utilization in secondary schools in Jimma town. Using mixed-research approach, the study identified that facilities like desks and chairs in the library and utilization of text books was adequately available. The study recommends secondary schools in the Town to fulfill current reference books and increase facilities like chairs and desks in the library and to give training to all stakeholders to handle all the material resource in the school.

The last one (Gojeh and Worku, 2015) investigates the effect of Jimma University libraries system usage and contributions to quality Education in Jimma University, Ethiopia. To achieve its objective it used qualitative and quantitative data collection approaches. The finding shows that available library materials, both hard and soft copies were inadequately used by the instructors and students. The services provided by the library system were found to be less satisfactory for majority of the respondents implying negative impact on quality education. The study recommends upgrading the library system's facilities, the use of library to its full potential to deliver quality education.

This research-differs from the study of Workineh and Yehuwalashet (2017) in the setting, focus of the study, and research methodology. While the setting of their study is university libraries in Ethiopia, the setting for this study is schools (elementary, high school, and preparatory) in Jimma zone. While their study focuses on investigating factors hindering the development of library and information services, the current study focuses on assessing the need to transform library management and usage for improving quality education. The research participants in their study are master students and library staffs. In this study, the study participants are school students, teachers, teacher librarians, and vice directors. On top of that, while the current study uses combination of

descriptive statistics, inferential statistics, and qualitative analysis, theirs uses descriptive statistics.

What makes different the current study from Defaru (2014) is it integrates school library management, usage, and quality education. His study assessed educational resource management and utilization such as schools laboratories, pedagogical center, and school libraries. In relation to library, he assessed whether desks and chairs are enough for a given library room, but not from the perspective of serving all students in a school. He suggested fulfilling current reference books and increasing facilities like chairs and desks in the school library. He did not investigate other facilities a library needs to fulfill. As far as setting of the study is concerned, the current study targets schools grade 1 to 12 in Jimma zone while Defaru's targets secondary schools in Jimma Town.

The current study and their (Gojeh and Worku, 2015) study have strong similarity with regards to the focus of the study. Both investigate the impact library usage has on quality education. Both use mixed approach. The research participants of both study are students and teachers though the current adds vice directors and teacher librarians. The basic difference is the setting of the study: Jimma University and schools in Jimma zone. This study focuses on grades 1 to 12 students, teachers, teacher librarians, and school librarians. This study also directly measures statistically the relationship between using school library and academic performance of students.

Hence, to fill the existing research gap, this study has been initiated to investigate the need of transforming library management and usage as well as the influence it has on quality education at selected schools in Jimma zone.

Chapter Three

3. Methodology

3.1. Study Area and Time

The study was conducted at selected schools in Jimma Zone. It was conducted from April to June 2018.

3.2. The Study Design

The present study takes the form of a cross -sectional descriptive survey and descriptive case study. It is crossectional descriptive survey as it gathered and described quantitative data with one streach or phase, unlike longitudinal which involves different phases. It is descriptive case study for it gathered qualitative data and described it. Mixed research approach (quantitative and qualitative approach) was used to gather data that answers the research questions. "Using a combination of quantitative and qualitative methods is helpful to get better and deeper understanding of a complex phenomenon by capitalizing on the strengths of the two methods and offset their weakness" (Mulu, 2012, p.26).

3.3. Population of the Study

The population of the students, teachers, and schools in Jimma zone (Jimma town and four woredas–Yebu, Agaro, Serbo, and Seqa) is given here. The total number of students (grades 1 to 12) in Jimma town and the 4 nearby woredas is 60,668 (Jimma town=33,768 and 4 woredas= 26,900). Likewise, the number of teachers is 2,142 (Jimma town= 1,187and the 4 woredas= 955). As far as the population of the school is concerned, there are 49 schools (26 in Jimma town and 23 in the 4 woredas).

3.4. Sample Size

Sample size determination formula (Kothari, 2004) is used to determine the sample size for students and teachers. Accordingly, for a student population of 60,668 (N) the determined sample size is 382. Hence, with 10% contingency, the sample size of student participants for this study is 420 (382 +38.2 contingency). Likewise, for teacher population of 2,142 (N), 326 is the determined sample size. With 10% contingency, the

sample size of teacher participants for this study is 359 (326 +32.6 contingency). As far as the sample schools is concerned, 15 schools were selected by taking 30% , which is scientifically accepted/recommended, out of 49 schools.

The sample size is determined by using the statistical formula given below with the appropriate sample size confidence level = 95% and margin of Error = 5%.

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

n = sample size

x= chi-square for the specific confidence level at one degree of freedom

N = population size

p= population of proportion

ME= desired Margin of Error

Whereas: x=1.96 N= 60,668 P= 0.5 ME= 0.05 (for the student)

x=1.96 N= 2,142 P= 0.5 ME= 0.05 (for the teacher)

Hence, the sample size should be: 420 for students and 359 for teachers.

3.5. Sampling Techniques

To determine schools, students and teachers those participate in the study, multi stage sampling technique was applied. First, the number of schools which participate in the study was determined proportionally. Accordingly, out of the 15 schools, 8 were picked up from Jimma town and 7 from the 4 woredas. Next, out of the 8 sample schools from Jimma town, 6 schools were selected from 22 schools (grades 1 to 8), 1 from 3 schools (Grades 9 to 10), and 1 from 1 school (Grades 11 to 12). Likewise, out of 7 sample schools from the 4 woredas, 4 from 13 schools (Grades 1 to 8), 2 from 6 schools (Grades 9 to 10), and 1 from 4 schools (Grades 11 to 12) were determined.

The number of students (420 sample size) for Grades 1 to 8, Grades 9 to 10, and Grades 11 to 12 for Jimma town (234 sample size) and the nearby woredas (186 sample size) was also allocated proportionally. Accordingly, 186, 36, and 12 students were picked up from

Grades 1 to 8, Grades 9 to 10 and Grades 11 to 12 respectively, for Jimma Town. For the 4 woredas, the determined proportion was 123, 51, and 12 for Grades 1 to 8, Grades 9 to 10 and Grades 11 to 12 respectively.

Similarly, the 359 (sample size) of teachers was allocated proportionally. For the four woredas (sample size =160) the shared proportion is 97 (for Grades 1 to 8), 47 (for Grades 9 to 10), and 16 (for Grades 11 to 12). The remaining number (n= 199), which is the sample size proportion for Jimma Town, was proportionally distributed: 156 (for Grades 1 to 8), 45 (for grades 9 to 12) and 16 (for Grades 11 to 12) (See Appendix F).

3.6. Instruments of Data Collection

Basically four instruments of data collection were used: questionnaire, in-depth interview, document review and observation. Additionally, informal discussions were made with a few teachers and students when the quantitative data was being collected.

Closed ended and open-ended Questionnaire: Student and teacher questionnaires (majority of Five Point Likert Scale) were adapted from a study used by Goje and Worku (2015). The items in the questionnaire dealt with background of the study participants, library status, library usage, librarians' qualification and management, students' first semester average result, and school library provisions. While grade 5 to 12 students were orally informed to attempt answering all the items (68 items), grade one to four students were informed not to answer items related to school library provisions (18 items) as ranking them assumed to be confusing (the pilot study also reveled that they were confused when attempting to answer these items). From the distributed 420 student questionnaires and 359 teacher questionnaires, 381 student and 239 teacher questionnaires were returned.

Document review was used to collect students' first semester average result from their roster. The roster for students and teachers were also used as a sampling frame. **Observation** was made to see the opening hours of libraries and the status of library facilities such as print, electronics, chairs, tables, organization of books and others. Observation check list was used to tick Yes /No for the facilities the library has and does not have.

Semi-structured interview was conducted with five teacher librarians (four females, one man) and four vice-directors (two females, two males) regarding the challenges and prospects school libraries have. Interview was conducted in Amharic in the offices of the vice directors. On average the interview of 14 questions took about 45 minutes. While the researcher was interviewing, the researcher's assistant, who has a great deal of research experience, was taking note.

3.7. Data Collection Procedure

First the questionnaires were prepared in English. Next, students' questionnaire was translated to Amharic and Afan Oromo. The later was translated by an instructor (M.A) who teaches Afan Oromo in Jimma University. The Amharic one was translated with the help of an instructor (M.A) from Amharic Department of Jimma University. After this, to enhance the instruments validity, while the teacher questionnaire was given to an instructor in the Department of English (Jimma University), the student questionnaires were given to another Afan Oromo instructor (PhD) and Amharic instructor (PhD) for comment. Following that the teacher questionnaire and the student questionnaire were given to the researcher's advisor for commenting. After incorporating the comments, they were piloted on 32 Ginjo elementary school students (16 female and 16 male), 16 from Afan Oromo Shift and 16 from Amharic shift, and 20 teachers (10 from Afan Oromo shift and 10 from Amharic shift). Based on the pilot feedback, the questionnaires had been improved and administered to participants who were randomly selected from the sampling frame, their roster (using SPSS version 20). Finally, qualitative data was collected through observation and interview.

3.8. Data Validity and Reliability

Validity: The questionnaires' validity was maintained through pilot study, comments given by the researcher's advisor, and language experts.

Reliability: Cronbach's Alpha was used to check the reliability of items related to (1) library services, facility information, qualifications of library managers and (2) suggested provisions to transform school library. Accordingly, the Cronbach's Alpha for the former is .789 (37 items) and .846 (38 items) for students and teachers respectively. Likewise,

for the suggested provisions, the Cronbach's Alpha for students is .952 (18 items) and .964 (19 items) for the teachers. Hence, the items are strongly reliable.

Table 3:1 Cronbach's Alpha value for student and teacher questionnaires

	No Items	Cronbach's Alpha Based on Standardized Items	
Students'	37	.789	Library services, facility information Qualifications of library managers and staff
Teachers'	38	.846	
Students'	18	.952	Suggested library transformation provisions
Teachers'	19	.964	

3.9. Data Analysis

The quantitative data was analyzed using descriptive statistics: frequency, percentage, and mean. From inferential statistics Independent Sample T Test was used to compare the average result of students who frequently and less frequently use library, who frequently and less frequently get encouragement of visiting school library from parents and teachers. After having summarized the quantitative data in tables and analyzed it, the researcher triangulated it with qualitative data to explain discrepant responses and reach logical conclusion. SPSS 20 was used to analyze the quantitative data. Qualitative data was analyzed thematically.

3.10. Ethical Issues

Before the actual study was conducted, the advisor and the department approved the proposal, and letter of permission was accessed from the department. Letter of cooperation was submitted to the directors of each sampled school. Further, children's families consent was asked (see appendix E).The purpose and objective of the research was made clear for the participants of the study and all responses were kept confidential. All works of other researchers cited, quoted and referred in this work were also acknowledged.

Chapter Four
4. Data Presentation

4.1 Quantitative and Qualitative Data Analysis

4.1.1 Quantitative Data Analysis

This study is initiated with the aim of investigating the need to transforming library management and usage as well as the influence these variables have on quality education in schools in Jimma zone. Before answering the research questions of the study, it is important to describe the background characteristics of the study participants selected from the sample schools, so that readers get general picture of the study setting.

4.1.1.1 Background Characteristics

Background characteristics of students and teachers who participated in the study are summarized in Table 4.1 and Table 4.2. Their school, shift, grade, gender, experience, and qualification are measured on the bases of categorical measurement. In this analysis, **N** refers to number of research participants, and **%** to percentage of the participants.

Table 4.1: Student and teacher participants from different schools

	Student		Teacher	
School	N	%	N	%
Dilfre (Elementary)	32	8.4	26	10.88
Hamle 19(Elementary)	30	7.9	20	8.37
Hermata(Elementary)	27	7.1	24	10.04
Hibrt(Elementary)	26	6.8	11	4.60
Jiren(Elementary)	27	7.1	3	1.26
Kito(Elementary)	31	8.1	21	8.79
Rasdesta (Agaro) (Elementary)	25	6.6	26	10.88
Seka(Elementary)	30	7.9	24	10.04
Serbo(Elementary)	32	8.4	24	10.04
Yebu (Elementary)	13	3.4	No returned	No returned
Total	**273**	**71.8**	**179**	**74.90**
Agaro High School	16	4.2	14	5.86
Yebu High school	28	7.3	No returned	No returned
Seto High School	39	10.2	28	11.72
Total	**83**	**21.7**	**42**	**17.58**
Jimma Preparatory	12	3.1	10	4.18
Agaro Preparatory	13	3.4	8	3.35
Total	**25**	**6.5**	**18**	**7.53**
Grand Total	**381**	**100**	**239**	**100**

Table 4.1 shows the number of sampled students and teachers in different proportion from three categories of schools: Elementary, High school, and Preparatory. Accordingly, while 273 (71.8%) students and 179 (74.9%) teachers come from elementary schools (grades 1 to 8), 83 (21.7%) and 25 (6.5%) students and 42 (17.58%) and 18 (7.53%) teachers come from high school and preparatory school respectively. From the finding, the researcher concludes that more than 50% of the school library study participants (teachers and students) come from elementary school. The data indicates library provisions need to consider the number of students and teachers as well as grade level appropriateness: the grade level students are taught and the grade level teachers teach.

Table 4.2: Study participants' shift, grade, gender and age

	Student		Teacher	
	N	%	N	%
Shift				
Afan Oromo (1 to 8)	173	45.4	117	48.95
Amharic (1 to 8)	100	26.2	62	25.94
English (9 to 12)	108	28.4	60	25.11
Total	**381**	**100**	**239**	**100**
Grade				
1-4	120	31.57	178	74.48
5-8	153	40.27		
9-10	82	21.58	43	17.99
11-12	25	6.58	18	7.53
Total	**380**	**100**	**239**	**100**
Gender				
Female	181	47.76	109	45.60
Male	198	52.24	130	54.40
Total	**379**	**100**	**239**	**100**
Age(in years)				
6 to 10	89	23.42	34(20-29)	14.23
11 to 15	195	51.32	58 (30-39)	24.27
16 to 20	95	25.00	69 (40-49)	28.87
Above 20	1	0.26	78 (above 49)	32.63
Total	**380**	**100**	**239**	**100**
Qualification				
Certificate			15	6.28
Diploma			91	38.07
B.A./B.S.C			115	48.12
M.A./M.S.C			18	7.53
Total			**239**	**100**
Teaching Experience				
1 to 5 Years			28	11.72
6 to 10 Years			18	7.53
11 to 15 Years			31	12.97
Above 15 Years			162	67.78
Total			**239**	**100**

Table 4.2 displays participants' shift, grade, gender, and age. Accordingly, 173 (45.4%) students and 117 (48.95%) teacher participants are from Afan Oromo shift (elementary), 100 (26.2%) students and 62 (25.94%) teachers are from Amharic shift (elementary), 108 (28.4%) students and 60 (25.11%) teachers are from English shift (Grade 9 to 12). With regards to their grade, 120 (31.57%), 153 (40.27%), 82 (21.58%), 25 (6.58%) students are from grades 1-4, 5-8, 9-10, and 11-12 respectively. The number of teachers who teach elementary (1 to 8), secondary (9 to 10), and preparatory (11 to 12) is 178 (74.48%), 43 (17.99%), and 18 (7.53%) respectively.

As far as gender is concerned, while 181 (47.76%) respondent students are female and 198 (52.24%) are male students, 109 (45.60%) are female teachers and 130 (54.40%) are male teachers. Regarding students' age, 89 (23.42%) are 6 to 10 years, 195 (51.32%) are 11 to 15 years, 95 (25.00%) are 16 to 20 years, and 1 (.26%) is above 20 years. Similarly, regarding teachers' age, 34 (14.23%), 58 (24.27%), 69 (28.87%), and 78 (32.63%) are in the age group of 20 to 29, 30 to 39, 40 to 49, and above 49 respectively. In relation to teachers' qualification 15(6.28%), 91(38.07%), 115(48.12), and 18(7.53) had certificate, diploma, B.A/B.Sc and MA/M.Sc respectively.

From the data the researcher can conclude that majority of the study participants are male, from Afan Oromo shift, grades 5 to 8, and 11 to 15 years (for students) and above 49 (for teachers). Almost half of the teachers have 1st degree. The data implies that the participants need library services that consider their language, age, gender, and grade. The observation shows that almost all teacher librarians are females, closer to retirement and with health problem. The finding implies that old teachers with health problem cannot give effective library service. The finding is similar to Skretas (2005) who said that age, personal background and other personal characteristics and conditions (e.g. leadership qualities, health, and family conditions) sometimes play an important role in enhancing and prohibiting access to library resources and should not be underestimated.

To answer the five research questions, quantitative data are summarized in frequency tables and qualitative data are triangulated with quantitative data. The analysis is given as follows.

4.1.1.2. Status of Library

A. *Library resources*

To describe the status of school libraries in Jimma zone (Table 4.3), five point Likert scale value was used (1= is not adequate(NA), 2 = slightly adequate(SA), 3= undecided(U), 4= adequate(A), 5= very adequate(VA)). For the scales mean value was calculated to make decision in very adequate, adequate, undecided, slightly adequate, and not adequate. For making the decision, the ranked order Likert scale was converted to interval scale value using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is not adequate, 1.0-2.0 is slightly adequate, 2.0- 3.0 is undecided, 3.0-4.0 is adequate, 4.0-5.0 is very adequate.

Table 4:3: Adequacy of library resources

Adequacy of		VA (5)	A (4)	U (3)	SA (2)	NA (1)	% of adequacy	Mean	Decision
Chairs	Student	100 (35.09%)	103(36.14%)	1 (.35%)	57(20%)	24 (8.42%)	71.23	3	Adequate
	Teacher	46 (21.20%)	76(35.02%)	12(5.53)	52 (23.96%)	31 (14.29)	56.22	3.25	Adequate
Tables	Student	110(37.93%)	101(34.83%)	-	58 (20%)	21(7.24%)	72.76	3.03	Adequate
	Teacher	44(20.47%)	79(36.74%)	12(5.58%)	58(26.98)	22(10.23%)	57.21	3.30	Adequate
General reading materials	Student	96(33.10%)	73(25.17%)	-	82(28.28%)	39(13.45%)	58.27	2.78	Undecided
	Teacher	25(11.57%)	62(28.69%)	21.(9.72%)	72(33.33%)	36(16.67%)	40.26	2.77	Undecided
Academic books	Student	95(32.87%)	104(35.99%)	-	64(22.15%)	26(8.99%)	68.86	2.93	Undecided
	Teacher	33(15.35%)	49(22.79%)	25(11.63%)	63(29.30%)	45(20.93%)	38.14	2.86	Undecided
Air condition	Student	126(43.90%)	101(35.20%)	-	50(17.42%)	10 (3.48%)	79.1	3.2	Adequate
	Teacher	37(17.13%)	69(31.94%)	21(9.72%)	57(26.4%)	32(14.81%)	49.07	3.1	Adequate
Lightning condition	Student	146(50.34%)	87 (30%)	-	42(14.5%)	15 (5.17%)	80.34	3.25	Adequate
	Teacher	38 (17.67%)	64(29.77%)	16.74%)	68(31.63%)	29(13.49%)	47.44	3.1	Adequate
Qualified school library staff	Student	53 (18.15%)	77(26.40%)	90(30.82%)	38(13.01%)	34(11.64%)	44.55	3.26	Adequate
	Teacher	16 (7.44%)	32(14.88%)	13 (6.05)	43(20%)	111(51.63%)	2.13	2.12	Undecided
Qualified library management	Teacher	22 (10.04%)	24(10.95%)	15(6.9)	36(16.44)	122(55.71%)	22.32	2.03	Undecided

Table 4.3 presents student and teachers' responses about the adequacy of material and human resources of school library. According to the analysis, while the mean scores for the number of chairs are 3 and 3.25 for the students and teachers respectively, the mean score for the tables is 3.03 for students and 3.30 for the teachers. Likewise, the mean score for the air condition is 3.2 for students and 3.1 for teachers. The average score for lightning are 3.25 and 3.1 respectively for students and teachers. The conclusions based on the scale interval mean scores for these four variables are adequate. This indicates that there is enough chairs, tables, air and lightning condition in the selected school libraries in Jimma zone.

As to the discussion made with and teacher librarians during interview, basically the number of chairs and tables are not adequate for all students. For example, in Ermata Elementary school, the library has about 10 tables and 40 chairs, on average 4 students use one table. The libraries at Serbo, Seka, and Hamle 19 elementary schools are relatively spacious like that of Ermata's. Students use these libraries when teachers miss class, before and after class (shift). However, if more than 40 to 50 students use a library at a time, the libraries suffer from shortage of space and suffocation. Evident is the library of Setto high school.

Moreover, 2.78 and 2.77 are the mean scores of the general reading materials for students and teachers respectively. The mean score for academic books is 2.93 for students and 2.86 for teachers. The response falls in to the category of undecided. This implies that the existing general reading materials and academic books are not well known by the respondents. During observation, the researcher noted many donated old books which are not needed by students and teachers. The data also implies that the school library did not give enough information about the existing number of general reading materials and academic books in the school library. On top of that, in many libraries, the librarians themselves lack awareness about the actual number of these materials in their library, or they may not know giving information about these materials to their customers is their responsibility.

Table 4.3 also shows the response of students and teachers about the number of qualified school library staff. The mean score for number of qualified school library staff is 3.26

and 2.12 for students and teachers respectively. While the former falls in to adequate, the latter inclines to slightly adequate. Interviews made with the academic vice director and administrative vice director of Jimma preparatory school uncovered that the two female librarians are unqualified in library science. One of these librarians reportedly has diploma in management and the other has ICT background, and this has been confirmed from the librarians themselves. An interview made with a vice-director in Ermata elementary school shows that the school has two voluntary librarians, but not qualified female teacher librarians, one for the Amharic shift and the other for Afan Oromo shift.

Similarly, the interview made with school librarians from different schools indicated that school libraries lack qualified and trained librarians. Reportedly, those who work in school libraries in Jimma town had taken a training of only two days at Jimma TTC by foreigners. From the interviewed school librarians, only one female from Setto High school is qualified. She has Diploma in library science. Hence, the researcher concludes that the number of qualified school librarians in Jimma zone is not adequate.

To fill the gap, voluntary teachers, including teachers who have health problems, are assigned as teacher librarians, without giving them library management training. However, assigning teachers who have health problems has its disadvantage. For example, as the experience of Ermata elementary school reveals, assigning a teacher with mental problem as a librarian opens a way for theft because she did not control students from taking away books from library. The worst of all is that some libraries are closed because of lack of librarians. When schools encounter shortage of instructors, even teacher librarians with health problems return back to teaching closing libraries for many days. Examples in case are Jiren elementary school and Ermata elementary school.

School libraries also suffer from absence of qualified library managers. The mean score for the number of qualified library management is 2.03 for teachers (students were not asked this item/question assuming that their chance of knowing qualification of library managers is very low). It falls in to the boundary of undecided. Based on the mean score, the researcher concludes that teachers are uncertain about the qualification of library managers. This uncertainty could be attributed to teacher respondents' lack of clear information about librarians. However, the interview the researcher held with

teacher librarians and vice-directors shows that school libraries do not have qualified library managers. To narrow the management gap, vice directors follow up opening of libraries, suggest buying of supplementary materials based on comments coming from students, teachers and school librarians. Without qualified or trained library managers or information specialists, transforming school libraries is unthinkable. Without transforming school library management, dreaming quality of education remains a daydream. The implication of the finding echoes Gojeh and Getachew (2008) who say: "Production of qualified librarians or information specialists… and Communication Technologies (ICTs) is found to be a strategic asset that will bring about significant development and changes in any nation's economy" (p. 121). Hence, school libraries in Jimma zone need qualified library managers who equip libraries with important resources, adopt modern methods of facilities and management to improve the quality of teaching and learning.

B. Facilities

To describe the facilities of school libraries in Jimma zone (Table 4.4), the six point Likert scale value was used (1= there is no such service', 2= is not adequate, 3 = slightly adequate, 4= undecided, 5= adequate, 6= very adequate). (However, only one point Likert scale is shown here as the other five are not selected unanimously). For the scales most frequent value was calculated to make decision in very adequate, adequate, undecided, slightly adequate, not adequate, and there is no such service. The score 1 is 'there is no such service', 2 is not adequate, 3 is slightly adequate, 4 is undecided, 5 is adequate, and 6 is very adequate. For the equal interval scale a mean score could not be considered for all respondents replied there is no such service for computer, photo copy, CD-ROM , and audio -visual services.

Table 4.4: Computer, Photocopying, CD-ROM, and Audio-visual material services

	Teachers		Students	
Electronic resources	No.	Percent	No	Percent
There is no computer in the school library	292	100	224	100
There is no photo copy service in the school library	292	100	217	100
There is no CD-ROM service in the school library	291	100	218	100
The audio-visual materials provided by the school library	291	100	218	100

Table 4.4 shows the electronic resource services school libraries in Jimma zone give. All student and teacher respondents replied that their school libraries do not have provisions such as computer, photocopy, and CD-ROM; they also replied that audio-visual materials provided by the school library are not adequate. The observations and interview made with teacher librarians confirms the participants' response. Hence, the researcher concludes that electronic resource in service school libraries in Jimma zone is inexistent and audio-visual materials service is inadequate. This indicates that electronic resources in school libraries in Jimma zone have no significant impact on quality of education. The result supports the finding of Nebraska (2012, p.54): "In poorly resourced institutions, library materials are usually outdated and there is inadequate access to technology". Further, the finding strengthens an assessment conducted almost a decade ago in elementary schools in Ethiopia, including Sokoru town in Jimma, Oromia, which reported the finding: "With a few exceptions, school libraries were found to be either non-existent or in a bad state (sometimes used as storage rooms). This is particularly unfortunate as Ethiopia moves towards improving the quality of education" (USAID, 2011).

The result is also in line with a local finding which says that lack of facilities such as libraries with up-to-date resources is among the major factors that affect quality education (Gojeh & Worku, 2015). Further, the finding strengthens USAID's (2011) report which says that in rural areas of developing countries, librarians are facing greater challenges than ever before, resulting from poor economy, lack of professional librarians, and increased competition and ever changing technologies.

Without equipping libraries with basic facility preaching quality education is just like establishing family without fulfilling its basic needs. "Academic success of students depends largely on the learning platforms available to students including the library facility," says Julie and Mercy (n.d., p. 3). The finding shows that libraries in Jimma zone are not only facing greater challenges, but also are lagging behind from enlarging themselves in size, collections, budgets, library staffs, and changing technologies. This implies the importance of transferring the status of school libraries.

4.1.1.3 Library Usage

A. Libraries impact on quality of education

To describe the role school libraries play in improving quality of education, four point Likert scale value was used (1=not important(NI), 2=Undecided(U), 3 =somewhat important(SI), 4= very important(VI)). For the scales, mean value was calculated to make decision in very important, somewhat important, undecided, and not important. For making the decision, the ranked order Likert scale was converted to interval scale value using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is not important (NI), 1.0-2.0 is undecided (U), 2.0- 3.0 is somewhat important (SI), 3.0-4.0 is very important (VI).

Table 4.5: Respondent perception about the role school library plays in improving quality of education

	Student (S) Teacher (T)	VI (4)	SI (3)	U (2)	NI (1)	%of effectiv eness	Mean	Decision
Improving quality education	S	21 (5.54%)	302(79. 30%)	38 (10.0%)	18(4.7 5%)	84.84	2.86	Important role
	T	4 (1.67%)	4 (1.67%)	26(10.0 8%)	205(85 .1%)	3.34	1.19	Undecided
Improving Academic Performanc e	S	18 (4.75%)	292 (76.6%)	39(10.2 9%)	30(7.9 0%)	87.33	2.79	Important role
	T	2(.8%)	5 (2.1%)	26 (10.8%)	206(85 .5%)	2.90	1.17	Undecided

Table 4.5 presents students and teachers' perception about the role school libraries play to improve quality of education. To reach mean based conclusion, the scales mean value was calculated. Accordingly, the mean scores for improving quality of education for student and teacher are 2.86 and 1.19 respectively. Regarding improving academic performance, the mean score for students is 2.79 whereas for the teachers it is 1.17. As 2.86 and 2.79 are in the boundary of 2 to 3, student respondents on average believe that school library plays important role in improving quality of education and academic performance respectively. However, the teachers' mean score 1.19 and 1.17 fall into the

boundary of undecided. This implies that the contribution of school library in enhancing quality of education in general and academic performance in particular is in question. The underlying factor for such conclusion could be that the resources in the school library are not as such helpful or many teachers may not use library resources such as supportive and reference books. For example, reference books in Jimma preparatory school and Ermata elementary school were not used well as they are not found to be up to date.

The conclusion based on the finding is in agreement with Nebraska (2012) who said that quality of "'Education' and 'library' are two inseparable—indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other… Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education".

B. Effect of library usage and encouragement on academic performance

To describe the effect of using library has on academic performance, categorical measurement (1=Yes, 2=No) and interval scale were used for predictor variable and outcome variable (academic performance/ semester average result) respectively. For making mean comparison decision, T-test was used. A mean score was considered statistically significant when the p-value is less than 0.05.

Table 4.6: The relationship between students visiting school library during the last ten months/ever joined the school and his/her academic performance

Item/question	Response		Student's first semester average result		
		N	Mean	SD	P
Whether a student has visited school library during the last 10 month	Yes	246	73.33	11.09	0.000
	No	65	56.17	9.39	
Whether a student has visited school library since they joined the school	Yes	249	73.22	11.14	0.000
	No	60	55.51	8.13	

To measure the influence of visiting school library on academic performance T-test was carried out (Table 4.6). The analysis shows that students who visited school library during the last 10 months performed better than students who did not visit school library

(M1= 73.33, SD. 11.09; M2= 56.17, SD=9.39), and the difference is statistically significant (t (309) = 11.43; p=.000). Similarly, students who visited school library since they joined the school outperformed their counterparts who did not visit the library (M1= 73.22, SD. 11.14; M2= 55.51, SD=8.13), and the difference is statistically significant (t (307) = 11.59; p=.000). The finding is in congruent with Celano et al. (2001) who found that children who have been exposed to library preschool programs showed a greater number of emergent literacy behaviors and pre-reading skills than those in a control group. From the data the researcher can conclude that using school library influences academic performance. Not only visiting school library, but also visiting school library more frequently, affects academic performance as shown in the following table.

Table 4.7: The effect of visiting school library and teachers and parents' encouragement on Students 'academic performance

Item/question	Response	Student's first semester average result			
		N	Mean	SD	P
Student's frequency of visiting school library in the past 10 months	Once a week	51	72.0812	9.31	0.023
	Five or more times a week	40	77.1683	11.65	
Parents' frequency of encouraging children to visit school library	Never	59	60.91	1.32	0.000
	Very frequently	159	72.80	1.00	
Teachers' frequency of encouraging children to visit school library	Never	70	62.84	1.41	0.000
	Very frequently	132	73.53	1.08	

As shown in Table 4.7, students who visited school library five or more times a week performed better than their counterparts who visited once a week (M1=77.17, SD. 11.65; M2=72.08; SD= 9.31), and the difference is statistically significant (t (89)= -2.32; p=.023. Likewise, students who got very frequent encouragement from parents and teachers to visit school library performed better than their counterparts who never got such encouragement (M1=72.80, SD. 1.00; M2=60.91; SD= 1.32; M1= 73.53, SD=1.08 M2=62.84, SD= 1.41), and the difference is statistically significant (t (216)= -6.472; p=.000; (t (200)= -5.93; p=.000). Hence, the researcher can conclude that visiting school library more frequently and getting very frequent encouragement from parents and teachers to visit school library impacts students' academic performance.

4.1.1.4 Role played by library stakeholders

A. *Influence of stakeholders*

Students and teachers' visiting library can be influenced by encouragement they get from stakeholders: teachers, librarians and parents. To describe the frequency of getting encouragement from stakeholders, five point Likert scale value was used (1=never(N), 2=rarely(R), 3 =sometimes(S), 4= frequently(F), 5= very frequently(VF). For the scales mean value was calculated to make decision in very frequently, frequently, sometimes, rarely, and never. For making the decision the ranked order Likert scale was converted to interval scale using an equal interval value of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is Never, 1.0-2.0 is rarely, 2.0-3.0 is sometimes, 3.0-4.0 is frequently, 4.0-5.0 is very frequently.

Table 4.8: The frequency of encouragement to visit library given by stakeholders

Encouragement given to visit library	Student/S Teacher/T	VF (5)	F (4)	S (3)	R (2)	N (1)	% of frequency	Mean	Decision
from teacher to student	S	160(42.33%)	80(21.16%)	28(7.4%)	26(6.9%)	84(22.22%)	63.49	3.55	Frequently
from teacher friend to teacher	T	20(9.22%)	25(11.52%)	92(42.40%)	53(24.42%)	27 (12.44)	20.74	2.81	Sometimes
from library staff to teacher	T	26(11.87%)	33(15.07%)	121(55.25%)	24(10.96%)	15(6.85%)	26.94	3.14	Frequently
from parent to student	S	192(51.06%)	67(17.82%)	20(5.33%)	19(5.05%)	78(20.74%)	68.88	3.73	Frequently

Table 4.8 presents participants' response about the encouragement they get from teacher, library staff, and parents. To reach sound decision, the scales mean value was calculated. Accordingly, for the students, the mean scores for getting encouragement from teacher is 3.55. Whereas teachers' mean score for getting encouragement from teacher friends to visit school library is 2.81. With regards to the mean score of getting encouragement from library staff, it is 3.14 for teacher respondents, and 3.73 for students who got encouragement from parents to visit school library. Based on the mean score, the

researcher can conclude that students get encouragement of visiting library from teachers and parents frequently; teachers get such encouragement from teacher friends and school librarians sometimes and frequently respectively. This implies that while students get library visiting encouragement more frequently from parents, teachers get such encouragement more frequently from library staff instead of teacher friends.

B. *Actual usage of library*

Our behavior is likely to be influenced positively or negatively by the action of people we perceive as model (Table 4.9). Hence, respondents' library visiting can be influenced by the behavior they observe on others such as teachers, librarians and parents. To describe the frequency of seeing teachers, students, and parents visiting library, five point Likert scale value was used (1=never (N), 2=rarely(R), 3 =not sure(NS), 4= sometimes(S), 5= frequently(F)). For the scales mean value was calculated to make decision in frequently, sometimes, not sure, rarely, and never. For making the decision the ranked order Likert scale was converted to interval scale using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is Never, 1.0-2.0 is rarely, 2.0-3.0 is not sure, 3.0-4.0 is sometimes, 4.0-5.0 is frequently.

Table 4.9: Teachers, students, and parents' practice of visiting school library

	Student Teacher	F (5)	S (4)	NS (3)	R (2)	N (1)	%of freque ncy	Mean	Decision
Seeing teachers visiting school library	Student	65(17.20%)	130(34.39%)	44(11.64%)	10(2.65%)	129 (34.13%)	51.59	2.98	Not sure
Seeing students visiting school library	Teacher	58(26.48%)	114(52.05%)	-	32(14.62%)	15(6.85%)	78.53	3.06	Sometimes
Parents going with children to school library	Student	-	-	-	-	293(100%)	10	1	Never

The frequency to which participants saw library users visiting library is given in Table 4.9. The scales mean value 2.98 shows that students are not certain about seeing their teachers visiting school library. On the other hand, with the mean score of 3.06, teachers witnessed that they saw sometimes their students visiting school library. Yet, according to the students' reply, with the mean score of 1, no parent had gone to school library with their children. The finding implies that parents and school librarians (teacher librarians) are not aware that students' success is a shared interest of both school libraries and parents; it also shows importance of activating shared partnerships. On top of that, this finding implies school libraries have not encouraged parents to visit school libraries with their children. Hence, it is important to pay attention to the advice of Celano et al. (2001) who suggested public libraries to encourage parents to become involved in children's reading.

C. Fairness of school library rules

To describe the fairness of school library rules and finding materials students and teachers need from library, categorical measurement of Yes, No and Not sure value was calculated. The value 1 is Yes, 2 is Not sure, and 3 is No. Decision is made by considering the biggest percentage.

Table 4.10: Fairness of school library rules

	Student/S Teacher/T	Yes (1)	Not sure (2)	No (3)	%of effecti veness	Decisio n
Fairness of school library rules	S	247(84.01%)	4(1.36%)	43(14.63%)	84.01	Yes
	T	175(82.16%)	38(17.84%)	-	82.16	Yes
Whether students /teachers find materials they need from library	S	231(78.57%)		63(21.43%)	78.57	Yes
	T	104(49.06%)	54(25.47%)	54(25.47%)	49.06	Yes

Table 4.10 presents student and teacher respondents' opinion about the fairness of school library rules. According to Table 4.10, 247 (84.01) students and 175 (82.16%) teachers said school library rules are fair. On the other hand, 43(14.63%) students do not believe in the fairness of the school libraries rule and 38 (17.84%) teacher respondents are not

sure. Therefore, based on percentage of effectiveness, overall the researcher concludes that the school library rules are fair.

With regards to whether students and teachers find materials they need from school library, majority of students 231(78.57%) and teachers 104(49.06%) find the materials they need. But, as the interview made with teacher librarians and teachers shows these materials are related to text books. As shown under 4.1.3 in this chapter, students do not get reading materials that are timely and go along with their grade level. Teachers also do not get latest reference materials. The finding implies that library collections do not address well the teaching and learning needs of the school community. The finding is in line with Nebraska (2012) who reads that in poorly resourced institutions, library materials are usually outdated and there is inadequate access to needed materials.

In Table 4.11, to describe students and teachers' experience of visiting school library, categorical measurement of Yes/No value was calculated. The value 1 is Yes, and 2 is No. Decision is made by considering the biggest percentage.

Table 4.11: Students and teachers' experience and time of visiting school library

	Student/S Teacher/T	Yes (1)	No (2)	%of effectiveness	Decision
Whether a student/a teacher has visited school library since s/he Started learning/working in the school	S	294(77.78%)	84(22.22%)	77.78	Yes
	T	228(95.40%)	11(4.60%)	95.40	Yes
Whether a student/teacher has Visited School Library during the Last Ten Months	S	291(76.58%)	89(23.42%)	76.58	Yes
	T	207(86.61%)	32(13.39%)	86.61	Yes
Whether a student/a teacher has enough time to visit his school library	S	227(76.69%)	69(23.31%)	76.69	Yes
	T	143(68.42%)	66(31.58%)	68.42	Yes

Table 4.11 presents student and teacher respondents' experience of visiting school library. Accordingly, 294(77.78%) students and 228 (95.40%) teachers replied that they have visited school library since they started learning and working respectively in the school. Similarly, 291 (76.58%) students and 207(86.61%) teachers replied that they have

visited school library during the last ten months (September to June, 207/18). With regards to whether a student/a teacher has enough time to visit school library, both students 227 (76.69%) and teachers 143 (68.42%) replied positively. Hence, it is possible to conclude that majority of teachers and students have experience of visiting school library and have enough time to visit school library. This in turn impacts students' academic performance as shown in the analysis of Table 4.6 and Table 4.7.

To describe the frequency of visiting school library in the past ten months, five point Likert scale value was used (1=never (N), 2=once, 3 =two or three times, 4= four or more times, 5= five or more times). For making the decision, the ranked order Likert scale was converted to interval scale value using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is never, 1.0-2.0 is once, 2.0-3.0 is two or three times, 3.0-4.0 is four or more times, 4.0-5.0 is five or more times. Decision is made by combining the biggest and the biggest of all percentages.

Table 4.12: Students and teachers' frequency of visiting school library in the past ten months

	Student/S Teacher/T	Five or M (5)	Four or M (4)	Two or Three(3)	Once (2)	N (1)	%of effectiv eness	Mean	Decisi on
Frequency of visiting school library in the past ten months	S	48(16 .32%)	54(18. 37%)	131(44. 56%)	61(20. 75%)	-	34.69	2.33	Two or three times
	T	14(6. 22%)	14(6.2 2%)	73(32.4 5%)	105(46 .67%)	19(8.4 4%)	12.44	2.55	Two or three times

The frequency of visiting school library in the past ten months is shown in Table 4.12. The scales mean value for the student respondents is 2.33 and for the teacher respondents 2.55. The conclusion is that the frequency of visiting school library during the last ten months by students and teachers is two or three times in a week. The reason for not visiting always could be that libraries may be opened less frequently. The researcher tried to visit the school libraries repeatedly, and saw majority of them being closed, except a few like Hamle 19 elementary School, Jimma preparatory school, and Seka elementary school. The justification given by the vice directors of the sampled schools is

that schools are running of shortage of committed teacher librarians. According to the vice director of Ermata elementary school, when the school encounters teacher problems, librarian teachers are used to narrow the gap on the expense of giving library services.

To describe the time of visiting school library, categorical measurements are used (1=after school, 2=during lunch, 3 within class, 4=before class). Decision is made by combining the biggest and biggest of all percentages.

Table 4.13: Students and teachers' time of visiting school library

	Student/ Teacher	Before school	Within a class time	During lunch	After school	%of effectiveness	Decision
Student's/ teacher's time of visiting school library	S	72(24.32%)	63(21.28%)	34(11.49%)	127(42.91%)	67.23	Before and after school
	T	65 (29.68%)	52(23.74%)	12 (5.5%)	90(41.09%)	70.77	Before and after school

Time of visiting school library by students and teachers is given in Table 4.13. Since, the variables are categorical, effectiveness of percentage is preferable to mean score. Accordingly, the percentages of effectiveness for visiting school library (before school and after school) are 67.23 for students and 70.77 for teachers. From the result the researcher concluded that while the time before school is more preferable for students and teachers, the time after school is most preferable for both. The finding agrees with Squire (1967) who says: "The average library in the 104 selected schools remained open seven and a half hours per day; but only during 17% of the time (i.e. before and after school) were all students free to visit the library". The finding implies the importance of keeping libraries open for users all day but specially before and after schooling.

To describe main reason for visiting school library, categorical measurements are used (Table 4.14). The numbers 1- 5 represent doing/giving assignment, for pleasure reading, doing/giving homework, reading for exam, respectively. Decision is made by taking the biggest percentage.

Table 4.14: Main reason for visiting school library

	Student/S Teacher/T	Doing/ giving assignment	For pleasure reading	Doing/giving home work	Find reference material	Reading for exam	%of effect iveness	Decision
Main reason for visiting school library	S	19(6.57%)	54(18.70%)	40(13.84%)	13(4.50%)	163(56.4%)	56.4	Reading for exam
	T	32(13.3%)	22(9.1%)	7(2.9%)	144(59.8%)	-	59.8	Finding reference material

The main reason why students and teachers visit school library is given in Table 4.14. Accordingly, reading for exam, finding materials for pleasure reading, and doing homework are the main reasons to visit school library as indicated by 163 (56.40%), 54 (18.70%), and 40 (13.84%) students respectively. Whereas, while finding reference materials and giving assignment are the main reasons for visiting school library for 144 (59.8%) and 32 (13.3%) teachers respectively, finding materials for pleasure reading and giving homework are the main reason for 22 (9.1%) and 7 (2.9%) teachers respectively. Therefore, the researcher concluded that reading for exam and finding reference materials are the main reasons for the majority of students and teachers respectively to visit school libraries. One reason of opening school library is to help students prepare for school and national exams. Students are expected to prepare or read or use libraries before sitting for exam.

However, the researcher of this study saw only a few students visiting school library when she collected data just a few days before national exams were administered. Overall, the result shows the importance of taking into account the advice of Squire (1967) who suggests opening libraries throughout the school day to help students who read for High School national exams. The finding implies that the reading purpose, which is for exam, is traditional. Support for this finding comes from Workineh and Yehuwalashet (2017) who identified that university libraries in Ethiopia are often built to serve only the education purpose which was traditional.

To describe the frequency of borrowing books from and giving assignments to be done in school library, five point Likert scale value was used (1=never(N), 2=rarely(R), 3 =sometimes(S), 4= frequently(F), 5= very frequently(VF)). For making the decision the ranked order Likert scale was converted to interval scale value using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is Never, 1.0-2.0 is rarely, 2.0- 3.0 is sometimes, 3.0-4.0 is frequently, 4.0-5.0 is very frequently.

Table 4.15 Frequency of borrowing books from school library and giving students assignments to be done in school library

	Student/S Teacher/T	VF (5)	F (4)	S (3)	R (2)	N (1)	%of effectiveness	Mean	Decision
Frequency of borrowing books from school library	S	27(9.34%)	29(10.04%)	72(24.91%)	-	161(55.71%)	19.38	1.73	Rarely
	T	9 (4.04%)	18 (8.07%)	115(51.57%)	48(21.52%)	33(14.80%)	12.11	2.65	Some times
Frequency of giving students assignments to be done in school library	S	119(31.56%)	92(24.40%)	37(9.81%)	23(6.10%)	106(28.13%)	55.96	3.25	Frequently
	T	52(23.74%)	117(53.42%)	-	36(16.44%)	14(6.40%)	77.16	3.03	Frequently

The frequency of borrowing books from school library is shown in Table 4.15. The scales mean value for the student respondents is 1.73 and for the teacher respondents 2.65. The conclusion is that while students borrowed books from school libraries rarely, teachers borrowed sometimes. As the interview made with teacher librarians shows, the reason for the students to borrow books rarely is that there is no book lending system to students for varies reasons. For one thing, there is less collection of books and less return rate of books to library from students. The other reason is that among the collections in the library some are not up to the standards (grade level) of the students and the context of Ethiopian schools. The reason the teachers borrow books sometimes could be they do not get books of their needs; the books in the library are outdated, especially the reference

books. The interviewed vice directors of sampled schools complained that reference books like Oxford dictionaries in libraries are outdated.

Over all, school libraries have not played important role in the reading achievement of children and teachers who lack access to books and other reading materials in their daily lives. The finding implies problem of accessibility. For students and teachers to benefit effectively and efficiently from library service, they should be able to access to the resources of school library.   The finding agreed with Celano et al. (2001) who underscores that availability of library resource does not guarantee accessibility.

According to the same table, the scales mean values for the frequency of giving students assignments to be done in school library are 3.25 and 3.03 for students and teachers respectively. The researcher concludes that teachers give assignments to be done in library frequently. The result shows that on average the teachers' response is supported by their students (3.03). Teachers do this especially when they do not enter class and students lack text book, according to all interviewed teacher librarians. The finding implies that teachers encouraged children to spend increased time with books.

D. Services donated by library staff

To describe the services (book loan, catalogue, shelf-guide) school library give, six point Likert scale value was used (1=no service(NS), 2 not adequate(NA), 3=slightly adequate(SA), 4 undecided(U), 5= adequate(A), 6= very adequate(VA)). For the scales mean value was calculated to make decision in very adequate, adequate, undecided, slightly adequate, not adequate, and no service. For making the decision the ranked order Likert scale was converted to interval scale using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is No service, 1.0-2.0 is not adequate, 2.0- 3.0 is slightly adequate, 3.0-4.0 is undecided, 4.0-5.0 is adequate, and 5.0-6.0 is very adequate.

Table 4.16: Book loaned, catalog and shelf-guide service

		V (6)	A (5)	U (4)	SA (3)	NA (2)	NS (1)	Mean	%of adequacy	Decision
Number of books loaned at a time	Student	42(14.43%)	60(20.62%)	-	72(24.74%)	44(15.12%)	73(25.09%)	2.84	35.05	undecided
	Teacher	9(4.17)	44(20.37%)	43(19.9)	65(30.09%)	55(25.5%)	-	2.48	24.54	undecided
catalogue services	Student	-	1(.35%)	-	1(.35%)	-	286(99.3%)	1	.35	Not adequate
	Teacher	3(1.38%)	12(5.5%)	9(4.13%)	14(6.42%)	180(82.57%)	-	1.37	6.88	Not adequate
The shelf-guide	Student	38(13.06%)	104(35.74%)	-	58(19.93%)	46(15.81%)	45(15.46%)	3.2	48.8	Slightly adequate
	Teacher	35(16.20%)	76(35.19%)	17(7.78%)	51(23.61%)	37(17.13%)	-	3.10	51.39	Slightly adequate

Table 4.16 shows three services of school librarians: loaning books, cataloguing, and shelf guiding. According to the data, the mean scores for the number of loaning books are 2.84 and 2.48 for the students and teachers respectively. The conclusion based on the scale interval mean scores, for the number of books loaned at a time is undecided. The finding shows existence of inconsistent book lending practice. Some students may be allowed to take only one book, others may take more than one and others nil. Or a student may be allowed to borrow one book at one time and more than one at another time. This implies that respondents do not have clear idea about the number of books they can and cannot borrow from the school libraries.

According to the librarians of Hamle 19 elementary school, Seka elementary school, Jimma preparatory school, Seto high school libraries do not have lending policy/rules. Yet, students whose parents are well-known by the librarian and believed to return the borrowed books can borrow one book on Friday and return on Monday. At the elementary school of Ras Desta, Agaro, a teacher hedging informed the researcher that the school library, which was being opened sometimes, lends book rarely. The researcher's observation uncovered that many libraries had small collection and a few libraries had many collection. Many school libraries do not lend for they experienced

that some students do not return the books in the appointed time or they return damaged materials. The discussion made with librarians revealed that, overall, students are not given books to read during semester breaks. Only a few students who are well known by the librarians are allowed to borrow books for weekends.

The finding also implies that the librarians do not have book lending policy and have not informed students and teachers about the number of books they can borrow at a time. Whatever the reason is, librarians have the responsibility of informing customers the rules of lending books. The researcher can conclude that school librarians did not give enough information to students and teachers about the number of books they can lend at a time implying poor library management. The finding also indicates that librarians did not discharge their responsibilities related to services of loaning books. The finding is in congruent with Workineh and Yehuwalashet (2017) whose study shows that university libraries focus on a backward service for learners and do not provide enough services as it is really.

Furthermore, the mean score for cataloging is 1 for students and 1.37 for the teachers (Table 4.16). Likewise, the mean score for the shelf guiding is 3.2 for students and 3.1 for teachers. In line with cataloguing and shelf guiding, from the respondents' answer, the researcher concluded that cataloguing and shelf guiding service in the selected school libraries is poor. The finding implies importance of (1) assigning qualified and committed library managers and staff or (2) arranging training for teacher librarians so that they effectively help library users. According to Stueart and Moran (2007), to satisfy the clients (users) of libraries, the staff needs to be well qualified, trained, devoted and adequate. This indicates the importance of transferring library management from rendering inadequate service to adequate service.

The other services given by school/teacher librarians are library promotion and timely response. Promotion can be done through oral awareness and dissemination (book display/exhibition). Giving timely response to library users' enquiries also improves library service. To describe the effectiveness of school libraries' services in these regard, the five point Likert scale value was used (1=not effective, 2=slightly effective, 3 undecided, 4= effective, 5= very effective). For the scales mean value was calculated to

make decision in very effective, effective, undecided, slightly effective, and not effective. For making the decision, the ranked order Likert scale was converted to interval scale using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is not effective, 1.0-2.0 is slightly effective, 2.0- 3.0 is undecided, 3.0-4.0 is effective and 4.0-5.0 is very effective.

Table 4.17: Library awareness, dissemination of services, and timely response to enquiries

	Student/D Teacher/T	VE (5)	E (4)	U (3)	SE (2)	NE (1)	Mean	%of adequacy	Decision
Library awareness services	S	112(38.75%)	65(22.50%)	25(8.65%)	45(15.57%)	42(14.53%)	3.55	61,25	Effective
	T	33(15.21%)	63(29.03%)	35(16.13%)	69 (31.80%)	17(7.83%)	3.11	44.24	Effective
Dissemination of information	S	73(25.26%)	86(29.76%)	30 (10.38%)	54 (18.68%)	15.92 (30%)	3.29	55.02	Effective
	T	20(9.90%)	42(20.79%)	47 (23.27%)	63 (31.19%)	30(14.85%)	2.79	30.69	Undecided
Timely response to enquiries	S	75(25.86%)	88(30.34%)	-	80 (27.59%)	47(16.21%)	2.66	56.20	Undecided
	T	16 (7.65%)	45(21.53%)	21 (10.05%)	57 (27.27%)	70(33.50%)	2.47	29.18	Undecided
The school library reference book Service	S	100(34.48%)	67(23.10%)	51(17.59%)	47 (16.21%)	25(8.62%)	3.58	57.58	Effective
	T	41(18.81%)	70(32.11%)	31 (14.22%)	63 (28.90%)	13(5.96%)	3.28	50.92	Effective

Table 4.17 presents the effectiveness level of services related to awareness raising, dissemination of information, and timely response given by school library. Accordingly, the mean scores for the library awareness services are 3.55 and 3.11 for students and teachers respectively. Based on the mean scores, the researcher concluded that the library awareness service given by school libraries is effective. However, the discussion made with librarians shows that the awareness service given to library users is not as such. For example, awareness about the opening and closing time of library, the type of available books, the rules of using library and lending book is not given during flag rise

and through mini media; while there are different clubs, there is no functional library club, except in Seka elementary school and Setto high school.

With regards to dissemination, while the mean score for the student is 3.29, it is 2.79 for the teacher respondents. What can the researcher concludes from this data is that dissemination of information about school libraries is effective for the students but undecided for the teacher. One strategy of disseminating information is preparing exhibition where the type of the library's books are shown and rules of borrowing books are explained especially when new books arrive. Though the data is not given in this table, according to all student participants (n=291, 100%), there is no exhibition service about library use. Nevertheless, resources in the library, arrival of new books, and importance of using libraries have not been promoted using different logos, as the researcher's observation and interview show. Therefore, based on the qualitative information, the researcher can conclude that services related to disseminating library usage information are poor. Overall, the finding implies the importance of improving school library communication.

Regarding timely responses to enquiries, while 2.66 is the mean score for the student, 2.47 is for the teacher. Hence, the researcher decided that students and teachers cannot decide with the effectiveness of timely response given by librarians to enquiries of students and teachers. The informal discussions made with elementary school students' shows that their enquiries are undermined in most cases they are not allowed to use library. The reason for such overlooking, according to some librarians, is attributed to large number of students and shortage of library staff or lack of qualified library staff.

To describe the frequency of getting help from library staffs as reported by students, the five point Likert scale value was used (1=never(N), 2=rarely(R), 3 undecided(U), 4= sometimes(S), 5= frequently(F)). For the scales mean value was calculated to make decision in frequently, sometimes, undecided, rarely, and never. For making the decision, the ranked order Likert scale was converted to interval scale using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is never, 1.0-2.0 is rarely, 2.0- 3.0 is undecided, 3.0-4.0 is sometimes, 4.0-5.0 is frequently.

Table 4.18: The frequency of getting help from library staffs as reported by students

	Student Teacher	F(5)	S(4)	U (3)	R (2)	N(1)	%of adequacy	Mean	Decision
Frequency of getting help from library staff	S	53(18.4%)	75 (26.04%)	47(16.32%)	20(6.94%)	93(32.30%)	44.44	2.91	Undecided
	T	59(26.94%)	121(55.25%)	-	24(10.96%)	15(6.85%)	82.19	3.14	Sometimes

The frequency of getting help from library staff is shown in Table 4.18. The scales mean value for the student respondents is 2.91 and for the teacher respondents 3.14. The researcher concluded that while students are not certain about the frequency of getting help from library staff, teachers get help from school library sometimes. This could be because students do not get basic services like borrowing books. Of course teachers are allowed to borrow books and keep with them for not more than a semester. The other reason could be that school librarians sit idle instead of helping students. This was seen in a school which has a type of closed library. The finding implies that school library needs professional librarians who can frequently help efficiently and effectively library users.

As shown in the forgone paragraphs, the time after and before school (half a day), teachers and parents' encouragement given to students to use school library have enhanced the usage of library resources and academic performance. Conversely, lack of qualified school library manager, qualified school library staff, poor book lending service, poor awareness creation or information dissemination strategy, inadequate help from librarians, and parents as bad model in taking children to library, shortage of updated books, and poor facilities like electronics resources and computer facilities have hindered effective library resource usage.

4.1.1.5 Library transforming provisions suggested by teachers and students

A. *Library transformational strategies suggested by teachers*

Nineteen library transformation provisions, that are assumed to transfer school library, were given to Grade 1 to Grade 12 teachers to select and rank. To describe the rank of selected provisions, 19 rank scale value was used (1st, 2nd, 3rd, 4th …19th). The scales

mean value was calculated to make decision in primary (most important), secondary (more important), tertiary (important), and quaternary (less important). For making the decision, the ranked order scale was converted to interval scale using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is 1st rank, 1.0-2.0 is 2nd rank, 2.0-3.0 is 3rd rank. Unfortunately these mean scores have not been observed. The mean score 3.0-3.99 (4th rank) is primary, 4.0-4.99 (5th rank) is secondary, 5.0- 5.99 (6th rank) is tertiary, and 6.0 –6.99 (7th rank) quaternary. No mean scores 7 to 19 was observed. It is assumed that the fulfillment of 4th rank or primary provisions can transfer library management and service in short term, the 5th rank or the secondary in mid-term, and the 6th rank or tertiary and the 7th rank or quaternary in long term.

i.   **Primary level library transformational provisions**

Table 4.19: Primary level (short term) library transformational provisions suggested by teachers

	Teacher	N	Mean	Mean Rank	Decision/ Level
1	Provision of adequate manual retrieval devices like shelf guides	159	3.71	4th	Primary (Most important)
2	Provision of qualified librarians	160	3.68	4th	Primary(Most important)
3	Provision of relevant information material	176	3.56	4th	Primary(Most important)
4	Provision of experienced librarians	153	3.37	4th	Primary(Most important)
5	Provision of sufficient and comfortable reading facilities e.g chairs and tables	163	3.29	4th	Primary(Most important)

Five fourth rank library transformation provisions suggested by teachers are summarized in Table 4.19. Provision of adequate manual retrieval devices (n= 159, M= 3.71), provisions of qualified librarians (n=160, M= 3.68), provision of relevant information material (n= 176, M= 3.56) are ranked fourth. Similarly, provision of experienced librarians and provision of sufficient and comfortable reading facilities are ranked fourth by 153 and 163 teachers respectively. From the finding, the researcher concluded that these five provisions are immediate or primary need of school libraries in Jimma zone. The finding implies importance of fulfilling these provisions which are assumed to be feasible to transform school libraries from bad status to good status.

ii.   **Secondary level library transformational provisions**

Table 4.20: Secondary level library transformational provisions

	Teacher	N	Mean	Mean Rank	Decision/ Level
6	Improved user education services	126	4.71	5th	Secondary(More important)
7	Provision of computer facilities	159	4.49	5th	Secondary(More important)
8	Provision of electronic resources	154	4.27	5th	Secondary(More important)
9	Provision of qualified library managers	148	4.43	5th	Secondary(More important)
10	Good library condition e.g. lighting, ventilation or air conditioners and neat environment	162	4.14	5th	Secondary(More important)

Table 4.20 shows five fifth rank library transformation provisions suggested by school teachers. Accordingly, provisions of improved user education services (M=4.71), computer facilities (M=4.49), and electronic resources (M= 4.27) are ranked 5th by 126, 159, and 154 school teachers respectively. Similarly, provision of qualified library managers (M= 4.43) and good library condition (M= 4.14) are ranked 5th by 148 and 162 teachers. The finding implies that libraries need these provisions secondary or more importantly. The finding also implies that for school libraries getting these provisions in short time is not feasible. Hence, these provisions could be considered mid-term priorities.

iii.   **Tertiary and quaternary level provisions**

Table 4.21: Tertiary and quaternary level (long term) library transformational provisions

	Teacher	N	Mean	Mean Rank	Decision/ Level
11	Provision of email and internet browsing services	142	6.32	7th	Four (Less important)
12	Provision of good communication system like telephones services	142	5.97	6th	Tertiary (important)
13	Provision of exhibition/Display of library and information resources	136	5.77	6th	Tertiary(important)
14	Improved staff courtesy (good manners) to users	141	5.65	6th	Tertiary(important)
15	Improved assistance given to users by library staff	137	5.43	6th	Tertiary(important)
16	Provision of photocopying facilities	153	5.31	6th	Tertiary(important)
17	Timely delivery of documents/information to users	143	5.13	6th	Tertiary(important)
18	Increased library opening hours	157	5.12	6th	Tertiary(important)
19	Provision of adequate manual retrieval devices like catalogues	153	5.0	6th	Tertiary(important)

Sixth rank library transformation provisions suggested by school teachers are shown in Table 4.21. Provision of email and internet browsing services is ranked 7th by 142 (M=6.32) teachers implying less important provision in the given context of Ethiopia. The remaining all eight provisions are ranked 6th: good communication system like telephones services by 142 (M= 5.97), exhibition/display of library and information resources by 136 (M= 5.77), improved staff courtesy (good manners) to users by 141 (M= 5.65), improved assistance given to users by library staff by 137 (M= 5.43) teachers. Likewise, 6th rank is given to provision of photocopying facilities by 153 (M= 5.31), timely delivery of documents/information to users by 143 (M=5.13), increased library opening hours by 157 (M=5.12), and adequate manual retrieval devices like catalogues by 153 (M=5.0) teachers. From the finding, the researcher can conclude that these provisions are important, but not most or more important, to transform school library on a short time base. They may consider these or most of these provisions luxury in the existing context of the country in general and Jimma Zone in particular. Hence, these provisions can be considered long term provisions that school libraries in Jimma zone intend to fulfill in the future.

B. *Library transformational provisions suggested by students*

Eighteen provisions were given to Grade 5 to Grade 12 students (Grade 1 to 4 students were excluded from answering these 18 items for fear that they do not understand these provisions) to select and rank library transforming provisions that they assume can transfer their school library.

To describe the rank of selected provisions, 18 rank scale value was used (1st, 2nd, 3rd, 4th …18th). The scales mean value was calculated to make decision in primary (most important), secondary (more important), tertiary (important), and quaternary (less important). For making the decision, the ranked order scale was converted to interval scale using an equal interval of 1.0. For the equal interval scale a mean score was considered. The mean score 0.0-1.0 is 1st rank, 1.0-2.0 is 2nd rank, 2.0-3.0 is 3rd rank. Unfortunately these mean scores have not been observed. The mean score 3.0-3.99 4th is primary, 4.0-4.99 5th is secondary, and 17.0– 17.99 is eighteenth. No mean 1.0 −1.99, 2.0–2.99, and 5.0 to 17.99 value was observed. It is assumed that the fulfillment of

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primary provisions can transfer library management and service in short term, the secondary in mid-term, and the tertiary and quaternary in long term. Primary provisions (4th rank) are summarized in Table 4: 22.

i. **Primary level library transformational provisions**

Table 4.22: Primary level library transformational provisions suggested by students

	Library provisions	N	Mean	Mean Rank	Decision/ Level
1	Provision of photocopying facilities	129	3.81	4th	Primary
2	Provision of qualified librarians	132	3.79	4th	Primary
3	Provision of relevant information material	133	3.72	4th	Primary
4	Provision of qualified library managers	120	3.65	4th	Primary
5	Provision of experienced librarians	130	3.58	4th	Primary
6	Timely delivery of documents/information to users	106	3.46	4th	Primary
7	Provision of sufficient and comfortable reading facilities e.g chairs and tables	134	3.46	4th	Primary
8	Provision of adequate manual retrieval devices like shelf guides	139	3.42	4th	Primary
9	Provision of adequate manual retrieval devices like catalogues	132	3.41	4th	Primary
10	Good library condition e.g. lighting, ventilation or air conditioners and neat environment	128	3.34	4th	Primary
11	Increased library opening hours	99	3.32	4th	Primary
12	Provision of computer facilities	143	3.00	4th	Primary

Table 4.22 presents 4th rank (most important) library transformation provisions suggested by students. Items 1 to 12 (as given in the table) are very clustered and geared to 4. Accordingly, provision of photocopying facilities (n= 129, M=3.81), provision of qualified librarians (n=132, M=3.79), provision of relevant information material (n= 133, M= 3.72), provision of qualified library managers (n= 120, M=3.65) equally stand a rank of 4th. Similarly, provision of experienced librarians, provision of sufficient and comfortable reading facilities, provision of adequate manual retrieval devices like shelf guides, adequate manual retrieval devices like catalogues, and good library condition are ranked 4th by 134 (M=3.46), 139 (M=3.42),132 (M=3.41), and 128 (M=3.34) students respectively. The last two provisions, increased library opening hours and provision of computer facilities also stand 4th as the responses of 99 (M=3.32) and 143 (M=3) shows. From the finding, the researcher can conclude that these 12 provisions are primarily important for the students. This implies that school libraries in Jimma zone need to fulfill these provisions to transfer the school libraries on a short term base.

ii. **Secondary and tertiary library transformational provisions**

Table 4.23: Secondary and tertiary student selected library transformational

provisions suggested by students

	Student	N	Mean	Mean Rank	Decision/ Level
13	Provision of electronic resources	126	18.00	18th	Tertiary
14	Provision of exhibition/Display of library and information resources	114	4.29	5th	Secondary
15	Provision of good communication system like telephones services	121	4.02	5th	Secondary
16	Provision of email and internet browsing services	111	4.00	5th	Secondary
17	Improved assistance given to users by library staff	112	4.00	5th	Secondary
18	Giving training to library users how to use library	118	4.00	5h	Secondary

One 18th rank and five 5th rank library transformation strategies suggested by students are summarized in Table 4.23. Provision of electronic resources, an outlier, is suggested by 126 students as the least important provision (M=18.00). The remaining five: provision of exhibition (n= 114, M= 4.29), provision of good communication system like telephones services (n= 121, M= 4.02), provision of email and internet browsing services (n=111, M=4.00), improved assistance given to users by library staff (n=112, 4.00), and giving training to library users how to use library (n= 118, M=4.00) are suggested by students as the 5th important provisions for transferring school libraries. From the finding the researcher reached a decision that provision of electronic resources is the least and the remaining five are more important provisions to transfer school library in Jimma zone. The implication of the finding is that some of the suggested provisions can be planned for mid-term and the other for long term.

4.1.2   Qualitative data analysis

Qualitative data were also collected through interview to get depth information on school library challenges and merits from teacher librarians, vice directors and teachers. Where appropriate informal discussion made with teachers have been included in the analysis. About 14 questions were asked and the analysis to responses of the questions is given below.

1. **How do you get school library materials?**

Donation and Purchasing: All interviewed teacher librarians and vice directors replied that they get books through purchasing and donations. According to the vice director and administrative vice director of Jimma preparatory school, books are purchased from school income and school grant. The libraries get donations from Jimma University, teachers, merchants and alumnus of the respective schools. For example, the libraries of Jimma preparatory school, Hamle 19 and Ermata elementary schools have got a number of reference books from alumnus in America and other countries. The school library of Seka primary school gets book donation from different organizations. Some school libraries collected grade 8, 10, and 12 examination sheets of each year so that students benefit from them. Library club students of Setto High School donate their own reference materials when they pass to the next grade. However, many donated books are not collected seriously by taking in to account the need of teachers and students, according to the interviewed teacher librarians and vice directors. The finding shows that the principle of collection has been violated to some extent. The principle entails "the determination and coordination of selection policy; assessment of the needs of users and potential users; collection needs, community and user outreach and liaison; planning for resource sharing; decisions about weeding, storage, and preservation; and assignment of responsibilities for its practice" (Johnson, 2009, p. 25).

2. **Who initiate the request for school library materials?**

Teacher, student, and teacher-librarian: Books are purchased based on need assessment. After the teachers have discussed the book need to be purchased for their unit/department, they inform the vice directors of their schools. Students are also requested to suggest the books they need through their classroom representative teachers. On top of that suggestions come from teacher librarians, according to the vice directors and school librarians of Hamle 19 Elementary school, Ermata Elementary school, and Jimma preparatory school.

3. Does the library have book lending service?

The answer is **YES** and **NO**. A few school libraries lend books to students and teachers. "Students can borrow books for three to five days. Teachers are expected to return books whenever they finish using the book, but they are not allowed to keep the books with them for more than a semester (Seka elementary school librarian, female). Similarly, the library of Ermata elementary school lends books to students for three days, and teachers can borrow on a semester base, according to the vice director of Ermata elementary school. Setto high school library lends books to library club students that last from Friday to Monday. Other interviewed teacher librarians said that students who are not dependable are not allowed to borrow books.

4. How do you avoid (weed) outdated books?

Sorting out and selling: The weeding practices of outdated books differ from school to school. Among the interviewed schools, Seto high school and Ermata elementary schools have removed outdated books. "We sort out outdated books first. Next such books are sold to merchants in the presence of family committee. Using the money from the sold books, we buy other needed books" (Vice director of Ermata elementary school, from Afan Oromo shift, female). Others admitted that they do not have weeding system. What they do is wrapping and putting it in a store. During library observation, the researcher noticed torn out and damaged books piled up in Jimma preparatory school library. The finding shows knowledge gap of weeding. According to Mee, Edward, and Glueck in (Chopera, n.d), a school librarian should know what weeding is, why, when and how to weed school library collection, and who should be involved. The finding also shows that school libraries have not been able to provide best possible service to the clients to their fullest satisfaction.

5. Does the school library have family committee?
   Prob: What is its role in relation to the library?

Yes: all the interviewed libraries reportedly have family committee. These committee members are chosen on school days, according to the vice director of Ermata elementary

school. The committee involves in book weeding and collecting process. Family committee involves in school grant. When weeded books are sold and new books are bought it signs. However, it does not directly involve in giving and receiving library service.

6. What strategies does the library use to motivate students and teachers to visit library?

Giving assignment, taking students in to library: In Ermata and Seka elementary schools, during flag rise, students are informed about the services given by school library, but not in the other interviewed school libraries. On family day, Seka elementary school rewards library club students. Further, according to the majority of interviewed vice directors and school librarians, when teachers miss class, students are informed to visit library. Teachers also give library assignments to students. But there is a different experience in Seka elementary school. Once in a month teachers take all students to a school library (Volunteers teacher librarian, female, Afan Oromo shift). Conversely, the experience in Seto high school is different. The school library does not promote library usage for fear that the library runs out of seats as the number of seats and tables is inadequate for the existing number of students. "Many times students are returned from outside because of shortage of seats. Rather they are encouraged to visit public libraries in the town" (Volunteer teacher librarian, Male, Seto High School).

Overall, the finding shows that teacher librarians and vice directors have not discharged the responsibilities expected of them. They did not promote library use in collaboration with concerned stakeholders like family committee and teaching colleagues. On top of that planning and communicating services and programs of the school library to the library's stakeholders' is undermined.

7. Does your school have library club?
   Prob: who are its members?

Yes: Reportedly Seka, Ermata elementary schools and Setto high school have library clubs. Nominally, Jimma preparatory school has library club which is formed from a vice director, four teachers, a librarian and 20 students, but it is inactive, according to the

administrative director of the school. In Ermata elementary school and Setto high school student librarians are active. They play the role of checking students when they leave library, returning books to shelves, and arrange seats. In return, these students borrow books on Friday and return on Monday.

8. Do you get any help from educational bureau regarding school library?

No: Reportedly, according to all interviewed teacher librarians and vice-directors, school libraries do not get help from educational bureau. For example it does not employ qualified librarians, regardless of requests coming from schools, but suggests assigning librarians from teachers and ICT, for schools that have ICT like Jimma Preparatory school. Rather what it does is controlling during supervision; it suggests painting the library. According to the vice director of Jimma preparatory school, library is used as a criteria to compare schools.

9. How do you assign teacher librarians?

Volunteerism and health problem: Almost in all schools, teachers with sever health problems like broken hands, back pain and teachers closed to retirement are assigned to be librarian. In one elementary school a teacher with mental problem was assigned to a library. Since she could not manage the library, students have stolen a lot of books from the library. In Setto high school teachers are assigned as librarian on voluntary base. He serves the library when the main librarian who has diploma in library science is not available. When she serves one shift, he serves the other, when he does not have class.

10. Who manages the school library?

Vice-directors: No library has qualified library manager. Rather school libraries are supervised by vice directors. But in Jimma preparatory school, it is supervised by the administrative director. What these people do for the libraries is recommending book purchasing. In a few libraries they participate in organizing library clubs, collect and remove books.

11. Has ever training been given to teacher librarians?

Almost no: Reportedly, all teacher librarians as well as vice directors have not been given trainings about how to manage school libraries. While one of the librarians of Jimma preparatory school has a diploma in management, but not in library management, the other has ICT background. During the interview, when she was asked the role she plays in the library, she said that she registers books in a computer in the future. When this interview was being conducted, there was no computer in the library. One teacher librarian reported that long ago teacher librarians were given training in Jimma Teachers College. The finding implies lack of training leads to customer dissatisfaction. To satisfy the clients (users) of libraries, the staff needs to be well qualified, trained, devoted and adequate regardless of the library's excellent building, rich collections and nice infrastructure (Chopera, n.d).

12. Does the library have time table?

Yes: Yes, libraries do have time tables. They work from 8:30 to 4:30 on working days. But the practicality of the time table is questionable. During observation, the researcher noticed that there were libraries which were closed during the given time table, except for a few school libraries.

13. What are the challenges of your school library?

Human and material: One of the most challenges school libraries have in common is lack of qualified school librarian and library manager. Not to close libraries, teachers with health problems and neared to retirement are assigned as teacher librarians. Because of their health problem, sometimes they do not come to school which ends in library close. When schools encounter teacher shortages, those teacher librarians return back to teaching closing the libraries for many days. Absence of book weeding practice and active library club are the other problems for many school libraries.

Poor library physical (building) status is the other problem. For example, the library building of Jimma preparatory school which was constructed by the government of Ethiopia in 1994 E.C. was up to the standard. Then it was very frequently being visited

by students and teachers. However, later on, it started cracking badly, and now it is not functional. To fill the gap, teachers of the school raised money and opened the current library. However, since it is less attractive, it is not used as such by library users. Teachers and students prefer going to public libraries in the town, according to the administrative vice director of the school. The researcher also witnessed that the library built in 1994 E.C. was closed and badly cracked. In Setto high school, the library is very narrow enough to host many students, according to the voluntary teacher librarian. On top of that they do not have computer to register books as well as facilities related to electronics.

14. What do you suggest to minimize the challenges of your school library?

Giving training , building standardized library, donating computer: Giving short term training to teacher librarians is suggested by all interviewed vice directors and teacher librarians. What is suggested in the second place is assigning qualified library managers and library staffs. Giving scholarship in library science to teacher librarians is suggested in the third place. Building Standardized library is important. All interviewed teacher librarians and vice-directors suggested importance of building standardized library rooms which is varnished with enough and up-to-dated books. "We have converted one classroom to library. We do have students of more than 20 sections; as the library cannot host all these students, it is important to construct a standardized library which can serve large number of students as the school has spacious and empty space" (Voluntary school librarian, Male, Setto High School). They also suggested to be provided computers by Jimma University.

Chapter Five

5. Discussion of Findings

This study aimed to investigate the need to transform library management and usage as well as the impact it has on quality education at the selected schools in Jimma zone. To achieve this general objective, it reviewed related materials, collected data through questionnaire, document review, observation and in-depth interview which are analyzed quantitatively (the survey data) and qualitatively. The study outlined six specific research objectives/questions.

Library status: One of these objectives is to explore the current status of library resources (print and electronics) and usage in the selected schools. Overall, school libraries in Jimma zone are poorly resourced especially with regards to electronic resources and facilities or provisions. The finding implies the existing out of boundary (beyond students' level) and outdated resources have weak impact on the quality of education in general and academic performance of students in particular. The finding is in congruent with Nebraska (2012, p.54): "In poorly resourced institutions, library materials are usually outdated and there is inadequate access to technology". The result is also in line with a local finding which says that lack of facilities such as libraries with up-to-date resources is among the major factors that affect quality education (Gojeh & Worku, 2015). Further, the finding strengthens the finding of Worknineh and Yehuwalashet (2017) who argue that shortage of necessary facilities is a key problem for a development of library services and information services in Ethiopian universities. The overall finding indicates the importance of transforming facilities from outdate status to up-to-date resources.

Library management and usage: The second objective of this study is to assess the extent to which library management and usage is effective in impacting quality of education. The finding revealed that school libraries in Jimma zone are suffering from lack of qualified library manager and school librarians. To narrow the gap, vice director and teacher librarians play roles.

However, the vice directors have not made sure that resources such as facilities, equipments, collections and services are in the condition of supporting the teaching and learning needs of the students and teachers as well as updating these resources as the teaching and learning needs change. Also they have not arranged trainings for teacher librarians. Hence they could not discharge responsibilities of qualified library manager such as planning, organizing, managing, leading and controlling human and non-human resources. This finding supports Defaru (2014) who said that library management skill seems to be lacking (or not practiced) at school libraries in Jimma as a result educational materials are not properly handled and utilized.

The finding shows the importance of paying attention to Baker (2016) who says that school librarians who demonstrate leadership in the school have the greatest potential to impact achievement of students. Overall, the finding implies importans of assigning or training transformational leaders with library vision and mission. According to a transformational leadership theory, " A motivational leadership style which involves presenting a clear organizational vision and inspiring employees to work towards this vision through establishing connections with employees, understanding employees' needs, and helping employees reach their potential (Fitzgerald & Schutte, 2010 in Velasquez, 2013,pp. 96,97)

Likewise, for a school library to accomplish its work successfully, or influence quality of education, its librarians must discharge their responsibilities related to cataloging, curtain, resource sharing, collecting physical and digital resources consistent with the school's curriculum and with the national, ethnic and cultural identities of members of the community (The IFLA School Library Guidelines, 2015). However, teacher librarians in Jimma zone have not discharged these responsibilities implying insignificant impact on improving quality of education. This could be attributed to lack of training in managing libraries. The finding strengthens USAID's (2011) report which says that in rural areas of developing countries, librarians are facing greater challenges than ever before, resulting from poor economy, lack of professional librarians, and increased competition and ever changing technologies.

Without equipping libraries with basic facility preaching quality education is just like establishing family without fulfilling its basic needs. "Academic success of students depends largely on the learning platforms available to students including the library facility," says Julie and Mercy (n.d., p. 3). The finding shows that libraries in Jimma zone are not only facing greater challenges, but also are lagging behind from enlarging themselves in size, collections, budgets, library staffs, and changing technologies. This implies the importance of transferring the status of school libraries.

As far as usage is concerned, the finding revealed that students who more frequently use library outperformed their counterparts who less frequently visit library. The finding implies that library usage impacts academic performance. The finding is in agreement with Scholastic (2008 as cited in Baker, 2016) who demonstrated that students who utilize library frequently get better grades, score higher on standardized tests than their peers who do not utilize library.

Stakeholders' role in transforming school library: The other specific objective of this study is assessing the role played by library stakeholders—parents, teachers, school-librarians, alumnus, Jimma University– in transforming school library. The study revealed that alumnus and Jimma University donated books to strengthen the school libraries; parents and teachers encouraged students to use library. Further, teachers give assignments and homework to be done in libraries, teacher librarians encouraged their children to use libraries; however, practically many teachers do not visit libraries, parents do not go to library with their children, librarians do not discharge well their responsibilities such as organizing libraries, planning and communicating services and programs of the school library to the library's stakeholders. The finding shows the importans of underscoring the following comment: "libraries need to market[publicize] their services and programs to their community especially when the new school year begins" (Velasquez, 2013,p.199). Most of them do not have book lending policy. As a result most students do not get access to books. Had they been allowed to borrow books, they could have benefited a lot. The finding agrees with Hoy, Bayne, and Wood (2005), who reported book borrowing is declining from year to year. The finding also supports a study conducted in Jimma University which found minimal use of library resources, soft

and hard copies (Gojeh & Worku, 2015). The finding implies importance of arranging training for school librarians in short term so that they discharge their responsibilities and transforming school library from print to electronics in long term so that students can retrieve information electronically (Moncrieff *et al*., 2007).

Nevertheless, vice directors, librarians, educational bureau, the ministry of education played little role in transferring school libraries. Ministry of education has not discharged its responsibility related to assigning qualified library managers and librarians. Educational bureau has not facilitated trainings for teacher librarians. Vice- directors, except a few, have not formed functional library club and insisted on educational bureau to arrange training for teacher librarians. Jimma University, which has a motto "We are in the community", is also accountable for the poor performance of school libraries though it disserves credit for donating books. It has not discharged its responsibility with training teacher librarians, giving scholarship to teacher librarians in library science, and donating computers. This finding supports the concern of Worknineh and Yehuwalashet (2017) who underscored that lack of staff training is a key problem for a development of library services and information services in Ethiopian universities

Factors promoting and hindering library resources usage: To identify the factors those promote and hinder library resources usage in the selected schools is the fifth specific research objective. Accordingly, the finding revealed that presence of school libraries, self initiated teachers to serve school library and school administration's willingness to reduce teaching load or exempting such teachers from teaching are library usage promoting factors. Furthermore, attempts made to collect books through purchasing and donation, collection of grade 8, 10, and 12 examination sheets of each year, encouragement teachers and parents give to students to visit school library, female students frequent use of libraries, relative availability of sufficient chairs and tables in the given school library size, and user attendance by a few teacher librarians are library usage promoting factors.

On the other hand, the hindering factors are related to human and non-human resources. The former entails absence of qualified library managers and school librarians, shortage of trainings to teacher librarians and school vice directors, superficial school library club,

and lack of enough support from library stakeholders. The later involves inappropriate location of some school libraries, poor electric service for most of the school libraries, outdated and out of boundary reference books, poor technology infrastructure, improper opening hours of library, probation of grade 1 to 4 students from using school library, poor promotion of library usage, shortage of allocated budget for school library, absence of book purchasing and donation collection policy, weeding policy, and book lending policy.

The finding is in congruent with USAID (2012) which reported that in rural areas of developing countries librarians are facing greater challenges than ever before, resulting from poor economy, lack of professional librarians, and increased competition and ever changing technologies (USAID, 2011). Support for this finding also comes from Workineh and Yehuwalashet who observed university libraries in Ethiopia have lack of staff training and shortage of ICT facilities. The finding also strengthens that of Gojeh and Worku (2015) which says: "The services provided by the library system were found not meeting the needs of majority of the respondents, being a factor that impact negatively on quality education in Jimma University" (p.1).

It is undeniable fact that the libraries in Jimma zone are less competent to work in environments that will continue to be turbulent and fast changing unless otherwise transformation is made in management, library staff, library service, library resources (from print to electronics), and equipments. The finding agrees with Chopera (n.d) who reached a conclusion that transforming library management is critical to the success of all types and sizes of libraries in all parts of the world at large.

To transform school libraries from bad status to good status, teachers and students were asked to select and rank 18 and 19 library provisions respectively. Their responses are categorized as primary (most important), secondary (more important), and tertiary (important) provisions. As primary provisions, while teachers suggested five provisions, students suggested 12 provisions. The five provisions suggested by teachers are shared by students also. These commonly suggested primary provisions are: Provision of adequate manual retrieval devices like shelf guides, provision of qualified librarians, provision of relevant information material, provision of experienced librarians, and provision of

sufficient and comfortable reading facilities e.g chairs and tables. As secondary (more important) provisions, both teachers and students suggested five provisions; however no common provision is shared or suggested by both. As far as the tertiary provision is concerned, students suggested one provision and teachers suggested eight, but they hardly shared one. The implication of the finding is that, to transform school libraries in Jimma zone in short term, priority needs to be given to the primary level provisions.

Library Management and usage transformational Framework (model)

In the review of related literatures, three models have been revised. According to one of the models, school library framework can be built from representatives from important areas of the school such as teachers, librarians, resource managers, ICT specialists, support staff, student librarians and volunteers. At least because of three sub- constructs: ICT specialists, qualified librarians, and resource managers. This model can not work as an immediate solution for the present library related problems schools in Jimma zone suffer with.

The other type of model can be constructed from a combination of a small team including the librarian, a teacher who has been given responsibility for the library and student librarians. This model also can not work for it lacks school management and educational bureau. In Jimma zone, school libraries are under the management of school which is accountable to educational bureau.

The third alternative model can be built from a library manager with sole responsibility that is supported by student librarians or volunteers (Your School Library Team, n.d.). This model also does not work in the existing reality of Jimma zone. For one thing, we do not have qualified library manager. For the other thing, school libraries are dependent on school management and educational bureau for support. Therefore, it is important to build a framework that works as an immediate solution for the existing situation of the zone.

Based on the data analysis and discussion, the following library management and usage transformational model is developed (Fig.1).
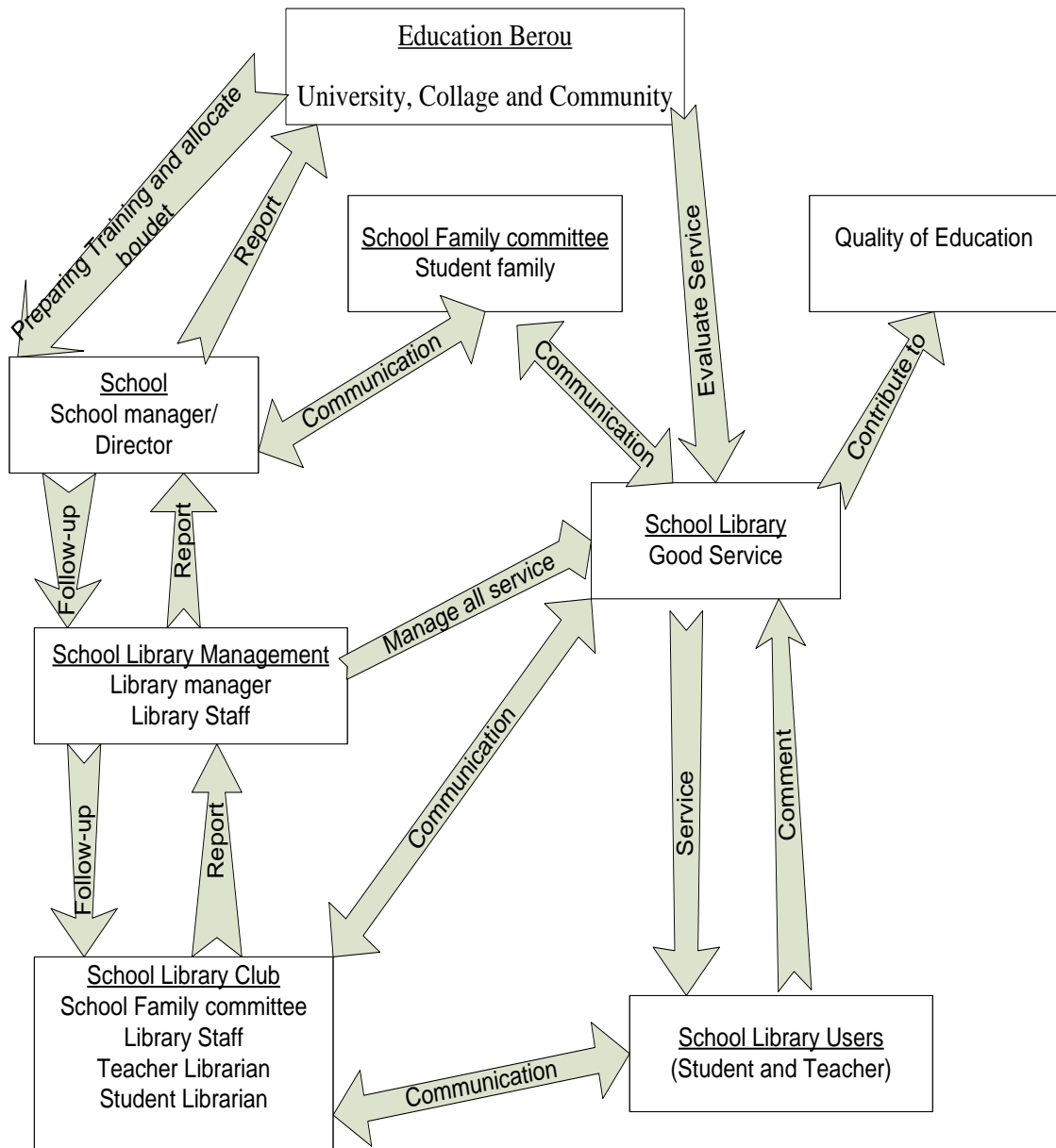
Fig 1: The role of school library stakeholders enhancing quality education

Description of school library framework

The model has eight constructs. Far at the left are three constructs: school management, school library management, and school library club.

A. Left hand constructs:

School management: The director/vice-director of a school works with Educational bureau, school library management, and school family committee. To *Educational Bureau*, it reports the accomplishments and challenges of a school library. To *school library management,* it gives directions; it receives reports and requests from the same. With school *family committee*, it discusses fund raising, necessary resourcs, and promotional works for school library.

School library management: It encapsulates library manager and library staff as members. It prepares policy of school library regarding collection and weeding of books, and services such as cataloging, shelf guiding, replacing books, repairing, and attendance of library users, for example. While it follows up the activities of the *library club* such as collection and weeding of books, cataloging, shelf guiding, replacing books, repairing, and attendance of library users, for example, it receieves report from the same.

School library club: It members are school family club, library staff, teacher librarian and student librarians. It supports the school library manager. It engages in promotional work of library use, collects feedback from *library users* regarding library resources and services, follows up the neatness of a library, sets program of service giving for student librarians, replaces books, takes attendance and checks students when leaving out library. It also reports to the *library manager* mostly used /preferred books, requests collected from library users.

B. Top hand constructs:

At the top are two constructs: **Educational Bureau and school family committee**. The former works with public and private universities, different colleges, and community. Being with universities and colleges, it prepares trainings for school librarians and managers. It requests these institutes provisions/resources school libraries require. From the communities, it raises fund especially for building and renovating school libraries. On

top of that it allocates budget for schools, gives directions to *school managers* while receiving reports from the same. Furthermore, it evaluates *school libraries* through school supervisors. It also gives professional advice when books are bought especially with regards to curriculum apperoperatness.

School family committee: It raises fund for the *school library*, discusses and decides on the utilization of the fund. It also supervises the services of school library and allocated money for the library. Furthermore, it promotes library usage.

C. Bottom hands construct

School library users: Their role is benefiting from library resources and services. They are also required to give feedback the *school library* on the way the resources and services can be enhanced. They also communicate with school library club on issues such as services and resources given by the library.

D. Middle hands construct

School library: It is directly related to four constructs: school library users, school library club, school family committee and quality education.

School library serves *school library users* by providing larger, up-to-date, and carefully selected print collections; it serves long hours. In return, it receives comment or feedback that enables it to improve its services.

With the communication it has with *school library club*, it improves its services. It plans services related to cataloging, weeding, promotion of library use and services. With the help of *family committee,* it collects important resources from the communities and weeds books.

E. Right hands construct

Quality education: This construct is directly related to school library services. According to the model, if the forgone constructs are applied well, quality of education improves.

Chapter Six

6. Conclusion and Recommendation

6.1 Conclusion

Based on the quantitative and qualitative data analysis and the discussions made so far, the study identified that the use of school libraries, frequency of library use, encouragement of library use students get from parents and teachers makes difference in the students' academic performance. The study also identified that lack of trained librarians and scarcity of necessary facilities including ICT facilities the key problems school libraries in Jimma zone stager with. Most of resources are outdated and out of boundary, the usage is insufficient, and its management is ineffective. Lack of training for library stakeholders (teacher librarians, vice directors, and student librarians as well as family committee) worsened the situation. School libraries in Jimma zone are given marginal attention on the side of the government of Ethiopia, the Oromya regional state, Jimma zone, Jimma University, and other stakeholders. Consequently, this brings big challenge for the improvement of quality education that the government of Ethiopia aspires to achieve by 2025. The study concluded that the status of school library management and usage in Jimma zone needs transformation to impact quality of education significantly and effectively.

7.2 Recommendation

To bring transformation in library management and usage, the researcher recommends short term, mid-term and long term solutions.

Short-term

Fulfilling basic (primarily important) provisions: As short term, it is important to improve the status of physical library where library users sufficiently access print resources. It is most important to realize the five provisions primarily suggested by teachers: Provision of adequate manual retrieval devices like shelf guides, qualified librarians, relevant information material, experienced librarians, and sufficient and

comfortable reading facilities e.g chairs and tables. To realize these provisions, all internal and external stakeholders must work together. It is also equally important to establish functional school library club from teacher librarians, vice directors, teachers, students, and family committee, and to enhance their competencies through short term trainings.

Arranging training: Library management needs leadership competencies-"things that can be learned or developed with training and practice" (Velasquez, 2013, p.98). Educational bureau of Jimma zone is recommended to arrange library management training in collaboration with Jimma University for teacher librarians, vice directors, teachers, and students on how to establish functional libraries. It also should employ qualified library managers and librarians**.** Trained school administrators, teachers, teacher librarians and students should discharge their responsibility in enabling library users to satisfy their need that is to maximum access to library resources and services.

Self –updating and supervision: "Making sure that all librarians and staff members come to work and give the best that they can to serve their patrons is a responsibility of the management team that runs the library" (Velasquez, 2013, p.53). Hence, vice directors are recommended to update themselves reading library management books, supervise well school libraries, insist on educational bureau to arrange trainings, form active school library club, and supervise its performance. Students are recommended to involve actively in school library club and use accessible library resources well. Teacher librarians need to update themselves reading about the role of school librarians.

Promoting services: School librarians and directors/vice-directors need to work with the community/parents to engage students in using school libraries before and after the school. Even they may arrange summer reading programs so that students develop the habit of reading for general knowledge which is very important in widening their world view and critical thinking. On family days the librarians, in consultations with school directors, need to publicize to parents the importance of arranging summer reading programs in school libraries and to raise money for paying librarians for the service they render. Parents of students are encouraged to take their children to library and follow up their children's library use.

Building library for grade one-to-four students: The finding revealed that grade one-to-four students were not allowed to use school library in most sampled schools, though in a few schools they are allowed, for fear that they disturb others. Hence, the Educational bureau should construct a separate library for them.

Mid-term

As mid-term, secondary level provisions suggested by students, for example, provision of good communication system like telephones services and provisions suggested by teachers such as computer facilities, electronic resources, qualified library managers, good library condition e.g. lighting, ventilation or air conditioners and neat environment need to be realized. Jimma University is recommended to equip selected school libraries with facilities such as computer, photocopies and allow outstanding school students. Or it can upload e-books on school/library computers so that students read from there. Furthermore, it is important to build standardized physical library, and for its realization the government of Ethiopia, Oromya regional state, educational bureaus, and the community must work colleberately.

Long -term

As long term, it is important to digitalize school libraries or integrate physical library with digital library so that library users easily access and effectively use e-resources. To realize this government of Ethiopia and government of Oromia regional states must work hard collaboratively. They must assign qualified librarians with vision and mission so that libraries have strong impact on quality of education.

Further study: Researchers who are interested in a similar area are recommended either to replicate this study, as there is a scarcity of similar study, or to carry out a large scale study that can be generalized to the public schools in Ethiopia. Or they can carry out a comparison study on public and private schools. Future studies can also assess accessibility of school library resources and services for handicapped students.

The study anticipated to involve the Educational Bureau and the family of the students. However, because of various reasons, they were not accessible. Hence, future studies can incorporate them.

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Appendixes

Appendix A

Teacher Questionnaire

Jimma University
Collage of Natural Sciences
Department of Information Science

Dear participant,

My name is Eyerusalem Mulugeta. I am a Post Graduate student at the Department of Information Science, Jimma University. My thesis is entitled: "**The Need to Transforming Library Management, Usage and its Impact on Quality Education: The Case of Jimma Zone Schools Libraries**" This questionnaire is aimed at determining the trend of library management, usage, services and resources of Jimma Zone School Library. Respondents' opinion is considered important in this survey because it will ultimately lead to Transforming Library Management, Usage and its Impact on Quality Education. Please answer the questions with all frankness by circling the letter of the given choices or ticking the option (in the table) that very closely approximates to your perception of the item. Your confidentiality is hereby assured. Thanks. If you need more explanation please contact me at the following address:

E-mail   emulugeta78@gmail.com   Telephone No. 0912001790

Section 1: Personal Information.

1. Name of School...

2. Your shift   A. Afan Oromo   B. Amharic

3. Grades you teach   A.   1-8   B. 9-10   C.   11-12

4. Gender   A.   Male   B.   Female

5. Qualification A. Certificate   B. Diploma c. B.A./B.S.C   D. M.A./M.S.C.

6. Age   A. 20 -29   B.   30-39   C.40-49   D. Above 49

7. Experience as a teacher A. 1-5 years   B. 6-10 years   C. 11-15 years   D. Above 15 years

Section 2: Jimma Zone School Library Teacher Usage

Directions: Please circle the response of your best choice.

8. For improving quality of education, school libraries play

    A.   Very important role B. Somewhat important role C. No important role D. I am not sure

9. For improving my academic performance, school libraries play

    A. Very important role   B. Somewhat important role C. No important role   D. I am not sure

10. Have you ever visited your school library since you have started working/teaching here?

   A. Yes   B. No

11. In the past ten months (September to June 2010), have you ever visited your school library?

   A. Yes   B. No

12. If your answer is "Yes" to question number 10 or 11, please check all the reasons you have visited the school library:

A. Find materials for giving assignments   B.   Find materials for pleasure reading

   C. Giving homework   D. Find reference materials

13. When do you visit the library (Check all that apply)

   A. Before school   B. With in a class   C. During lunch   D. After school

14. Do you have enough time to visit the library?   A Yes   B. No

15. In the past 10 months (2010 E.C), how many times have you visited the school library each week?

   A. Five times or more a week   C. Four times a week

   B. Two or three times a week   D. Once as week   E. Never

16. When you visit, do you usually find the materials you need?

   A. Yes   B. Not sure   C. No

17. During the last ten months, how often have you borrowed books from your school library?

          A. Very frequently   B. Frequently   C. Sometimes D. Rarely   D. Never

Library Staff

18. In general, would you say your school has qualified library manager?

   A. Yes   B. Not sure   C.   No

19. During the last 10 months, did you find the library staff approachable and helpful?

   A. Yes   B. Not sure   C. No

20. In general, would you say school library staff are

A. Very helpful   B. Somewhat helpful   C. Undecided   D. Somewhat helpful E. Not at all helpful.

21. The library staff relationship with users is

   A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

22. Are the library rules fair?   A. Yes   B. No

LIBRARY SERVICES

23. The school library's lending services is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

24. The school library's computer services is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective F. There is no computer in the library

Directions: Please answer the following questions by ticking the options in the table

		Very frequently	Frequently	Sometimes	Rarely	Never
25	How often do you get help from library staff?					
26	How often do you get encouragement from your teacher-friends to visit library?					
27	How often do your give your students assignments to be done in school library?					
28	During the last ten months, how often did you see your students visiting school library?					
LIBRARY SERVICES						
	Information Resources	Very frequently	Frequently	Sometimes	Rarely	Never
29	The inter-library loan service is					
30	The reference and information services in the school library is					
31	The current library awareness services given is					
32	Dissemination of information by the school library is					
33	Photocopying services given by the school library is					
34	CD-ROM services given by the school library is					
35	Exhibition/Display services given by the school library is					
	Facilities/Resource Information					
36	The number of chairs provided in the school library is					
37	The number of tables provided in the school library is					
38	The air condition in the school library is					
39	The lightening condition in the school library is					
40	The number of books on grade level I teach is					
41	Audio-visual materials provided by the school library is					
42	The number of books loaned at a time is					
43	The catalogue services given in the library are					
44	The number of reference materials on the grade level I teach are					
45	The shelf guide in the school library is					
46	The number of general reading materials in the school library is					

	Library Staff					
47	The number of qualified library management is					
48	The number of qualified library staff is					
49	The timely responses to enquiries by library staff is					

Section 3: Strategies to maximize the contribution of Jimma Zone School Library to quality education 50. Please indicate the strategies you would want the Jimma Zone School Library to adopt/employ as its   contribution to quality education. Please tick ($\sqrt{}$) as many as appropriate. Then rate them as 1st, 2nd, 3rd, etc.

1) Provision of relevant information material_____

2) Provision of electronic resources_____

3) Provision of computer facilities _____

4) Provision of photocopying facilities _____

5) Provision of adequate manual retrieval devices like catalogues _____

6) Provision of adequate manual retrieval devices like shelf guides_____

7) Good library condition e.g. lighting, ventilation or air conditioners and neat environment. ___

8) Provision of sufficient and comfortable reading facilities e.g chairs and tables_____

9) Provision of experienced librarians_____

10) Provision of qualified librarians_____

11) Provision of qualified library managers_____

12) Provision of good communication system like telephones services _____

13) Provision of E-mails and Internet browsing services_____

14) Provision of exhibition/Display of library and information resources_____

15) Improved assistance to users by library staff_____

16) Improved staff courtesy to users_____

17) Timely delivery of documents/information to users_____

18) Increased library opening hours_____

19) Improved user education services_____

20) Others (please specify) _____

Thank you very much!!!

Appendix B   **Student Questionnaire (English)**

Jimma University

Collage of Natural Sciences

Department of Information Science

Dear participant,

My name is Eyerusalem Mulugeta. I am a Post Graduate student at the Department of Information Science, Jimma University. My thesis is entitled: "**The Need to Transforming Library Management, Usage and its Impact on Quality Education: The Case of Jimma Zone Schools Libraries**" This questionnaire is aimed at determining the trend of library management, usage, services and resources of Jimma Zone School Library. Respondents' opinion is considered important in this survey because it will ultimately lead to Transforming Library Management, Usage and its Impact on Quality Education. Please answer the questions with all frankness by circling the letter of the given choices or ticking the option (in the table) that very closely approximates to your perception of the item. Your confidentiality is hereby assured. Thanks.   If you need more explanation please contact me at the following address:

E-mail   emulugeta78@gmail.com   Telephone No. 0912001790

Section 1: Personal Information.

1. Name of the School..

2. Your shift   A. Afan Oromo   B. Amharic

3. Grade:——————

4. Gender   A. Male   B. Female

5. Age   A.6 -10   B.11–15   C. 16-20   D. Above 20

Section 2: Jimma Zone School Library Student Usage

Directions: Please circle the response of your best choice.

6. For improving quality of education, school libraries play

 A.   Very important role   B. Somewhat important role C. No important role   D. I do not know

7. For improving my academic performance, school libraries play

A. Very important role   B. Somewhat important role C. No important role   D. I do not know

8. Have you ever visited school library since you have started learning in this school? If No go to 21 to 24, and 48.   A. Yes   B. No

9. In the past 10 months, have you ever visited your school library? A. Yes   B. No

10. If your answer is "Yes" to question number 8 or 9, please circle all the reasons you have visited the school library

A. Find materials for assignments   C. Find materials for pleasure reading

B. Do homework   D. To prepare for exam   E. To read reference materials

11. When do you visit the library (Circle all that apply)?

A. Before school   B. With in a class   C. During lunch   D. After school

12. Do you have enough time to visit the library?   A. Yes   B. No

13. In the past 10 months, how many times have you visited the school library each week?

A. Five times or more a week B.Four times a week C Two or three times a week D Once as week

14. When you visit, do you usually find the materials you need? A. Yes   B. No

15. During the last ten months, how often have you borrowed books from your school library?

     A. Very frequently   B. Frequently   C. Sometimes   D. Never

16. During the last 10 months, did you find the library staff approachable and helpful?

     A. Yes   B.   No

17. Are the library rules fair?   A. Yes   B. No

18. In general, would you say school library staff are

     A. Very helpful   B. Somewhat helpful   C. Not at all helpful   D. I do not know.

19. How often do you get help from library staff?

     A. Frequently B. Sometimes C. Rarely D. Never   E. I Do not know

20. How often do your parents go with you to t library?

     A. Frequently B. Sometimes C. Rarely D. Never   E. I Do not know

21. How often do you get encouragement from your parents to visit library?

     A. Frequently B. Sometimes C. Rarely D. Never   E. I Do not know

22. How often do you get encouragement from your teacher/s to visit library?

   A. Frequently B. Sometimes C. Rarely D. Never   E. I Do not know

23. How often do your teachers give you assignments to be done in school library?

   A. Frequently B. Sometimes C. Rarely D. Never   E. I Do not know

24. During the last ten months, how often did you see your teacher/s visiting school library?

     A. Frequently B. Sometimes C. Rarely D. Never   E. I Do not know

25. What was your average result out of 100 during the last semester in 2010 E.C. _____.

LIBRARY SERVICES

26. The service given by your school library is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

27. The school library's computer services is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective F. There is no computer in the library

Information Resources

28. The inter-library loan service is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

29. The reference materials services in the school library is

A. Very Effective   B. Effective C. Undecided D. Slightly Effective E. Not Effective

30. The current library awareness services given is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

31. Dissemination of information by the school library is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

32. CD-ROM services given by the school library is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

33. Exhibition/Display services given by the school library is

A. Very Effective   B. Effective   C. Undecided   D. Slightly Effective   E. Not Effective

Facilities/Resource Information

34. The number of chairs provided in the school library is

A. Very adequate   B. Adequate   C. Undecided D. Slightly adequate   E. Not adequate

35. The number of tables provided in the school library is

A. Very adequate   B. Adequate   C. Undecided D. Slightly adequate   E. Not adequate

36. The air condition in the school library is

A. Very adequate   B. Adequate   C. Undecided D. Slightly adequate   E. Not adequate

37. The lightening condition in the school library is

A. Very adequate   B. Adequate   C. Undecided D. Slightly adequate   E. Not adequate

38. The number of books on my grade level are

A. Very adequate   B. Adequate   C. Undecided   D. Slightly adequate E. Not adequate

39. Audio-visual materials provided by the school library is

A. Very adequate   B. Adequate. C.. Slightly adequate D. Not adequate E. No such service

40. The number of books loaned at a time is

A. Very adequate   B. Adequate. C.. Slightly adequate D. Not adequate E. No such service

41. The catalogue services given in the library are

A. Very adequate   B. Adequate. C.. Slightly adequate D. Not adequate E. No such service

42. The number of reference materials on my grade level are

A. Very adequate B. Adequate   C. Undecided   D. Slightly adequate   E. Not adequate

43. The shelf guide in the school library is

A. Very adequate   B. Adequate. C.. Slightly adequate D. Not adequate E. No such service

44. The number of general reading materials in the school library is

    A. Very adequate   B. Adequate   C. Undecided   D. Slightly adequate E. Not adequate

Library Staff

45. The number of qualified library staff is

    A. Very adequate   B. Adequate. C. Slightly adequate D. Not adequate   E. No such a staff

46. The timely responses to enquiries by library staff is

    A. Very adequate   B. Adequate   C. Undecided   D. Slightly adequate E. Not adequate

47**.** The library staff relationship with users is

    A. Very adequate   B. Adequate. C. Slightly adequate D. Not adequate

Section 4: Strategies to maximize the contribution of Jimma Zone School Library to quality education

48. Please indicate the strategies you would want the Jimma Zone School Library to adopt/employ as its contribution to quality education. Please tick ($\sqrt{}$) as many as appropriate. Then rate them as 1st , 2nd , 3rd, etc.

1. Provision of relevant information material_____

2. Provision of electronic resources_____

3. Provision of computer facilities_____

4. Provision of photocopying facilities_____

5. Provision of adequate manual retrieval devices like catalogues_____

6. Provision of adequate manual retrieval devices like shelf guides_____

7. Good library condition e.g. lighting, ventilation or air conditioners and neat environment____

8. Provision of sufficient and comfortable reading facilities e.g. chairs and tables_____

9. Provision of experienced librarians_____

10. Provision of qualified librarians_____

11. Provision of qualified library managers_____

12. Provision of good communication system like telephones services_____

13. Provision of E-mails and Internet browsing services_____

14. Provision of exhibition/Display of library and information resources_____

15. Improved assistance to users by library staff_____

16. Improved staff courtesy to users_____

17. Timely delivery of documents/information to users_____

18. Increased library opening hours_____

19. Others (please specify) _____

Appendix C

Student Questionnaire (Amharic)

ጅማ ዩኒቨርስቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የኢንፎርሜሽን ሳይንስ ትምህርት ክፍል

እየሩሳሌም ሙሉጌታ እባላለሁ፡፡ በጅማ ዩኒቨርስቲበተፈጥሮ ሳይንስ ኮሌጅ የኢንፎርሜሽን ሳይንስ የድህረ ምረቃ ተማሪ ስሆን ለመመረቂያ ጽሑፌ ማሟያ 'የትምህርት ጥራት ለማምጣት የትምህርት ቤት ቤተ-መጻሕፍት አገልግሎት የሚጫወተው ሚና' በሚል ሃሳብ ላይ ጥናት እያካሄድኩኝ እገኛለሁ፡፡ የምርምሩ ዉጤትም በጅማ ዞን ዉስጥ የሚገኙትን የትምህርት ቤት ቤተ-መፃሕፍት አስተዳደር፣ አጠቃቀም እና አገልግሎት ለማሻሻል ያገለግላል፡፡ ይህን ጥናት ከፍፃሜ ለማድረስ እርስዎ የሚሰጡት አስተያየት ከፍተኛ ሚና ይጫወታል፡፡ የሚሰጡት መልስ ሚስጢራዊነት የተጠበቀ ሲሆን በዚህ የመረጃ መሰብሰቢያ ቅፅ ላይ ስምዎን መፃፍ አያስፈልግዎትም፡፡ ስለዚህ ትክክለኛ የሆነውን መልስ እንዲሰጡ በአክብሮት እጠይቃለሁ፡፡ ተጨማሪ ማብራሪያ ካስፈለገዎ የሚከተለውን አድራሻ መጠቀም ይችላሉ፡ ስልክ ቁጥር: 0912001790

ክፍል አንድ፡ የግል መረጃ

1. የትምህርት ቤትህ/ሽ ስም_____

2. የትምርትህ/ሽ ፈረቃ   ሀ. አፋን ኦሮሞ   ለ. አማርኛ

3. ስንተኛ ክፍል ነህ/ሽ_____

4. ፆታ   ሀ. ወንድ   ለ. ሴት

5. ዕድሜ   ሀ. ከ 6 - 10   ለ. ከ 11 – 15   ሐ. ከ 16 – 20   መ. ከ20 በላይ

   ክፍል ሁለት፡ ቤተ-መጻሕፍት አጠቃቀም

6. የትምህርት ጥራትን ለማሻሻል የትምህርት ቤት ቤተ-መጻሕፍት የሚጫወተው ሚና
   ሀ. ከፍተኛ አስተዋፅኦ አለው·   ሐ. አስተዋፅኦአ የለውም
   ለ. አነስተኛ አስተዋፅኦአ አለው·   መ. እርግጠኛ አይደለሁም

7. የትምህርት ውጤትን ለማሻሻል የትምህርት ቤት ቤተ-መጻሕፍት የሚጫወተው ሚና
   ሀ. ከፍተኛ አስተዋፅኦአ አለው·   ለ. አነስተኛ አስተዋፅኦአ አለው·
   ሐ. አስተዋፅኦአ የለውም   መ. እርግጠኛ አይደለሁም

8. ባለፉት አስር ወራት ውስጥ (ከመስከረም እስከ ሰኔ) ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት ሄደሃል/ሄደሻል? (መልስህ/ሽ አልሄድኩም ከሆነ ወደ ተራ ቁጥር 21-24 እና 47 ሂድ/ጂ) ሀ. ሄጃለሁ   ለ. አልሄድኩም

9. ለጥያቄ 7 መልስህ/ሽ "ሄጃለሁ" ከሆነ ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት የሄድከው/ሽው ለምን ዓላማ ነበር? (ከአንድ በላይ መልስ መስጠት ይቻላል)   ሀ. የክፍል ስራ ለመስራት   ለ. የቤት ስራ ለመስራት
   ሐ. አዝናኝ መፃሑፍት ለማንበብ (ዘና ለማለት)   መ. ለፈተና ለመዘጋጀት   ሠ. የማጣቀሻ መፃሑፍት ለማንበብ

10. ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት የምትሄደው/ሄጀው መቼ ነው?
    ሀ. ከትምህርት ክፍል ጊዜ በፊት   ለ. በትምህርት ክፍል ጊዜ መሀል
    ሐ. በምሳ ሰዓት   መ. ከትምህርት ክፍል ጊዜ በኋላ

11. ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት ለመሄድ በቂ ጊዜ አለህ/አለሽ?   ሀ. አለኝ   ለ. የለኝም

12. ባለፉት አስር ወራት ውስጥ (ከመስከረም እስከ ሰኔ) ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት በየሳምንቱ ምን ያህል ጊዜ ሄደሃል/ሄደሻል?
    ሀ. በሳምንት አምስት ጊዜ ወይም ከዚያ በላይ   ለ. በሳምንት አራት ጊዜ
    ሐ. በሳምንት ሁለት/ሦስት ጊዜ   መ. በሳምንት አንድ ጊዜ

13. ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት ስትሄድ/ጄ የምትፈልጋቸውን/ጊያቸውን መጽሐፍት ታገኛለህ/ሽ?
    ሀ. አገኛለሁ   ለ. አላገኝም

14. ባለፉት አስር ወራት ውስጥ (ከመስከረም እስከ ሰኔ) ከትምህርትቤታችሁ ቤተ-መጻሕፍት ምን ያህል ጊዜ መጽሐፍት
    ተውሰሀል/ሻል? ሀ. በጣም ብዙ ጊዜ   ለ. ብዙ ጊዜ   ሐ. አልፎ አልፎ   መ.በፍጹም አልተዋስኩም

15. ባለፉት አስር ወራት ውስጥ (ከመስከረም እስከ ሰኔ) በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ የሚሰሩት ሰዎች ተቀራርበና
    እርዳታ የሚሰጡ ናቸው?   ሀ. አዎን ናቸው   ለ. አይደሉም

16. የትምህርትቤታችሁ ቤተ-መፅሐፍት ደንቦች ጥሩ ናቸው?   ሀ. አዎን ጥሩ ናቸው   ለ. አይ አይደሉም

17. የትምህርትቤታችሁ ቤተ-መጻሕፍት ሠራተኞች ለተማሪዎች በቤተ-መጻሕፍቱ እንዲጠቀሙ
    ሀ. በጣም ይረዳሉ   ለ. በመጠኑ ይረዳሉ   ሐ. አይረዱም   መ. እርግጠኛ አይደለሁም

18. ከትምህርትቤታችሁ ቤተ-መጻሕፍት ሠራተኞች ምን ያህል ጊዜ እርዳታ አግኝተሃል/ሻል?
    ሀ. ብዙ ጊዜ   ለ. አልፎ አልፎ   ሐ. ትንሽ ጊዜ   መ. በፍጹምእርዳታ አላነኘሁም ሠ. እርግጠኛ አይደለሁም

19. ወላጆችህ/ሽ ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት ከአንተ/ቺ ጋር ምን ያህል ጊዜ ይሄዳሉ?
    ሀ. ብዙ ጊዜ   ለ. አልፎ አልፎ   ሐ. ትንሽ ጊዜ   መ. በፍጹም አይሄዱም   ሠ. እርግጠኛ አይደለሁም

20. ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት እንድትሄድ/ጂ ቤተሰቦችህ/ሽ ምን ያህል ጊዜ አበረታተዉሃል/ሻል?
    ሀ. ብዙ ጊዜ   ለ. አልፎ አልፎ   ሐ. ትንሽ ጊዜ   መ. በፍጹም አላበረታቱኝም   ሠ. እርግጠኛ አይደለሁም

21. በትምህርትቤታችሁ ቤተ-መጻሕፍት እንድትጠቀም/ሚ መምህራኖችህ/ሽ ምን ያህል ጊዜ አበረታዉሃል/ሻል?
    ሀ. ብዙ ጊዜ   ለ. አልፎ አልፎ   ሐ. ትንሽ ጊዜ   መ. በፍጹም አላበረታቱኝም   ሠ. እርግጠኛ አይደለሁም

22. የከፍል/የቤት ሥራ ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት ሄዳችሁ እንድትሠሩ ከመምህራኖችሁ ምን ያህል ጊዜ ማበረታቻ
    አግኝታችኋል? ሀ. ብዙ ጊዜ   ለ. አልፎ አልፎ   ሐ. ትንሽ ጊዜ   መ. በፍጹም ማበረታቻ አላገኘሁም   ሠ.
    እርግጠኛ አይደለሁም

23. ባለፉት አስር ወራት ውስጥ (ከመስከረም እስከ ሰኔ) መምህሮችህ/ሽ ወደ ትምህርትቤታችሁ ቤተ-መጻሕፍት
    ሲሄዱ/ሲጠቀሙ ምን ያህል ጊዜ አይተሃል/ሻል?
    ሀ. ብዙ ጊዜ   ለ. አልፎ አልፎ   ሐ. ትንሽ ጊዜ   መ. በፍጹም አላየሁም   ሠ. እርግጠኛ አይደለሁም

24. የአንደኛ ሴሚስተር አማካይ ውጤትህ/ሽ ስንት ነበር_____

የቤተ-መፅሐፍት አገልግሎት አሰጣጥ

25. የትምህርትቤታችሁ የቤተ-መጻሕፍት አገልግሎት አሰጣጥ
    ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው ሠ. ጥሩ አይደለም

26. የትምህርትቤታችሁ ቤተ-መጻሕፍት የኮምፒዉተር አገልግሎት አሰጣጥ
    ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው   ሠ. ጥሩ አይደለም
    ረ. ቤተ-መፅሐፍታችን ኮምፒዉተር የለውም

የመረጃ አገልግሎት

27. የትምህርትቤታችሁ የቤተ-መጻሕፍት የመፅሐፍት ውስጥ አገልግሎት
    ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው   ሠ. ጥሩ
    አይደለም

28. የትምህርትቤታችሁ የቤተ-መጻሕፍት የማጣቀሻ መፅሐፍት አገልግሎት አሰጣጥ
    ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው ሠ. ጥሩ አይደለም

29. በአሁኑ ጊዜ ለተማሪዎች ስለ ቤተ-መጻሕፍት አጠቃቀም በቂ ግንዛቤ እንዲኖራቸው የሚሰጠው አገልግሎት
    ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው ሠ. ጥሩ አይደለም

30. የትምህርትቤታችሁ የቤተ-መጻሕፍት መረጃ አሰጣጥ

   ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው ሠ. ጥሩ አይደለም

31. የትምህርትቤታችሁ የቤተ-መጻሕፍት PCD-ROM አገልግሎት አሰጣጥ

   ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው ሠ. ጥሩ አይደለም

32. የትምህርትቤታችሁ የቤተ-መጻሕፍት የአውደርዕይ (Exhibition)አገልግሎት አሰጣጥ

   ሀ. በጣም ጥሩ ነው   ለ. ጥሩ ነው   ሐ. እርግጠኛ አይደለሁም   መ. በጥቂቱ ጥሩ ነው   ሠ. ጥሩ አይደለም

33. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ ያለው የመቀመጫ ወንበር ብዛት

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. ጥቂት ነው   መ. በጣም ያንሳል

34. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ ያለው የማንበቢያ ጠረጴዛ ብዛት

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. ጥቂት ነው   መ. በጣም ያንሳል

35. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ ያለው የአየር ሁኔታ

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል

36. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ ያለው የብርሃን መጠን

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል

37. በእኔ የክፍል ደረጃ በትምህርታችን ቤተ-መጻሕፍት ውስጥ ያለው መፅሐፍ ቁጥር

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል

38. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ የኦዲዮ ቪዥዋል አገልግሎት

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል   ሠ. የኦዲዮ ቪዥዋል አገልግሎት አይሰጥም

39. የትምህርትቤታችሁ ቤተ-መፀሐፍት በአንድ ጊዜ የሚያውሰው የመፀሐፍ መጠን

   ሀ. በጣም በቂ ነው ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል   ሠ. የውሰት አገልግሎት የለም

40. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ የካታሎግ (የመፀሐፍት ማውጫ) አገልግሎት

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል   ሠ. የካታሎግ አገልግሎት የለም

41. በትምህርትቤታችሁ ቤተ-መጻሕፍትበአንተ/ቺ የክፍል ደረጃ ያለው የማጣቀሻ መፀሐፍት ብዛት

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል   ሠ. የማጣቀሻ
መፀሐፍት የለም

42. በትምህርትቤታችሁ ቤተ-መጻሕፍት የመፀሐፍ መደርደሪያ አቀባበጫ ጠቋሚ

   ሀ. በጣም በቂ ነው ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል   ሠ. አቀባበጫ ጠቋሚ የለም

43. በትምህርታችን ቤተ-መጻሕፍት ውስጥ ያለው የአጠቃላይ ዕውቀት መፀሐፍት ብዛት

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል

ስለ ትምህርትቤት ቤተ-መጻሕፍት ሰራተኞች

44. በትምህርትቤታችሁ ቤተ-መጻሕፍት ውስጥ ያለው የቤተ-መፀሐፍት ባለሙያ ቁጥር

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው መ. በጣም ያንሳል ሠ. የቤተ-መፅሐፍት ባለሙያ የለም

45. በትምህርትቤታችሁ የቤተ-መጻሕፍት ሠራተኞች ከተማሪዎች ለሚቀርብላቸው ጥያቄ የሚሰጡት ምላሽ

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል

46. የትምህርትቤታችሁ ቤተ-መጻሕፍት ሠራተኞች ከቤተ-መፃሕፍቱ ተጠቃሚዎች ጋር ያላቸው ግንኙነት (ተግባቦት)

   ሀ. በጣም በቂ ነው   ለ. በቂ ነው   ሐ. አናሳ ነው   መ. በጣም ያንሳል

የቤተ-መጻሕፍት አገልግሎት ማሻሻያ ስልቶች

47. **መመሪያ:** በትምህርት ጥራት ላይ አዎንታዊ ተጽህዖ ማሳደር እንዲችሉ፤ በጅማ ዞን ትምህርት ቤቶች ዉስጥ የሚገኙ ቤተ-መጻሕፍት ሊጠቀሙባቸዉ ይገባል ብለዉ የሚያስቢቸዉ ከዚህ በታች የተሰጡ የቤተ-መጻሕፍት ማሻሻያ ስልቶች (ቁጥር) ላይ ይክበቡ፡፡ ቀጠሎም፡ የከበቢቸዉን ስልቶች በደረጃ (1ኛ፤ 2ኛ፤ 3ኛ፤ ወዘተ) በማለት በባዶ ቦታዉ ላይ ያስቀምጣቸዉ፡፡

1. አስፈላጊ የሆኑ የመርጃ ፅሁፎች አቅርቦት_____
2. የኤሌክትሮኒክስ ዉጤቶች አቅርቦት_____
3. የኮምፒውተር አገልግሎት አቅርቦት_____
4. የፎቶ ኮፒ አገልግሎት አቅርቦት_____
5. በቂ የሆነ የመፅሐፍት ማውጫ (ካታሎግ) አቅርቦት_____
6. በቂ የሆ የጽሑፍ መደርደሪያ ጠቁሚ አቅርቦት_____
7. በጥሩ ሁኔታ ላይ ያለ ላይብረሪ (ለምሳሌ ጥሩ የብርሃን ሁኔታ ጥሩ ፤የአየር ሁኔታ እና ንፁህ አካባቢ) አቅርቦት_____
8. በቂና ምቹ የሆነ የማንበቢያ ቁሳቁሶች (ለምሳሌ ወንበር፤ ጠረጴዛ) አቅርቦት_____
9. ልምድ ያላቸው የቤተ መፃሕፍት ባለሙያዎች አቅርቦት_____
10. ምሩቅ የቤተ-መፃሕፍ ባለሙያዎች አቅርቦት_____
11. ምሩቅ የቤተመጽሐፍ አስተዳዳሪዎች አቅርቦት_____
12. ጥሩ አገልግሎት ግብአት (ለምሳሌ የስልክ፤ ፎቶ ኮፒ፤ የኮምፒውተር፤ የመርጃ መረብ ወዘተ)አቅርቦት_____
13. የኢ-ሜል እና የኢንተርኔት አገልግሎት አቅርቦት_____
14. የቤተ-መፃሕፍት የአውደ ርዕይ(Exhibition)እና የመርጃ ግብአት አቅርቦት_____
15. ለቤተ-መፃሕፍት ተጠቃሚዎች የተሻለ እርዳታ በቤተመጽሐፍት አገልግሎት ሰጪዎች መስጠት_____
16. ቤተመጽሐፍን በተሻለ ሁኔታ መጠቀም እንዲችሉ ለተጠቃሚዎች የአጠቃቀም ስልጠና መስጠት_____
17. ለቤተ-መፃሕፍት ተጠቃሚዎች ወቅታዊ የመርጃ አገልግሎት መስጠት_____
18. ተጨማሪ የቤተ መጽሐፍት አገልግሎት ሰዓት መመደብ_____

    ሌሎች ስልቶች ካሉ በተሰጠዉ ባዶ ቦታ ላይ ይፃፉ እባከዎን

    _____
    _____
    _____.

                                    አመሰግናለሁ

Student Questionnaire (Afan Oromo)

Yuunivarsitii Jimmaa

Kolleejjii Saayinsii Uumamaa

Muummee Saayinsii Infoormeeshini

Iyyarusaaleem Mulugeetaa njedhama. Yuunivarsitii Jimmatti barataa digirii lammaffaati. Waraqaa qo'annoo eebbaa Mataduree "**Qulqullina barnoota mirkaneessuuf gaheen mana kitaabaa qabu**" jedhurratti hojechaan jira. Bu'aan qo'annoo kanaas, itti fayyadamaafi tajaajila bulchiinsa mana kitaabaa mana barumsaa foyyeessuuf oola. Kanaafuu fixxaan bahuu hojii qorannoo kanaaf yaadni isiin kennitan gahee quddaa qaba. Yaadni fi deebiin isiin kennitan icitiidhaan qabama. Kana malees maqaa keessan eeruun ykn barreessuun isin irraa hin eegamu. Deebii sirrii ta'e akka kennitanis kabajan isin gafanna. Yaada dabalataa yoo barbaaddan tessoo armaan qadiitiin nuarqchuu dandeessu. Lak. Mob. 0912001790

Kutaa tokko: Ragaa Dhunfaa

1. Maqaa mana barumsa kee_____
2. Sagantaan Barnootaakee   A. Afaan Oromoo   B. Afaan Amaaraa
3. Kutaa meeqa baratta?_____
4. Saala   A. Dhiira   B.Dhala
5. Umrii   A. 6 – 10   B. 11 – 15   C. 16 – 20   D. 20 ol

kutaa Lama: Itti fayyadam mana kitaabaa

6. Qulqullina barnootaa foyyeessuu gaheen manni kitaabaa qabu.
   A. Gahee olaanaa qaba   C. Gahee hinqabuu
   B. Gahee qadaanaa qaba   D. Hinbeeku
7. Qabxii barnoota foyyeessuuf gaheen mannii kitaabaa qubu
   A. Gahee olaanaa qaba   C. Gahee hinqabuu
   B. Gahee qadaanaa qaba   D. Hinbeeku
8. **Mana berumsa kanaan baarechu erga calqabde**, gara mana kitaaba keesan deemtee beekta? (deebiinkee hindeemne yoo ta'e gara lakkoofsa 20 – 25, 48tti ce'i)
   1. Deemeera   B. Hindeemne
9. **Ji'oota karnan darban keesa** (**Fulbaana – Waxabajjii**) gara mana kitaaba keesan deemtee beekta?   A. Deemeera   B. Hindeemne

10. Gaaffii 8 yookiin 9'f deebiinkee "Deemeera"yoo ta'e maalif deemte? (deebii tokko ol filachuun ni danda'ama)
   A. Hojii daree hojjechuu dhaaf
   B. Hojii manaa hojjechuu dhaaf
   C. Kitaabilee name bashannansiisan dubbisuuf (Bashannanouf)
   D. Qormaataaf qophaa'uuf   E. Kitaaba wabii dubbisuf
11. Mana kitaaba mana barumsakee kan deemtu yoom faa dha?
   A. Kutaa barnootaa dura   C. Sa'aa misic
   B. Kutaa barnootan giddu   D. Kutaa barnootan booda
12. Garaa mana kitaaba deemuuf yeroo gahaa qabda?
   A. Eyyee qaba   B. Lakki hinqabu
13. Ji'ooty kurnn darban keessa (Fulbaana – Waxabajjii) torbee hangam gara mana kitaaba deemteetta?
   A. Torbeetti si'a shaniifi sama ol   C. Torbeetti si'a lamaa ykn sadii
   B. Torbeetti si'a afur   D. Torbeetti si'a tokko   E. Tasumayyuu hindeemne
14. Gara mana kitaabaa deemtu kitaabilee barbaadde aragatta?
   A. Eyyee nan argeda   B. Lakki hin argadhu
15. Ji'ooty kurnn darban keessa (Fulbaana – Waxabajjii) yeroo meeqa kitaaba mana kitaaba mana barumsakee irraa ergifatetta?
   A. Yeroo baayee baayeef   C. Darbee darbee
   B. Yeroo baayeef   D. Tasumayyu hin ergiffanne
16. Ji'ooty kurnn darban keessa (Fulbaana – Waxabajjii) hajjattonni mana kitaabaa mana barumsaa keessan kan namatti dhiyaataniifi nama gargaarani dha?
   A. Eyyee   B. Lakki
17. Qajeelfamni mana kitaabaa kan mana barumsa keessan gaariidha
   A. Eeyyee   B. lakki
18. Hajjattoonni mana kitaabaa mana barumsa keessan barattonni mana kitaabaa akkafayyadaman
   A. Baayee gargaaru   C. Hin gargaarani
   B. Hanga ta'e qarqaaru   D. Hin beeku
19. Hajjattoota mana kitaabaa kan mana barumsa keessan irra yeroo meeqa deggarsa ogummaa argatteetta?
   A. Yeroo baay'ee   D. Tasumayyuu qarqarsa arqadhee hinbeeku
   B. Darbee darbee   E. Hinbeeku
   C. Yeroo muraasa ixiqqaaf
20. Maatiin kee mana kitaabaa mana barumsakee yeroo meeqa si waliin deemanii beeku?
   A. Yeroo baay'ee   D. Tasumayyuu na duka hindemene
   B. Darbee darbee   E. Hinbeeku
   C. Yeroo muraasa

21. Maatiinkee mana kitaaba mana barnoota kee keessa jiru akka deemtu hammam si jajjabeessu?
    A. Yerro baay'ee   C. Yeroo xiqqoo (muraasa)
    B. Darbee darbee   D. Tasumayyuu naa hinijajjabeessan   E. Hinbeeku
22. Mana kitaaba mana barumsakee akka ittifayyadamtu barsiisonnikee hammam si jajjabeessu
    A. Yerro baay'ee   C. Yeroo xiqqoo (muraasa)
    B. Darbee darbee   D. Tasumayyuu naa hinijajjabeessan   E. Hinbeeku
23. Barrliisonni kee hojii manaa ykn daree qara mana kitaaba deemtanii akka hojjattan hangam lsiin jajjabeessu?
    A. Yerro baay'ee   C. Yeroo xiqqoo (muraasa)
    B. Darbee darbee   D. Tasumayyuu naa hinijajjabeessan   E. Hinbeeku
24. Ji'ooty kurnn darban keessa (Fulbaana – Waxabajjii) keessa gara mana kitaabaa deemtee yoo itti fayya damtu barsiisonni kee si'a meeqa argitetta?
    A. Yerroo baay'ee   C. Tasumayyu hin argine
    B. Darbee darbee   D. Hin beeku
25. Qabxiinkee seemsteera tokkoffaa giddu galan isa meeqa dha? _____

Kenniinsa Tajaajilaa Mana Kitaaba

26. Kenniinsa taijilaa mana kitaaba nana barumsa keessan
    A. Baay'ee gaarii dha   C. Hinbeeku
    B. Gaarii dha   D. Hanga ta'e qaarii dha   E. Gaarii miti
27. Kenniinsa tajaajila kompiwtera man kitaaba kan mana barumsa keessan
    A. Baay'ee gaarii dha   C. Hinbeeku   D. Hanqa te'e qaarii dha
    B. Gaarii dha   E. Man kittabicha kompiwteera hinqabu   E. Gaarii miti

   Tajaajila Odeeffannoo

28. Tajaajilli ergisa kitaabaa, kan mana kitaabaa mana barumsaa keessanii
    A. Baay'ee gaariidha   B. Gaariidha   C. Qabatamaan hin beeku
    D. Amma tokko gaariidha.   E. Gaarii miti
29. Kenninsi tajaajila kitaabilee wabii, mana kitaabaa mana barumsaa keessanii
    A. Baay'ee gaariidha   B. Gaariidha   C. Qabatamaan hin beeku
    D. Amma tokko gaariidha.   E. Gaarii miti
30. Akka barattonni hubannoo itti fayyadama mana kitaabaa qabaataniif tajaajilli yeroo ammaa kennamu
    A. Baay'ee gaariidha   B. Gaariidha   C. Qabatamaan hin beeku
    D. Amma tokko gaariidha.   E. Gaarii miti

31. Kenninsi tajaajila odeeffannoo, kan mana kitaabaa mana barumsaa keessanii

A. Baay'ee gaariidha   B. Gaariidha   C. Qabatamaan hin beeku

D. Amma tokko gaariidha.   E. Gaarii miti

32. Kenninsi tajaajila CD-ROM, kan mana kitaabaa mana barumsaa keessanii

A. Baay'ee gaariidha   B. Gaariidha   C. Qabatamaan hin beeku

D. Amma tokko gaariidha.   E. Gaarii miti

33. Kenninsi tajaajila agarsiisaa (Exibition), kan mana kitaabaa mana barumsaa keessanii

A. Baay'ee gaariidha   B. Gaariidha   C. Qabatamaan hin beeku

D. Amma tokko gaariidha.   E. Gaarii miti

34. Baay'inni tessoo/barcuma kan mana kitaabaa mana barumsaa keessan keessa jiru

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

35. Baay'inni minjaalli irratti dubbisuuf gargaaru, kan mana kitaabaa mana barumsaa keessan keessa jiru

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

36. Halli qilleensaa, kan mana kitaabaa mana barumsaa keessan keessa jiru

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

37. Hammi ifa mana kitaabaa kan mana barumsaa keessan keessa jiru

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

38. Lakkoofsi kitaabaa sadarkaa kutaa ani barataa jirutti, mana kitaabaa mana barumsaa keenya keessa jiru

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

39. Tajaajilli suur-sagalee mana kitaabaa kan mana barumsaa keessanii

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

E. tajaajila akkasi hinqabu

40. Hammi kitaabaa, manni kitaabaa mana barumsaa keessanii altokkotti ergisu

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

E. tajaajila ergisa hinqabu

41. Mana kitaabaa mana barumsaa keessanii keessatti tajaajilli baafata kitaabaa (kaataaloogii)

A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

E. tajaajila akkasi hinqabu

42. Lakkoofsi kitaabaa wabii, sadarkaa kutaa ati barataa jirtutti , mana kitaabaa mana barumsaa keessan keessa jiru

    A. Sirriitti gahaadha B. Gahaadha C. Muraasadha   D. Baay'ee xiqqaata E. hinjiru

43. Mana kitaabaa mana barumsaa keessanii keessatti agarsiiftuun kallattii kitaabileen naqamanii jiran

     A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

44. Baay'inni kitaabaa beekumsa waliigalaa mana kitaabaa mana barumsaa keessanii keessa jiru

    A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

Waa'ee hojjettoota mana kitaabaa mana barumsaa

45. lakkofsi ogeeyyii mana kitaabaa, kan Mana kitaabaa mana barumsaa keessan keessa jiranii

    A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata   E. ogeeyyin hinjiru

46. Gaaffii barattootni dhiyeessaniif, deebii hojjettootni mana kitaabaa mana barumsaa keessanii   kennan
    A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

47. Hariiroo(walitti dhufeenyi) hojjettootni mana kitaabaa mana barumsaa keessanii tajaajilamtoota mana kitaabichaa walinn qaban

        A. Sirriitti gahaadha   B. Gahaadha   C. Muraasadha   D. Baay'ee xiqqaata

Tooftaalee Fayya'insa Tajaajila Mana Kitaabaa

48. **Qajeelfama:** Gama qulqullina barnootaatiin dhiibbaa gaarii fiduu akka danda'anitti, tooftaalee fayyeessa mana kitaaabaa armaan gadiitti dhiyaatanii jiran keessaa manni kitaabilee manneen barnootaa godina Jimmaa keessatti argaman itti fayyadamuu malu jettee kan yaaddu itti mari. isaan booda warren itti martaeef bakka duwwaa kennamerratti 1^{ffaa}, 2^{ffaa}, 3^{ffaa} …jechuun sadarkaa itti keennaa.

    1. Barreeffamoota odeeffannoo barbaachisoo ta'an dhiyeessuu_____

    2. Dhiyeessa bu'aa meeshaalee elektirooniksii_____

    3. Dhiyeessa taajaajila kompiteeraa_____

    4. Tajaajila 'footo kooppii' dhiyeessuu_____

    5. Baafata kitaabaa (kaataaloogii) gahaa ta'e dhiyeessuu_____

6. Barreeffama kallattii kitaabileen irra naqamanii jiran agarsiiftu gahaa ta'e dhiyeessuu_____

7. Mana kitaabaa haala gaariirra jiru (fakkeenyaaf: ifa gahaa, haala qilleensaa gaarii fi naannoo qulqulluu) dhiyeessuu_____

8. Meshaalee barbaachisoo (fakkeenyaaf: barcuma, minjaala) mijataa fi gahaa ta'e dhiyeessuu_____

9. Ogeeyyii mana kitaabaa muuxannoo gahaa qaban dhyeessuu_____

10. Ogeeyyii mana kitaabaa leenjii qaban dhiyeessuu_____

11. Hoggantoota mana kitaabaa leenjii qaban dhiyeessuu_____

12. Dhiyeessa tajaajila gaarii ta'e(fakkeenyaaf: bilbila, foto kooppii, kompiiteera, wirtuu odeeffannoo) _____

13. Tajaajila "e-mail" fi intarneetii dhiyeessuu_____

14. Agarsiisaa (exhibition) fi odeeffannoo mana kitaabaa gaarii ta'e dhiyeessuu_____

15. Fayyadamtoota mana kitaabaatiif, kanneen mana kitaabichaa keessatti tajaajila kennanniin gargaarsa foyya'aa ta'e kennuu_____

16. Mana kitaabaatti haala foyya'aa ta'een fayyadamuu akka danda'aniif, fayyadamtoota mana kitaabaatiif, leenjii akkaataa faayyadama mana kitaabaa kennuu_____

17. Warreen mana kitaabaa fayyadamaniif, tajaajila odeeffannoo wayitaawaa kennuu_____

18. Tajaajila mana kitaabaaf yeroo dabalataa ramaduu_____

Tooftaaleen biroo yoo jiraatan, bakka duwwaa armaan gadiirratti barreessi

_____

_____

_____

_____

_____

Apendix E

Familly permission letter for student participated in the study

ጅማ ዩኒቨርስቲ
የተፈጥሮ ሳይንስ ኮሌጅ
የኢንፎርሜሽን ሳይንስ ትምህርት ክፍል

እየሩሳሌም ሙሉጌታ እባላለሁ፡፡ በጅማ ዩኒቨርስቲ በተፈጥሮ ሳይንስ ኮሌጅ የኢንፎርሜሽን ሳይንስ የድህረ ምረቃ ተማሪ ስሆን ለመመረቂያ ጽሑፌ ማሟያ '*የትምህርት ጥራት ለማምጣት የትምህርት ቤት ቤተ-መጻሕፍት አገልግሎት የሚጫወተው ሚና*' በሚል ሃሳብ ላይ ጥናት እያካሄድኩኝ እገኛለሁ፡፡ የምርምሩ ዉጤትም በጅማ ዞን ዉስጥ የሚገኙትን <u>የትምህርት ቤት ቤተ-መፅሐፍት አስተዳደር፤ አጠቃቀም እና አገልግሎት ለማሻሻል</u> ያገለግላል፡፡ ይህን ጥናት ከፍፃሜ ለማድረስ ልጅዎ --የሚሰጠው/ምትሰጠው አስተያየት ከፍተኛ ሚና ይኖረዋል፡፡ ልጅዎ የሚሰጠው/ምትሰጠው መልስ ሚስጢራዊነቱ የተጠበቀ ሲሆን፤ እሱ/ሷ የሚሰጠው/ምትሰጠው መረጃ በእሱ/ሷ እንዲሁም በእርሶ ላይ ምንም የሚያስከትለው ጉዳት የለም፡፡ ልጅዎ በመረጃ መሰብሰቢያ ቅጽ ላይ ስሙን/ስሟን መፃፍ አያስፈልገውም/ጋትም፡፡ ስለዚህ ልጅዎ በጥናቱ ላይ እንዲሳተፍ/ድትሳተፍ ስምምነትዎን በፈርማ እንዲያረጋግጡልኝ በአክብሮት እጠይቃለሁ፡፡ ልጅዎ የተመረጠው/የተመረጠችው በኮምፒውተር ነው፡፡ ተጨማሪ ማብራሪያ ካስፈለግዎ የሚከተለውን አድራሻ መጠቀም ይችላሉ፡፡ ስልክ ቁጥር: 0912001790

እየሩሳሌም ሙሉጌታ ፊርማ   የወላጅ/ያሳዳጊ ስምና ፊርማ

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Yuunivarsitii Jimmaa
Kolleejjii Saayinsii Uumamaa
Muummee Saayinsii Infoormeeshinii

Iyyarusaaleem Mulugeetaan jedhama. Yuunivarsitii Jimmaatti barattuu diigirii lammaffaati. Waraqaa qo'annoo eebbaa mataduree "**Qulqullina barnoota mirkaneessuuf gaheen manni kitaabaa qabu**" jedhurratti hojechaan jira. Bu'aan qo'annoo kanaas, itti fayyadamaafi tajaajila bulchiinsa mana kitaabaa mana barumsaa foyyeessuuf oola. Kanaafuu fiixaan bahuu hojii qorannoo kanaaf yaadni mucaan/mucayyoon keessan kennu/kennitu gahee quddaa qaba. Kanamalees, odeeffannoo kennameen isarra/ ishiirra dhiibbaan ga'u hinjiru. Yaadnifi deebiin inni/ishiin kennu/kennitu icitiidhaan qabama. Kanamalees maqaa isaa/ishii eeruun ykn barreessuun isa/ishirraa hineegamu. Kanaaf mucaan/mucayyoon keessan qoranno kana irratti akka hirmaatu/hirmaattu kabaja guddan isin gaafadha. Heyyamu keessanis maqaaf mallattoo keessanin akka mirkanessitan kabajaan isin gaafadha. Yaada dabalataa yoo barbaaddan tessoo armaan qadiitiin na argchuu dandeessu. Lak.Mob. 0912001790

Iyyarusaaleem Mulugeetaa   Maqaa Maatii /Guddistootaafi
Mallattoo   Mallattoo
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Appendix F

Number of Schools, Students, and Teachers in Jimma zone: Jimma town and nearby 4
Woredas

	Number of Schools	Sample schools	Schools 1 to 8	Sample	Schools 9 to 10	Sample	Schools 11 to 12	Sample
Jimma Town	26	8	22	6	3	1	1	1
4 woredas	23	7	13	4	6	2	4	1
Total	**49**	**15**	**35**	**10**	**9**	**3**	**5**	**2**
	Number of students	Sample students	(Grades 1 to 8)	Sample	Grades 9 to 10	Sample	Grades 11 to 12	Sample
Jimma Town	33,768	234	26,787	186	5,152	36	1,829	12
4 woredas	26.900	186	17,849	123	7,329	51	1,722	12
Total	**60,668**	**420**	**44,636**	**176**	**12,481**	**232**	**3,551**	**13**
	Number of Teachers	Sample teachers	(Grades 1 to 8)	Sample	Grades 9 to 10	Sample	Grades 11 to 12	Sample
Jimma Town	1,187	199	933	156	196	33	58	10
4 woredas	955	160	580	97	282	47	93	16
Total	**2,142**	**359**	**1,513**	**253**	**478**	**80**	**151**	**26**

Appendix G

Interview Questioner

1. How do you get school library materials?
2. Who initiate the request for school library materials?
3. Does the library have book lending service?
4. How do you avoid (weed) outdated books?
5. Does the school library have family committee?

    Prob: What is its role in relation to the library?
6. What strategies does the library use to motivate students and teachers to visit library?
7. Does your school have library club?

    Prob: who are its members?
8. Do you get any help from educational bureau regarding school library?
9. How do you assign teacher librarians?
10. Who manages the school library?
11. Has ever training been given to teacher librarians?
12. Does the library have time table?
13. What are the challenges of your school library?
14. What do you suggest to minimize the challenges of your school library?

Appendix H

Observation Checklist

N0	Facility/provisions in the library	Yes	No
1	Computer		
2	Photo Copy		
3	Electronic resources		
4	Catalogues		
5	Shelf guides		
6	Lighting,		
7	Ventilation(air conditioners)		
8	Neat environment		
9	Sufficient chairs		
10	Sufficient tables		
11	Telephones		
11	Exhibition/display of library		
12	Display of library opening hours		