

JIMMA UNIVERSITY
JIMMA INSTITUTE OF TECHNOLOGY
FACULTY OF COMPUTING AND INFORMATICS
DEPARTMENT OF INFORMATION SCIENCE (ELECTRONIC AND DIGITAL
RESOURCES MANAGEMENT)

**The Impact of Library Resources Utilization on Students' Academic
Performance and the Need to Transforming School Libraries: A Comparative
study between Private and Public Schools in Kellem Wollega Zone**

By

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August, 2020
Jimma, Ethiopia

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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
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Approval sheet

A research entitled “The Impact of Library Resources Utilization on Students’ Academic Performance and the Need to Transforming School Libraries: A Comparative study between Private and Public Schools in Kellem Wollega Zone” for partial fulfillment of the Degree of Master of Science in Information Science (Electronic and Digital Resource Management) with our approvals as advisors.

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Declaration

I, the undersigned declare that, this research paper entitled,” **The Impact of Library Resources Utilization on Students’ Academic Performance and the Need to Transforming School Libraries: A Comparative study between Private and Public Schools in Kellem Wollega Zone,**” is my own original work and it has not been submitted for the award of any academic degree or the like in any other institution or university, and that all the sources I have used or quoted have been indicated and acknowledged.

Dedication

This thesis is dedicated to my wife Chaltu Etana. No one is like her for everything she has done to me. This work is also dedicated to my family for their love and inspiration throughout this study.

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Abstract

The purpose of this study was to propose a strategic framework that minimize the divide of library resources utilization between private and public schools and as a consequence improve students' academic performance. The study aimed at investigating comparative study between private and public school libraries in Kellem Wollega Zone in terms of library resources utilization, its impact on Students' academic performance and the need to transforming schools libraries. The method used for this study was survey research design through cross-sectional study by employing both quantitative and qualitative method to collect data about impacts of library resources on students' academic performance and the factors that hinder library usage. The study participants were selected from 4 elementary schools and high schools in Kellem Wollega Zone. Structured questionnaire, semi structured interview, observation and document review were the instruments used to collect data from randomly selected students, teachers, and who are selected through available sampling school librarians, and school heads. Qualitative data was analyzed thematically and quantitative data was analyzed using descriptive statics and inferential statics. The findings of this study show that 92% of private school students were provided tasks to use library, while only 50% of public school students do that. Also, 95% of private school students were satisfied with library resources available at their school, while that of public school students were only 41% of them satisfied. Moreover, most of private and public schools' students had agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam. From the T-test analysis, the mean of score of students' studied at private schools is significantly higher than of those who studied at public schools for students of grade 8, 10 and 12 at 5% level of significance ($p\ value = 0.00$). Therefore, the study concluded that students' performance of private schools is better than those of public schools because of library resource availability and usage. Depending on the findings of this study, it is recommended that in order to minimize the divide of the resource between private and public schools the government should build public libraries with well-equipped resources then the students can have the chance to access resources what they have lacking in their school library and it is better to apply the proposed framework that minimize the divide between private and public schools.

Key words: School libraries, Student academic performance, Public and Private schools

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List of Acronyms and abbreviations

BESS: Bethel Evangelical secondary school

ESLCE: Ethiopian School Leaving Certification Examination

IFLA: International Federation of Library Association

KWZ: Kellem Wollega Zone

KWZEB: Kellem Wollega Zone Education Bureau

RL: Research Library

SPSS: Statistical Package for Social Science Software

TGSS: Total Government Schools Sample

TPSS: Total Private Schools sample

Chapter One

Introduction

1.1. Background of study

It is unquestionable that education is an indispensable factor for the development and betterment of human life as it is an avenue to social, political and economic advancement. Investment in education helps for raising the well-being of individuals, human capital and capacity of obtaining means for the satisfaction of human need (Vas, 1996).

According to Awan (2014) education plays essential role in the rise and fall of nations especially in 21st century. It is mainly due to the emergence of global competition in education and technology. This competitive environment is the core need for progress of any country. Awan (2011) argued: “All countries have different school systems but when we divide them we find two major categories of school systems: private and public schools”. In Ethiopia, government schools have the highest number of student than the private schools. Currently, it is known that private schools are emerging and are performing better in the Ethiopian school leaving certification examination (ESLCE) and those who afford the fees are taking their children from public to private school.

Quality education is fundamental for learner’s advancement in any country. School libraries are said to be the second class for learners because of the important role they play in enhancing the quality of education. Libraries are the avenues for cultivating learners’ morals, the important facade for improving pupils’ education quality and for effective facilities for developing special technical education, serving as a friendly place for increasing pupils total education value. The overall impression for school libraries is to increase the quality of education in schools through provision of sufficient facilities and right usage of libraries for better performance and hence lead to quality education.

Therefore, this study is initiated with the main objective to do a comparative study between private and public school libraries in terms of library resources utilization, its impact on students’ academic performance and the need to transforming school libraries.

1.2. Statement of problem

Education is a best indicator of development and indication for the quality of growth in a given society. Alleviating poverty and sustaining growth is also impossible deprived of complete education system. The centrality of education as a core and main engine for development and nation building is, therefore, absolute. Learning is the important issue in the development and advancement of a society. Every individual in a country would be considered as an asset for the reason that in line for the overall contribution of human resources that a nation can improve and develop. To integrate each individual in the process of development and advancement of a nation, appropriate education and training is very essential. Since education and training of an individual is a permanent process, every nation must be aware of this point, if right guidelines are to be given to its societies. Libraries are regarded as the second class for students as a result of the responsibilities attached to the library. Quality education is multi-dimensional education, aiming at cultivating student creative spirits and achieving student's all-around development in morals, intelligence, physical, and aesthetics (Research Libraries, 2011).

The quality of education is seriously connected with libraries. The information collected and distributed by libraries decides the academic performances of the students in a school. The libraries of modern educational institutions have to design, to advance and unify their library resources and services in such a way that it should ease retrieval of the desired information as quick as possible and increases the performance of students (Dongerkerly, 2014).

In order for the libraries to meet the growing need of quality education particularly students' academic performance, concerted efforts should be made towards the diffusion of information to library clients on the effective utilization of libraries for better academic performance.

Education has been recognized as one of the key factors for national development. The necessary skilled people according to the specific need of the country, such as economic, political, social, etc. can be produced only if the country has an effective and relevant education system. For the last several decades, many developing countries have struggled to find such effective education systems.

In many countries, education is provided through public school systems with all of the cost paid by the government. But with growing populations, increased costs, and financial strains in other areas of government, the task of providing public education has not been easy for many governments. In addition to the financial problems, there has been a growing concern about the

effectiveness of the subsidized public education systems in many countries. Privatization, or involving the private sector in education, has increasingly been seen as an alternative to address part of this problems (Jetendra, 1994). Ethiopia is one of the country in which private schools get recognition from the government and get acceptance to ensure sustained progress of the country. In spite of success in access to education, there is decline in student academic performance at all levels of education (university, high school, elementary school) in Ethiopia (Mulu, 2012; Lemma et al.,2014; Gojeh & Worku, 2015). Academic performance of Students in the Ethiopian school leaving certification examination (ESLCE) has received much attention recently in the Ethiopian educational system. At the beginning of every academic year, when ESLCE results are released, educational stakeholders raise a lot of concerns about the poor performance of students. The contributing factors for the decline of student performance are many, among others: unqualified teachers, political instability, economy, inadequate library resources and service and others (Leo, 2016). Poor status of school library has an impact on quality education as well as on student academic performance. Lack of facilities such as libraries with up-to-date resources is among the major factors that affect student academic performance (Gojeh & Worku, 2015). The quality of education is assessed by education levels of teachers, method of teaching, curriculum, and study environment (Leo, 2016).

In developing regions, like Sub-Saharan Africa in general and in the context of Ethiopian 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 that library plays in maintaining quality education and student academic achievement. 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). According to Lonsdale (2003) in his research titled "Impact of School Libraries on Student Achievement" the impact of school library reduced as students moved through high school. The author proceeded by saying that in schools with good libraries and full time librarians, student performed better at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library service. The same study revealed that a strong library program that was adequately staffed resourced and funded could lead to better student achievement.

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. There was a study conducted by Eyerusalem (2018, unpublished) investigated the need to transforming library management, usage and its impact on quality education, which revealed that school libraries in Jimma Zone are with inadequate resources, 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 negative impacts on the quality of education in general. However, the study by Eyerusalem (2018, unpublished) focused only on public schools and she recommended a comparative study of private and public schools to be conducted in this regard.

To the knowledge of the researcher, comparative study on library resources (print and electronics) usage, the way library resources are managed, the extent to which library resources are used by students of private and public elementary and high schools in Kellem Wollega Zone, and the impact of the same on academic performance is not yet investigated. Hence, this study is attempts to answer the following research questions:

1.3. Research Questions

- ✓ To what extent is library resources utilized in private and public schools in Kellem Wollega Zone?
- ✓ What impact does the usage of library resources has on academic performance of private and public schools in Kellem Wollega Zone?
- ✓ What are the factors hindering library resources utilization in the selected private and public schools in Kellem Wollega Zone?
- ✓ What role do library stakeholders play in transforming school library in both private and public schools in Kellem Wollega Zone?
- ✓ What is the best strategic framework that is required to minimize the divide between private and public schools in order to improve students' academic performance?

1.4. Objectives of the study

1.4.1. General objective

The general objective of this study is to conduct a comparative study between private and public school libraries in Kellem Wollega Zone in terms of library resources utilization, its impact on Students' academic performance and the need to transforming schools libraries.

1.4.2. Specific objectives

1. To compare the extent to which library resources are utilized in public and private schools in Kellem Wollega Zone.
2. To compare the impact of library resources usage on academic performance of private and public schools in Kellem Wollega Zone.
3. To identify factors hindering library resources utilization between private and public schools in Kellem Wollega Zone.
4. To compare the role played by library stakeholders in transforming school library between private and public schools.
5. To propose best strategic framework that minimize the divide between private and public schools in order to improve students' academic performance.

1.5. Significances of the study

The outcome of this research can have benefit for educational expertize, school director, supervisors, students, parents, and researchers. The school principals and supervisors may use this study to fill the gap to support students for improving Students' academic performance. In addition to this, the study has importance to Kellem Wollega Zone private and public schools to give quality education to students, because the quality is depending on the teachers' knowledge, the students get, and adequate availability of library resources and effective utilization of library resources. This in turn ensures quality of education because their students can perform better in ESLCE and join a university.

1.6. Scope and limitation of the study

The purpose of this study is to compare the impacts of library resources utilization on students' academic performance and the need to transforming school libraries, comparing how students use library resources available to improve their academic performance. To develop a framework that minimizes the divide of library resources utilization to improve students' academic performance between government and private schools of Kellem Wollega Zone, both primary and secondary

data was collected but the study site is limited only to Kellem Wollega Zone and did not cover all private and public schools in the zone. As to the scope, a strategy framework that minimizes the divide of library resource utilization was proposed, but it will not be implemented in this study.

1.7. Operational Definition of Terms

Library : According to (Farrant, 1981) A library is a room which comprises learning materials such as books, writings and journals that students use. Another resources are like films, tapes, pictures and charts models and a host of other teaching materials in addition to the printed books to which most people are adapted.

School Library :According to Reitz (2007) as cited by Mutungi (2012) a school library is a library in public or private elementary or secondary school that assists to give information needs of its students and the curriculum needs of its teachers and staff. The library is usually controlled by a school librarian. The school library prepares students with permanent learning skills and advances the imagination, making them to live as responsible citizens.

Library utilization: utilization of library resource by students and teachers.

Student Performance: in this study will mean the general score of the students in Ethiopian school leaving certification examination (ESLCE).

Private schools: private schools are the ones that do not receive regular financial support from the government, but are established under government policies and procedures.

Public schools: Public schools are those which receive government financial support on a grant in aid basis.

Library transformation: In this study it refers to transforming poor library to effective library.

Stakeholders: In this study stakeholder refers to teacher librarians, School heads, students, teachers, Education Bureau, family committee, who can transform library resource utilization and service

Chapter Two

Review of Literature

2.1. Historical Background of the Library

According to Campbell (2006) the role and advancement of library was to create accessible trustworthy information and to aid students set apart reliable information sources of social, political, economic, scientific, technological, educational, and cultural problems between communities. Rapid developments of computers, telecommunications and other technologies have made it possible to store and retrieve information in numerous forms simply. Later the technological and political forces completely redesigned library development (add citation).

In Africa rural villages, the formations of Library were closely related to the need of more organic service to meet the information needs of rural peoples. According to the study of Dent (2002), the idea of library services in rural areas has available in various African countries for a long time, though documentation process began in recent years.

2.2. The Role of Libraries in School Transformation

In a student-centered system, libraries serve vital persistence, for one of their main obligations is to support self-interest in students and prepare them with the abilities to individually assess sources of information. Resources that libraries stock for students books, computers, audiobooks, etc. are all just means for the transfer of information. Librarians act not only give direction to assist students in searching resources that are suitable to their academic areas and interests, but also as an mediator of the sources to which students are given right to use (Hensley, 2019).

2.3. The 21st Century Library

(Norasiah, 2011) stated that the conversion from traditional library into digital library is a style for nearly libraries in the world. Digital library growth needs all part – government and non-government groups, to work together in encouraging its establishment and usage. Important set-up for connectivity and interoperability, containing finance, human resource, training and management must be in place to help additional digital tasks.

When we argued evolving of technology in library, there are various new things that can be connected to the improvement of library services and administration. Library started to apply novel structures in given that information and understanding to its customers. For instance, before few years ago, the library website might not get so interesting sufficient for users. But, now, the quick

development of information based device could be devoted to websites, it's give excessive look and senses. Users feel it is more user's approachable and simple to traverse (Haris, 2016).

2.4. Concepts of Library Resources

According to the definition of Hadley School Committee (2014) Library resources are both print and non-print resources found in school libraries which help 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.

2.5. School Library

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

According to the definition of Yesner & Jay (1998) School libraries are named as centralized information and technology centers intended to help the school's curriculum and give resources that meet the educational and recreational needs of both teachers and students. As technology and information literacy have altered and enlarged in significance, the school library has altered to make available access to and instruction in the usage of a variety of technologies and electronic media (Craver, 1994). School library is also responsible for making students aware of future employment opportunities and the importance of education and constant learning (Craver, 1995).

2.6. Factors Enhancing Students' Academic Performance

In both public and private schools libraries, there is lack of resources and proficiency to give pupils the best chance to achieve and flourish and this causes to poor students' academic performance. Factors that enhance academic performance of the students includes 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).

2.7. Factors Hindering Students' Academic performance

Studies have identified human and physical environmental factors that affect students' academic performance. Human factors and physical factors that causes poor performance of students 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, poor maintenance of facilities and untidy environment (McGrath, 1969; Skretas, 2005; Gojeh et al. 2013).

Lack of access to library resources is another hindering factor of students' academic performance. Availability of library resources only does not guarantee accessibility because 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).

2.8. Library Services on Student Performance

According to Haycock (1995), schools with good library services students achieved expressively better in reading comprehension and in their capability to express effectively ideas in relation to their readings. The availability of a strong computer network connected to the library's resources classrooms and laboratories had an impact on student performance (Lonsdale, 2003) .

The study of Wavell (2001) revealed that there was a body of research supporting the view that good library service could have a positive impact on students' academic performance. Further general views on the need of having a better library service in every school were those shown by Francis at el (2010) who said, school library was an integral part of educational system that could not be overlooked without risking the students' performance in schools. The school library was an important part of elementary and high school programs without which students would not thrive mentally and always find it most tough to do academic research before they reached college level.

Suleiman (2018) stated that deficiency of library premises is one of the factors affecting provision of library services in school which lead students' poor academic performance.

2.9. Library Experts on Student Performance

Jato (2014) observed that school librarians guides students reading and research process as well as helping them to choose books that fit their interests. eHow (2011) cited by Jato (2014) noted that there was positive correlation between school libraries with qualified librarians and high student performance. Jato (2014) reported that the study conducted in Ohio revealed that 99.4 percent of student surveyed believed that their school librarians helped them succeeded in school.

Smith, (2001) in his research titled “Texas school libraries, standards, resources, services on student achievement” investigated that early research generally showed correlation between the presence of library or librarian and higher student achievements. Smith, (*op.cit*) proceeded by saying that most notably in reading – recent research had helped to identify specific functions of school libraries and librarians who most affect achievements. The findings shows that, recent studies regarding library systems in Alaska, Colorado, Oregon and Pennsylvania found that professionally trained and credentialed school library media specialists have a positive effect on student achievement.

Wavell at el (2001) revealed that where there was evidence of impact on learning, there were associated key factors of collection levels, library staffing levels and collaboration between the librarian and teachers. Training of teachers and librarians was demonstrated to raise mutual understanding of each other's contribution and roles within the school library setting and training should include information skills development, collection mapping, planning and evaluation. Smith (*op.cit*) argued that supporting staff was essential if library media specialists were to full affect student achievement.

2.10. Impact of Library Resources on Student Performance

Students that use school library resources effectively often perform better their national examination than those who are not using school library resources effectively. According to Jato (2014), school libraries have a positive impact on student performance and school library provides noiseless, comfortable room and environment that is useful to mental attention. American Association of School Librarian (AASL) in (2009) report indicates that “school library programs develop students learning” policy makers argued “school libraries are vital portion of a complete school program as they afford an unbiased, money-wise responsible plan for sharing resources

across grade levels and the curriculum while addressing basic reading, information and technology literacies.”

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).

According to Matthew (1996), in AASL work made known the value of library resources by noting some of the achievement gotten by the use of library in industrial age. From the study, library regulates the school system of read and write, add and subtract and there, our success in the information age based on a school system that teaches us how to control information, employ technologies, innovate and above all think.” Small (2009) support this idea by saying, opened an interesting line of inquiry that in an age when finances for school libraries need to be expanded as to certify access to information technology and databases continues to become more costly, proof of a link between the library, information resources, and student performance is serious.

As stated by Laddunuri (2012), the amount of passing percentage of the students had been decreasing continuously from 82.3 percent to 50.7 percent in the last five years, and provided many reasons for the students failure in their form four examinations including inadequate books in the school library, and very high cost of the books when compared to the students economic situations was another cause. And his study result indicated that most of the schools had critical lacks of text books, laboratory tools as well as better infrastructure.

2.11. Related Works

A study by Spiller (1999), which is survey of secondary school library users entitled, “Assessment of Access and Use of School Library Information Resources by Secondary School Students in Morogoro Municipality ” using the Statistical Package (SPSS) software to analyze the data, study finding indicated that there was restricted access to school libraries, since many students only had the possibility to go to the library during break and lunch time and at both times there were other activities going on, such as being time scheduled for eating. Also his study result identifies additional problems that are minimal staffing of many school libraries and limited hours for reading.

Clabo (2002) conducted research in U.S.A on the library use practices of high school students in three East Tennessee counties by using the Statistical Package (SPSS) software for data analysis.

To achieve its main objective the researcher used mixed approaches (qualitative and quantitative). The study result revealed that the purpose of the school library was to provide materials and resources to meet classroom needs and student needs, along with references, research materials, and computer Internet access.

Chan (2008), conducted a study which is on the impact of school library services on student achievement and the implications for advocacy in Hong Kong. In his study in order to achieve its objectives quantitative and qualitative methodologies were used. The results of the study shown that school library services had a positive impact on students' achievement, whether measured in terms of reading scores, literacy or learning more generally.

A research work by De Jager (2002) which is about the impact of learning outcomes focusing on the most indefinable indicators of students' academic performance. The researcher used quantitative method. The study results exposed that gaging the impact of library use on undergraduate students performance was neither simple nor obvious, but it was also been possible to show that students who did well, be right to borrow more materials from open library shelves than students who were doing poorly. Many variables distant from library use were responsible, including the influence on students' performance and choice of field, instructor expectation and students' determination; all play significant roles toward students' academic achievement.

There was another research conducted by Moruf (2015) in Nigeria on students' utilization of secondary school libraries in Akinyele. The data was analyzed using statistical package (SPSS) and both qualitative and quantitative method were used. The result of the study showed that school libraries were not used efficiently by students as there were insufficient library resources, deprived finance for library activities, deficiency of reading culture and deficiency of sufficient provision for school library development those leads to poor academic performance of the students.

Bernard and Dulle (2014) conducted a research in Morogoro, Tanzania on assessment of access and use of school library information resources by secondary school students. The researcher used quantitative approaches. The result of the study revealed that most often used library information sources by secondary school students were only books and novels and students met numerous limits in using school library, like deficiency of recent and up to date reading materials, restricted reading hours, lack of sitting facilities in libraries, and lack of qualified librarian.

Lonsdale (2003), in his study which is entitled "Impact of School Libraries on Student Achievement" stated that the impact of the school library reduced as students moved through high

school. He continued by saying that in schools with best libraries and full time librarians student achieved better in their academic performance and in knowledge and use of reference materials than students in schools with minimal or no library service. The finding of the study showed that a strong library program that was adequately staffed, resourced and funded could lead to better students' attainment.

Gojeh and Worku (2015), investigated the effect of Jimma University libraries system usage and contributions to quality Education in Jimma University. To achieve objectives of the study, they used qualitative and quantitative data collection approaches. The result of the study indicated that available library materials, both hard and soft copies were inadequately used by the instructors and students and the services provided by the library system were found to be less satisfactory for majority of the respondents implying negative impact on quality education.

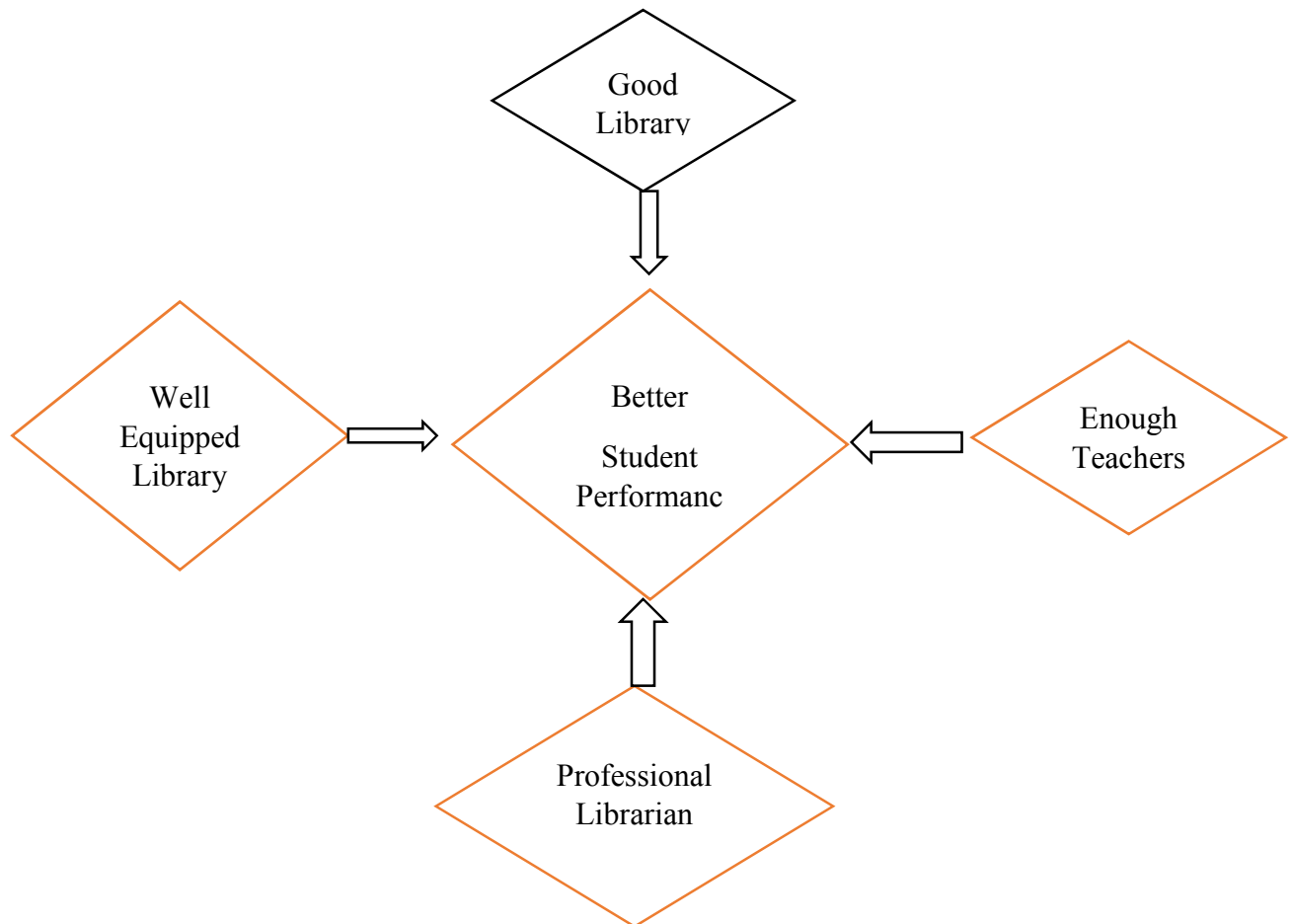
Eyerusalem (2018, unpublished), conducted a research to investigate the need to transforming library management, usage and its impact on quality education. The study revealed that school libraries in Jimma Zone are with inadequate resources, especially with regards to electronic resources and facilities 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.

Additionally, the importance of a library has been demonstrated by many researchers. There are several studies that have explained on the use of library and came up with their findings that show the numerous challenges facing students in utilizing the library.

2.12. Conceptual framework of the study

The success of the students' in their studies on the use of library facilities depends on well-equipped library, internet connectivity, professional librarians and enough teachers. To make clarification of these variables, the teachers at the school are responsible for teaching students and providing assignments or take home tasks. A teacher may direct students to go to the school library to search for materials for their assignment. Once the students are in the library, they are directed by the librarians who guide and assist them for instance if the material are not found in books. These librarians may assist them to find the required information through use of internet. By referring students to use library facilities, teachers help students to complete their tasks on time by doing their assignments and in this situation lead students to do better in tests and examinations.

Figure 2.1: Conceptual framework of the study



Source: Adopted and Modified Model from Chilumba, (2012)

Chapter Three

Methodology

3.1. Description of the study area

The study was conducted in Kellem Wollega Zone. KWZ is located at 652km from Addis Ababa the capital city of Ethiopia and 120km away from Gambella region. The KWZ geographically shares a boundary with East Wollega (Hayera Guliso) and East Wollega (Begi Woreda), with Gambella regional state in the north and with Sudan in the south.

According to Kellem Wollega Zone Education Bureau annual abstract 2018, in the Zone, there are 337 schools in both private and government schools; out of which, 298 are primary and 39 are secondary schools. Out of 298 primary schools, 8 are private primary schools and Out of 39 secondary schools, 3 are private. From available schools in Kellem Wollega Zone, the researcher selected 4(two private and two government school) purposively. The selected schools are Kellem Scondary School from Dambidollo city, Olike Dingil Primary school from Dambidollo city, Adventist Primary School from Dambidollo city and Bethel Evangelical Secondary School (BESS) from Dambidollo City.

3.2. Research Design

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). According to Kothari, (1990), research design helps to structure collections, analysis and interpretation of data.

A survey research design was used to conduct this research. Both quantitative and qualitative approach was used to gather data that answers the research questions. Because using a combination of quantitative and qualitative methods is vital to get better and deeper understanding of a complex phenomenon by capitalizing on the strengths of the two methods.

Survey research method enabled the researcher to collect in depth information on impact of library resources and utilization on students' academic performance and the need to transform school libraries from the respondents. The design generally entailed use of standardized questions to investigate selected study samples to analyze and discover occurrences. Survey design is mainly used to describe a phenomenon but it is also possible to go beyond descriptive to the interpretive, that is, to use survey method to provide explanations of the phenomena studied and the pattern of results obtained (Oso & Onen, 2005). The general advantages of using survey design are that: it

provides a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives; and the survey design allows high amount of data standardization.

3.3. Study population

Research population is a total number of units such as people, things or elements which have one or more characteristics in common that are of interest to the researcher (Omari, 2011). In this study, the respondents consists of teachers, librarians, students and heads of school from the four selected Schools (public and private schools) in Kellem Wollega Zone as presented in table 3.1.

The total population of the study is presented in table 3.1.

Table 3.1: The Total population of Study from teachers and students

No	Name of School (Government)	Student	Teacher	Librarians	Heads of School	Total
1	Kellem Secondary School	1600	90	1	1	1692
2	Olika Dingil Primary school	1440	36	1	1	1478
	Name of School (Private)					
1	Bethel Evangelical High School	1205	75	1	1	1282
2	Adventist Primary school	901	26	1	1	929
Total		5146	227	4	4	5381

Source: Kellem Wollega Zone Educational Bureau. January, 2020

3.5. Sample size determination

Determining the sample size is the key on the overall statistical process. The researcher must find the correct balance between the reliability of the result and cost of obtaining these results. An appropriate sample size is one the means of gaining high precision, accuracy and minimum cost.

To determine the sample size for students and teachers, sample size determination formula (Yamane, 1967) at 95% confidence level and level of precision= 5% (0.05) is used to determine the sample size. The total sample for this study was 532 respondents, four school librarians, four school heads, 145 teachers and 371 students from four (two private and two public) schools. The category of respondents and the size of each category are shown in Table 3.2

$$\text{Sample size (n)} = \frac{N}{1+N(e)^2}$$

Source: Yamane, 1967

Applying the above formula, the sample size will be as follow;

Where:

n_s = Sample size for private and public school students

n_T = Sample size for private and public school teachers

Then, $n_s = n = \frac{5146}{1+5146(0.05)^2} = 371$, students need to be sampled at 95% confidence interval

with 5% sampling error.

$$\% = (372/5146) \times 100$$

$\% = 7.2$; which Constant = 0.072 to take from each sample private and public schools students

For teachers, $n_T = \frac{227}{1+227(0.05)^2} = 145$, teachers need to be sampled at 95% confidence interval

with 5% sampling error

$$\% = (145/227) \times 100$$

$\% = 64$; which constant = 0.64 to take from each sample private and public schools teachers

All in all, 145(64%) teachers, 372 (7.2%) students, 4(100%) librarians, and 4(100%) school heads, and 8(100%) is sample size of the present study. This is summarized in Table 3.2 below.

Table 3.2: Summarized Population and Samples size

No	Name of School (Government)	Population And Samples	Head of school	Librarian	Student	Teacher	Total
1	Kellem High School	population	1	1	1600	90	1692
		Samples	1	1	115	58	175
2	Olika Dingil Primary school	population	1	1	1440	36	1478
		Samples	1	1	104	23	129
Total Government schools sample (TGSS)			2	2	219	81	304
Name of School (Private)							
1	Bethel Evangelical High School	population	1	1	1205	75	1282

		Samples	1	1	87	48	137	
2	Adventist Primary school	population	1	1	901	26	929	
		Samples	1	1	65	16	83	
Total Private schools sample (TPSS)			2	2	152	64	220	
Total			Populatio n	4	4	5146	227	5381
			Samples	4	4	371	145	524
			%	100	100	7.2	64	9.7

3.4. Sampling method

Purposive and simple random sampling techniques were employed to select the study sample. In this study, purposive sampling was used to select the study schools, librarians and School principals (heads) for interview that the researcher believe are resourceful for the study. The main reason for the researcher used purposive sampling method to select study schools, from the available schools the selected schools were very experienced and it is known that as a country level in Kelleme Wollega Zone there is political instability due to this problem it was very hard to move from area to another area during data collection. Simple random sampling technique was used to select sample students and teachers elementary units in such a way that each unit in the population has an equal chance of being selected.

3.6. Data Collection Methods

According to Creswell (2005), no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore, to obtain adequate and reliable information for the topic under study triangulation methods be adopted. Through triangulation the researcher combined different data collection techniques. These are interviews, questionnaires, documentary analysis and observation. From different categories of each data collection methods alternative questionnaire method was used to collect data from the students, teacher, librarians and school director whereas semi standardized face-to-face interview method was used to collect data from the school directors and also detailed observation was done for the availability of library resources and services at each study area. Among different types of interviews, the semi-standardized face to- face interview method was used to collect data that will not be directly observed.

3.6.1. Interview

In certain cases, an interview becomes superior to other data gathering methods because people are usually more willing to talk than to write. For this study, in addition to questionnaire, interview is the other instrument of collecting data. According to Kothari (2004) interviews involve a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. According to Kombo and Tromp (2006) semi-structured interview are based on the use of an interview guide, which is a list of questions or topics to be covered by the interview. Semi structured interview was used to gather in-depth qualitative data from both private and public school vice-principals, principals, and supervisors. Using semi-structured interview is very important because interview has a great potential to release more in-depth information, provide an opportunity to observe the nonverbal behavior of respondents; gives opportunities for clearing up misunderstandings as well as it can be adjusted to meet many diverse situations. In this study the interviewed persons were school librarian and School heads.

During the fieldwork, the researcher established rapport with the respondents. Arrangements made on the dates and venues for the interviews. It was agreed that about 40 minutes was spent with each respondent during the session.

3.6.2. Questionnaires

The questionnaire was active as a major instrument to gather information from data sources of the study. According to Kasomo (2006) a questionnaire is a carefully designed instrument that consists of questions and statements (written, typed or printed) with clearly defined of the aim of the research for the purpose of collecting data direct from respondents. The questions entailed in a questionnaire may either be close ended or open ended. Open ended questions allow freedom of responses in the respondent's own words. Close ended questions limit the respondents' freedom of response. For the purpose of this study a combination of both close ended and open ended questions were prepared by the researcher under directives of the advisors. Based on the basic research questions, the questionnaire was prepared in English language and it was translated into Afaan Oromo for students by the researcher. Basically, the use of questionnaires has an advantage of providing the respondents adequate time to reflect on the questions asked, and consult relevant documents before providing the required data (Kasomo, 2006). In this study the prepared questionnaires were distribute for the respondents of students and teachers.

3.6.3. Document Review

Documentary review is the method used to collect secondary data which are already available. This includes various publications, journals, books, letters, emails, manuals, acts, articles, reports, newspapers and empirical researches (Yin, 2009). In this study documentary review was employed in collecting Ethiopian school leaving certification examination (ESLCE) results in Kellem Wollega Zone reports available in respective schools. The obtained information help to get basic information about the study. Documentary review has advantages. The access of information is easy and cheap and it is suitable for data which are very large. It has some limitation; as some information may not be reliable (Kano, 2015).

3.6.4. Observation

Since observation is a data collection method which is concerned with systematic selection, watching and recording behavior and characteristics of living beings, objects or phenomena. The researcher used this method to observe the availability of library resources and library use within the selected private and public school libraries and make connection on the student performance.

3.7. Data Collection Procedure

The data for this research was collected using an interview, observation and questionnaire and document analysis. The questionnaire was created using suitable questions modified from related research and individual questions formulated by the researcher and approved by the advisors. To collect data from the respondents the researcher received official letter from the Department of Information Science requesting for assistance from schools of all study site of the study. Then the researcher submit the letter to the school director of the study site to get permission to conduct the survey.

3.8. Data Quality Control

A brief orientation was given to the data collectors. The questionnaire was distributed at first time to some respondents and necessary adjustments was done based on the feedback. The completeness and consistency was also checked at the site by the researcher. The missing data, outliers, completeness and consistence was checked before data analysis because this increases the validity of the research.

3.9. Data Analysis, Presentation and Interpretation

After the required amount of data was received from the field, it was reviewed for any inconsistencies, organized and then analyzed. Data analysis statistical software, SPSS version 20

was used, and data was analyzed using both inferential and descriptive statistics. Direct quotations, percentages, tables and T-test to comparison were used to present the findings.

3.10. Ethical Considerations

Ethics are a set of moral principles that are widely accepted, which guide the researcher in observing the rules. Ethical considerations required special attention during the study. Throughout the study period the researcher and research assistants abided by code of ethics. The research objectives has been explained to the local authorities in the target communities and permission to conduct research was granted. The researcher introduced himself and present documentation about the research before data collection in the field (DeVos *et al*, 2005). The following steps were followed into consideration to ensure that the research is being on process in an ethical manner:

3.10.1. Entry into the Research Sites

Negotiating entry into the research setting requires the researcher to understand the language and culture of the research respondents for easy interaction with the respondents (Ellen & Fukui, 1996). In this study this requirement has been fulfilled because the researcher was from Kellem Wollega Zone Oromia. Coming from the same culture and speaking the same language, made interaction with the respondents much easier. The research assistants has been selected from the communities for the study to eliminate bias experienced through employment of interpreters.

3.10.2. Informed Consent

Consent is the prospective respondents' agreement to participate in a study as an informant. It is ethically compulsory for the researcher to obtain consent from the respondents (Neumann, 2005). During the research process, the researcher tried to make sure that all respondents properly briefed about the aim of the study, their rights and roles in the study. The respondents were made aware that participation in the study is voluntary, and that they are free to withdraw from the research at any time.

Chapter Four

Results and Discussions

4.1. Results

4.1.1. Demographic Characteristics of the Respondents

Both teachers and students of the selected private and government school of Kellem Wollega Zone were asked to specify their personal information in the questionnaire. The total samples of students and teachers were 371 and 145 respectively, but due to pandemic of corona viruses from the total samples the questionnaire was distributed to 290 students and 110 teachers; totally from 400 respondents, 260 (89.7%) students and 93 (84.5%) teachers, totally 353 (88.3%) returned the questionnaire. The remaining 30(10.3%) students and 17 (15.5%) teachers did not complete and return the questionnaire.

Interview was conducted with the principals and school library responsible individuals, of the selected schools. As the survey result showed that (Table 4.1), 233(66.1%) of the school respondents were male and 120(33.9%) of them were female which indicates male over-representation when compared with the female respondents. Additionally, as shown in Table 4.1, 31.2% of respondents were within the age of 11 – 15, those in the range of 16 – 20 years were 46.2% and 22.6% were above 40 years. Regarding the age, 20 (21.1 %) of them were aged 20 to 29 years old, 34(36.6%) of them were aged 30 to 39, 39(41.9%) of them within 40 to 49. Regarding the qualification, 10(10.8%) of them had Diploma, 41(44%) of them had Degree, 42(44.2%) of them had MA/MSc. Regarding the experiences, 16(17.2%) of them had experiences of 1 to 5 years, 30(32.3%) of them had experiences of 6 to 10 years, 8(8.6%) of them had experiences of 11 to 15 years and 39(41.9%) of them had experiences of above 15 years.

Table 4.1: Demographic characteristics of respondents

Description		Respondents											
		Students						Teachers					
		Private		Public		Total		Private		Public		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	63	63	101	63.1	164	63.1	33	80.5	36	69.2	69	74.2
	Female	37	37	59	36.9	96	36.9	8	19.5	16	30.8	24	25.8

	Total	100	100	160	100	260	100	41	100	52	100	93	100
Age	6-10	-	-	-	-	-	-	-	-	-	-	-	-
	11-15	33	33	48	30	81	31.2	-	-	-	-	-	-
	16-20	41	41	79	49.4	120	46.2	-	-	-	-	-	-
	Above 20	26	26	33	20.6	59	22.6	-	-	-	-	-	-
	Total	100	100	160	100	260	100	-	-	-	-	-	-
	20-29	-	-	-	-	-	-	8	19.5	12	23.1	20	21.5
	30-39	-	-	-	-	-	-	6	14.6	28	53.8	34	36.6
	40-49	-	-	-	-	-	-	27	65.9	12	23.1	39	41.9
	Above 49	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	41	100	52	100	93	100
Qualification	Certificate	-	-	-	-	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	-	-	2	4.9	8	15.4	10	10.8
	BA/BSc	-	-	-	-	-	-	13	31.7	28	53.8	41	44
	MA/MSc	-	-	-	-	-	-	26	63.4	16	30.8	42	44.2
	Total	-	-	-	-	-	-	41	100	52	100	93	100
Experience	1-5 years	-	-	-	-	-	-	8	19.5	8	15.4	16	17.2
	6-10 years	-	-	-	-	-	-	4	9.8	26	50	30	32.3
	11-15 years	-	-	-	-	-	-	2	4.9	6	11.5	8	8.6
	Above 15 years	-	-	-	-	-	-	27	65.9	12	23.1	39	41.9
	Total	-	-	-	-	-	-	41	100	52	100	93	100
School name	KSS	-	-	-	-	-	-	-	-	38	73.1	38	40.9
	ODPS	-	-	-	-	-	-	-	-	14	26.9	14	15.1
	BESS	-	-	-	-	-	-	32	78	-	-	32	34.4
	APS	-	-	-	-	-	-	9	22	-	-	9	9.7
	Total	-	-	-	-	-	-	41	100	52	100	93	100

4.1.2. The extent of library resource utilization

This was the first specific objective of this study, which required to compare the extent to which library resources are utilized in public and private schools in Kellem Wollega Zone. In this specific objective, subjects related to how often do students use the library to improve their academic performances, students attending orientations on how to use the library resources to their academic performances, the purpose of students library usage, school library resources accessibility, frequency that of students' borrowed books from the school library, availability of relevant and adequate library resources. The responses are presented below (table 4.2).

Table 4.2: The extent of library resource utilization impacts students' academic performance

No	Item	Options	Private School	Public School
1	Do teachers provide assignment that needs students to go library	Yes	92(92%)	80(50%)
		No	8(8%)	80(50%)
2	How often do you use the library	All school days	10(10%)	1(0.6%)
		Weekly	20(20%)	53(33.1%)
		1-2 times per week	18(18%)	82(51.3%)
		3 or more time per week	52(52%)	22(13.8%)
		Never	-	2(1.2%)
3	For what purpose do you use the library	To read reference materials	-	5(3.1%)
		To do home work	37(37%)	55(34.4%)
		To find materials for pleasure reading	19(19%)	45(28.1%)
		To prepared for exam	44(44%)	55(34.4%)
4	To what extent are the books and other library materials accessible in the school library	Very high degree	13(13%)	1(0.6%)
		High degree	48(48%)	72(45%)
		Low degree	25(25%)	52(32.5%)

		Very low degree	14(14%)	35(21.9%)
5	Have you attended any orientations on how to use library resources	Yes	79(79%)	8(5%)
		No	21(21%)	152(95%)

As presented in table 4.2, item no 1, the purpose of this part was to determine if teachers provide assignment that needs students to search and use different types of resources that were available in their school libraries. Accordingly, 92 (92%) of private school students and 80 (50%) of government school students said teachers provide assignment that needs students to use library. On the other hand, 8(8%) of private school students and 80(50%) government school students said teachers do not provide assignments that needs students to use library. These result indicate that almost all of the private school teachers provide assignment that needs students to use the library resources and half of public school teachers provide assignment that needs students to use the library.

As it is showed from table 4.2, in item 2, the researcher wanted to know how frequent the students use the school library. Private and government schools of Kellem Wollega Zone respondents were asked the frequency of library usage. The main purpose of this question was to identify if the students utilized the library. Regarding this, 10(10%) of Private and 1(0.6%) of public school respondents responded all school days, 20(20%) of private and 53(33.1%) of public school respondents responded weekly, 18(18%) of private and 82(51%) of public school respondents responded 1-2 times per week, 52(52%) of private and 22(13.8%) of public school respondents responded 3 or more time per week and 2(1.2%) of public school respondents said never. The result revealed that the majority of private school students use library 3 or more time per week whereas the majority of public school students only 1-2 times per week. During interview session, the justification given by the school heads of the schools said the following: Betel Evangelical secondary school head said, all of our school students use the library whenever they have got free time because our school library is open 24 hours. According to School director of Kellem Secondary school, our school library is opened all school days (morning and afternoon). But within this time the majority of our students uses library some times. Similarly, according to school heads of Adventist primary school, since our school library is open all days (morning and afternoon) excluding Saturday, our students use library effectively within this opening time for doing different tasks.

In order to identify the intention of students in using the library resources both private and public students were requested to provide reasons for using their school library. As can be noticed in table 4.2, in item no 3, 44(44%) of private school and 55(34.4%) of government school respondents responded that they use library to prepared for exam, and 19(19%) of the respondents of private school students and 45(28.1%) of government school students said that they use library to find materials for pleasure reading, and respondents of private school students 37(37%) and 55(34.4%) of government school students indicated that they use library to do homework and 5(3.1%) of public school students responded of their use library to read reference materials.

The findings in Table 4.2, in item 4, indicate that 13(13%) of the private school participants and 1(0.6%) of public school said that the degree of books and other materials accessibility in their school library is very high, 48(48%) of private school respondents and 72(45%) of respondents responded that the degree of books and other materials accessibility in their school library is high, the accessibility of library material of 25(25%), 52(32.5%) of private and public school respectively shows low degree and 14(14%) of the respondents of private school and 35(21.9%) of respondents of public school who said that the degree of books and other materials accessibility in their school library is very low.

As displayed in table 4.2, in item 5, the respondents of both private and public school were asked if they had ever attended any induction or orientation on the use of library resource which assisted them to obtain skills on accessing library resources with minimal assistance from librarians. The consequence of attending such orientations was to afford students with different techniques of accessing library resources. The finding reveals that 79(79%) of private school respondents and 8(5%) government school respondents answered “Yes” and 21(21%) of private school and 152(95%) of government school responded “No” on the getting induction or orientations on how to use library resources in their respective school.

4.1.3. Impact of library resources usage on students’ academic performance

This was the second specific objective of this study, which required to compare the impact of library resources usage on academic performance of private and public schools in Kellem Wollega Zone. In this specific objective, subjects related library resource utilization play important role to improve students’ academic performances, availability of library service and enough resources help students to score high in their national exam, absence of library resource use and library service in a school can lead to students’ poor performance in their national exam, Library resources

utilization improves students' academic performance, Using library resources do not have significant positive impact on academic performance, My School has got enough library resources (books, dictionaries, etc) for students and teachers and is contributing positively for academic performance, and My School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance. The purpose of this questions was to decide how library utilization helped students towards improving performance in academic when they utilized it. The findings are presented in table 4.3.

Table 4.3. Students' opinion about the Impact of library resources on academic performance

No	Impact of library resources on academic performance	Type of the school	Scaling Rate				
			SDA	DA	NS	A	SA
1	For improving students' academic performance, Library Resource Utilization play very important role	Public school	1(0.6%)	9(5.6%)	21(13.1%)	78(48.8%)	51(31.9%)
		Private School	5(5%)	8(8%)	8(8%)	49(49%)	30(30%)
2	Availability of library service and enough resources, help students to score high in their national exam	Public school	1(0.6%)	7(4.4%)	18(11.3%)	85(53.1%)	49(30.6%)
		Private School	7(7%)	4(4%)	7(7%)	53(53%)	29(29%)
3	Absence of library resources use and library service in a school can lead to student's poor performance in their national exam	Public school	1(0.6%)	9(5.6%)	20(12.5%)	61(38.1%)	69(43.1%)
		Private School	4(4%)	8(8%)	9(9%)	33(33%)	46(46%)
4	Library resources utilization improves students' academic performance	Public school	1(0.6%)	9(5.6%)	26(16.3%)	69(43.1%)	54(33.8%)
		Private School	7(7%)	7(7%)	12(12%)	32(32%)	42(42%)
5	Using library resources do not have significant positive impact on academic performance	Public school	1(0.6%)	25(15.6%)	34(21.3%)	55(34.4%)	45(28.1%)
		Private School	7(7%)	6(6%)	17(17%)	28(28%)	42(42%)

6	My School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance	Public school	2(1.3%)	10(6.3%)	44(27.5%)	67(41.9%)	37(23.1%)
		Private School	8(8%)	6(6%)	23(23%)	37(37%)	26(26%)

As it is showed from question no 1, in table 4.3, 1(0.6%) of public and 5(5%) of private school respondents Strongly disagreeing that for improving students’ academic performance, Library Resource Utilization play very important role; also, 9(5.6%) the public and 8(8%) of private school respondents Dis agreeing that for improving students’ academic performance, Library Resource Utilization play very important role. 21(13.1%) the public and 8(8%) of private school respondents were not sure for improving students’ academic performance, Library Resource Utilization play very important role. 78(48.8%) the public and 49(49%) of private school respondents agreeing that for improving students’ academic performance, Library Resource Utilization play very important role. 51(31.9%) the public and 30(30%) of private school respondents strongly agreeing that for improving students’ academic performance, Library Resource Utilization play very important role. From this result the researcher can be concluded that most of private and public schools’ students had agreeing that for improving students’ academic performance, Library Resource Utilization play very important role.

As displayed in item 2, in table 4.3, 1(0.6%) of public and 7(7%) of private school respondents Strongly disagreeing that Availability of library service and enough resources, help students to score high in their national exam; also, 7(4.4%) the public and 4(4%) of private school respondents Dis agreeing that availability of library service and enough resources, help students to score high in their national exam. 18(11.3%) the public and 7(7%) of private school respondents were not sure Availability of library service and enough resources, help students to score high in their national exam. 85(53.1%) the public and 53(53%) of private school respondents agreeing that availability of library service and enough resources, help students to score high in their national exam. 49(30.6%) the public and 29(29%) of private school respondents strongly agreeing that Availability of library service and enough resources, help students to score high in their national exam.

As it can be seen in table 4.3, item 3, 1(0.6%) of public and 4(4%) of private school respondents strongly disagreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam. 9(5.6%) the public and 8(8%) of private school respondents disagreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam. 20(12.5%) the public and 9(9%) of private school respondents were not sure absence of library resources use and library service in a school can lead to student's poor performance in their national exam, 61(38.1%) the public and 33(33%) of private school respondents agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam. 69(43.1%) the public and 46(46%) of private school respondents strongly agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam.

As item 4, in table 4.3, 1(0.6%) of public and 7(7%) of private school respondents strongly disagreeing that library resources utilization improves students' academic performance. 9(5.6%) the public and 7(7%) of private school respondents disagreeing that library resources utilization improves students' academic performance. 26(16.3%) the public and 12(12%) of private school respondents were not sure library resources utilization improves students' academic performance. 69(43.1%) the public and 32(32%) of private school respondents agreeing that library resources utilization improves students' academic performance. 54(33.8%) the public and 42(42%) of private school respondents strongly agreeing that library resources utilization improves students' academic performance.

As it is described from item 5, in table 4.3, 1(0.6%) of public and 7(7%) of private school respondents strongly disagreeing that using library resources do not have significant positive impact on academic performance. 25(15.6%) the public and 6(6%) of private school respondents disagreeing that using library resources do not have significant positive impact on academic performance. 34(21.3%) the public and 17(17%) of private school respondents were not sure using library resources do not have significant positive impact on academic performance. 55(34.4%) the public and 28(28%) of private school respondents agreeing that using library resources do not have significant positive impact on academic performance. 45(28.1%) the public and 42(42%) of private school respondents strongly agreeing that using library resources do not have significant positive impact on students' academic performance.

As can be noticed in table 4.7, in item 6, 2(1.3%) of public and 8(8%) of private school respondents strongly disagreeing that our School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance. 10(6.3%) the public and 6(6%) of private school respondents disagreeing that their School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance. 44(27.5%) the public and 23(23%) of private school respondents were not sure their School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance. 67(41.9%) the public and 37(37%) of private school respondents agreeing that our School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance. 37(23.1%) the public and 26(26%) of private school respondents strongly agreeing that their School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance.

4.1.4. Factors hindering library resources utilization

This was my fourth specific objective which required to identify factors hindering library resources utilization between private and public schools in Kellem Wollega Zone. In this specific objective, issues related to students’ satisfaction of library resources available in their school library, challenges that faces students when visited library and availability of favorable environment for students to read has been traced.

Table 4.4: Students opinion about factors hindering library resources utilization

No	Item	Private school		Public school	
		Yes	No	Yes	No
1	Are you satisfied with library resources available at your school	95	5	94	66
		95%	5%	58.8%	41.2%
2		34	66	121	39

	Is there any challenges you are facing when visited library	34%	66%	75.6%	24.4%
3	Does the school library have conducive environment for students to read	65	35	49	111
		65%	35%	30.6	69.4

As presented in item 1, in table 4.4, students were asked whether they are satisfied with library resources available in their school or not. Regarding this, 5(5%) of private schools and 66(41.2%) of public schools respondents' responses are not satisfied with library resources available in their school. In the same way, 95(95%) of private school and 94(58.8%) of public school respondents responses are satisfied with library resources available in their school. From this result based on respondents' responses it is possible to say there were enough materials in private schools library and deficiency learning materials in public schools library that hinders library resources utilization for students' academic performance improvement. In support of this finding, during observation period the researcher noticed that there were lack of library resources like books and text books in public school library.

As concerns in table 4.4, in item 2, respondents were asked whether they have faced challenges when visited library or not. Based on respondent's response, when they use library resources, 34(34%) of private school and 121(75.6%) of public students were faced challenges. Here, the challenges that was listed by students were that school library spaces not big enough to allow many students to use the library at once, small library reading rooms, Inadequate opening schools Library Hours and Lack of professional trained librarians. In strengthen of this finding, during observation session the researcher also witnessed that there were lack of standard school library which allow to use many students at ones, limitation of library opening hours and there is no professional librarian in public school library.

In reaction to table 4.4, in item 3, respondents were asked whether the school library had conducive environment for students to read or not. Regarding this, the 35% of private schools and 111(69.4%) of public schools respondents' answered "No". Meanwhile, 65(65%) of private school and 49(30.6%) of public school respondents answered "Yes". The study revealed that most of private school students said that their school library had good environment to study, but most of public

school students said that their school library does not have conducive environment to study. From the observation result the researcher confirmed that public school libraries have no neat environment or favorable environment for students to study.

4.1.5. Roles played by library stakeholders

This was my fifth specific objective which required to compare the role played by library stakeholders in transforming school library between private and public schools. In this specific objective concerns related to students' help from school librarian, encouragement from parents for students to visit library, encouragement from teachers for students to visit library, encouragement from school head for students to visit library and awareness creation activities in the school to use library for effective utilization of school library resources.

Table 4.5: Respondents opinion about roles played by library stakeholders

No	Item	Type of school	F	ST	R	N	IDK
1	I get help from school librarian	Private school	37(37%)	27(27%)	26(26%)	10(10%)	-
		Public school	15(9.4%)	39(29.4%)	51(31.9%)	49(30.6%)	6(3.8%)
2	I get encouragement from my parents to visit library	Private school	45(45%)	32(32%)	17(17%)	6(6%)	-
		Public school	11(6.9%)	48(30%)	38(23.8%)	59(36.9%)	4(2.5%)
3	I get encouragement from my teachers to visit library	Private school	58(58%)	15(15%)	18(18%)	9(9%)	-
		Public school	12(7.5%)	61(38.1%)	41(25.6%)	42(26.3%)	4(2.5%)
4	I get encouragement	Private school	49(49%)	24(24%)	19(19%)	7(7%)	1(1%)

	from my school head to visit library	Public school	28(17.5%)	54(33.8%)	34(21.3%)	37(23.1%)	7(4.4%)
5	There is awareness creation activities in my school to use library	Private school	43(43%)	15(15%)	20(20%)	12(12%)	10(10%)
		Public school	11(6.9%)	10(6.3%)	43(26.9%)	63(39.4%)	33(20.6%)

F=frequently ST=sometimes R=Rarely N=Never IDK= I do not know

In table 4.5, as item 1, the result of this study revealed that 37(37%) of private and 15(9.4%) of public school, 27(27%) of private and 39(29.4%) of public school, 26(26%) of private and 51(31.9%) of public school, 10(10%) of private and 49(30.6%) of public, and 6(3.8%) of public school students were responded frequently, sometimes, Rarely, never, and I do not know respectively on frequency of getting help from school library. From this result most of private school students had get help from school library frequently and most of public school student had get help from school library rarely.

As item 2, in table 4.5, the result of this study revealed that 45(45%) of private and 11(6.9%) of public school, 32(32%) of private and 48(30%) of public school, 17(17%) of private and 38(23.8%) of public school, 6(6%) of private and 59(36.9%) of public, and 4(2.5%) of public school students were replied frequently, sometimes, Rarely, never, and I do not know respectively on frequency of getting encouragement from their parents to visit library. From this result most of private school students had get encouragement from their parents to visit library frequently and most of public school student had never get encouragement from their parents to visit library that made impacts on students' academic performances.

As depicted in item 3, in table 4.5, the result of this study revealed that 58(58%) of private and 12(7.5%) of public school, 15(15%) of private and 61(38.1%) of public school, 18(18%) of private and 41(25.6%) of public school, 9(9%) of private and 42(26.3%) of public, and 4(2.5%) of public school students were answered frequently, sometimes, Rarely, never, and I do not know respectively on frequency of getting encouragement from their teachers to visit library. From this

result most of private school students had get encouragement from their teachers to visit library frequently and most of public school student had get encouragement from their teachers to visit library sometimes.

As shown in item 4, in table 4.5, the result of this study revealed that 49(49%) of private and 28(17.5%) of public school, 24(24%) of private and 54(33.8%) of public school, 19(19%) of private and 34(21.3%) of public school, 7(7%) of private and 37(23.1%) of public, and 1(1%) of private and 7(4.4%) of public school students were reacted frequently, sometimes, Rarely, never, and I do not know respectively on frequency of getting encouragement from their school head to visit library. From this result most of private school students had get encouragement from their school head to visit library frequently and most of public school student had get encouragement from their school head to visit library sometimes.

As described in item 5, in table 4.5, the result of this study revealed that 43(43%) of private and 11(6.9%) of public school, 15(15%) of private and 10(6.3%) of public school, 20(20%) of private and 43(26.9%) of public school, 12(12%) of private and 63(39.4%) of public, and 10(10%) of private and 33(20.6%) of public school students were act in response frequently, sometimes, Rarely, never, and I do not know respectively on frequency of awareness creation activities in my school to use library for academic improvement purpose . From this result most of private school students had get frequently awareness creation activities in their school to use library for academic improvement purpose and most of public school student had never get awareness creation activities in their school to use library for academic improvement purpose.

Table 4.6: Teachers responses about the extent of library resources utilization

No	Item	Options	Private School	Public School
1	Do your students use library	Yes	39(95.1%)	8(15.4%)
		No	2(4.9%)	44(84.6%)
2	Do you provide assignments that direct students to search materials in library	Yes	35(85.4%)	6(11.5%)
		No	6(14.6%)	46(88.5%)
3	Do you borrow books from the library	Yes	29(70.7%)	6(11.5%)

		No	12(29.3%)	46(88.5%)
4	Is the time (opening hours) to use library in your school good enough	Yes	35(85.4%)	4(7.7%)
		No	6(14.6%)	48(92.3%)
5	How regularly do yourself visit library to find materials which guides your students task	Frequently (every day)	27(65.9)	16(30.8%)
		Some times (1-2 days/week)	8(19.5%)	6(11.5%)
		Rarely (1/month or less)	6(14.6%)	30(57.7%)
		Never	-	-
6	During every section for how long do you use library	Less than one hours	10(24.4%)	30(57.7)
		1-2 hours	31(75.6%)	10(19.2%)
		2-3 hours	-	12(23.1%)
		More than three hours	-	-

As presented in item 1, in table 4.6, teachers were asked whether their students are used library available in their school or not. Concerning this, 39(95.1%) of private school and 8(15.4%) of public school teachers responded that their students uses library in their school.

As concerns in table 4.6, in item 2, teachers were asked whether they have provided assignments that direct students to search materials in library or not. Based on their responses, 35(85.4%) of private school and 6(11.5%) of public school teachers were provides assignments that direct students to search materials in library. Therefore, the study implies that almost all of private school teachers were provides assignments that aid students to search materials in library than public school teachers.

In reaction to table 4.6, in item 3, teachers were asked whether they had borrowed books from their library or not. On top of this, 29(70.7%) of private schools and 6(15.1%) of public schools teachers' answered "yes". Meanwhile, 12(29.3%) of private school and 46(88.5%) of public school

teachers answered were not borrowed books from their school library. The study revealed that most of private school teachers borrowed books from their school library, but majority of public school teachers replied that they did not borrowed books from school library.

As described in item 4, in table 4.6, respondents were asked whether is the time (opening hours) to use library in their school good enough or not. In relation to this, the 6(14.6%) of private schools and 48(92.3%) of public schools teachers replied that the time (opening hours) to use library in their school were not good enough. In the same way, 35(85.4%) of private school and 4(7.7%) of public school respondents said that the time (opening hours) to use library in their school were good enough. From this result based on respondents' responses it is possible to conclude that private school library opening hours were better than public schools library that led to better library resources utilization for students' academic performance improvement. The main reason for opening hours of public school library were not good enough, their school libraries had no regular time for opening because their school librarian who were responsible in opening the library were also involved in classroom teaching.

As it is showed from table 4.6, on item 5, private and government schools of Kellem Wollega Zone teachers were asked how frequently they visit the library. Regarding this, 27(65.9%) of Private and 16(30.8%) of public school teachers responded frequently (every days), 8(19.5%) of private and 6(11.5%) of public school teachers visit library some times (1-2 days/week), 6(14.6%) of private and 30(57.7%) of public school teachers visit library rarely (1/month or less), and none of both private and public teachers said never. From this result majority of private school teachers said they were visit library frequently (every days) and majority of public school teachers said they were visit library rarely (1/month or less).

As it is showed from table 4.6, on item 6, private and government schools of Kellem Wollega Zone teachers were asked for how long do they use library. On top of this, 10(24.4%) of Private and 30(57.7%) of public school teachers said less than one hours, 31(75.6%) of private and 10(19.2%) of public school teachers answered 1-2 hours, 12(23.1%) of public school teachers replied 2-3 hours, and none of both private and public respondents responded more than three hours. From this result majority of private school teachers use library for 1-2 hours and majority of public school teachers use library for less than one hours.

Table 4.7: Teachers opinion about the impact of library resources on academic performance

No	Impact of library resources on academic performance	Type of the school	Scaling Rate				
			SDA	DA	NS	A	SA
1	For improving students' academic performance, Library Resource Utilization play very important role	Public school	-	2(3.8%)	-	30(57.7%)	20(38.5%)
		Private School	-	2(4.9%)	4(9.8%)	8(19.5%)	27(65.9%)
2	Availability of library service and enough resources, help students to score high in their national exam	Public school	-	2(3.8%)	-	30(57.7%)	20(38.5%)
		Private School		2(4.9%)	4(9.8%)	8(19.5%)	27(65.9%)
3	Absence of library resources use and library service in a school can lead to student's poor performance in their national exam	Public school	-	2(3.8%)	-	30(57.7%)	20(38.5%)
		Private School		2(4.9%)	4(9.8%)	13(31.7%)	22(53.7%)
4	library resources utilization improves students' academic performance	Public school	-	-	-	44(84.6%)	8(15.4%)
		Private School		2(4.9%)	4(9.8%)	13(31.7%)	22(53.7%)
5	Using library resources do not have significant positive impact on academic performance	Public school	-	-	-	44(84.6%)	8(15.4%)
		Private School		2(4.9%)	4(9.8%)	30(73.2%)	5(12.2%)
6	My School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance	Public school	16(30.8%)	-	2(3.8%)	4(7.7%)	30(57.7%)
		Private School	27(65.9%)	2(4.9%)	8(19.5%)	-	4(9.8%)

As it is showed from item 1, in table 4.7, 2(3.8%) of public and 2(4.9%) of private school teachers dis agreeing that for improving students' academic performance, library resource Utilization play

very important role; none of public school and 4(9.8%) of private school teachers replied not sure, 30(57.7%) the public and 8(19.5%) of private school teachers agreeing that for improving students' academic performance, library resource utilization play very important role. 20(38.5%) the public and 27(65.9%) of private school teachers strongly agreeing that for improving students' academic performance, library resource Utilization play very important role. From this result the researcher can be concluded that most of private and public schools' students had agreeing that for improving students' academic performance, library resource utilization play very important role.

As displayed on item 2, in table 4.7, 2(3.8%) of public and 2(4.9%) of private school teachers dis agreeing that availability of library resources, help students to score high in their national exam; none of public school and 4(9.8%) of private school teachers replied not sure, 30(57.7%) the public and 8(19.5%) of private school teachers agreeing that availability of library resources, help students to score high in their national exam, 20(38.5%) the public and 27(65.9%) of private school teachers strongly agreeing that availability of library resources, help students to score high in their national exam; From this result the researcher can be concluded that most of private and public schools' students had agreeing that availability of library resources, help students to score high in their national exam.

As it can be seen in table 4.7, item 3, 2(3.8%) of public and 2(4.9%) of private school teachers dis agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam; none of public school and 4(9.8%) of private school teachers replied not sure, 30(57.7%) the public and 13(31.7%) of private school teachers agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam; 20(38.5%) the public and 22(53.7%) of private school teachers strongly agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam.

As item 4, in table 4.7, none of public and of private school teachers replies strongly disagree, none of public school and 2(4.9%) of private schools teachers said disagree, none of public school teachers and 4(9.8%) replied not sure, 44(84.6%) the public and 13(31.7%) of private school teachers agreeing that library resources utilization improves students' academic performance; 8(15.4%) the public and 22(53.7%) of private school teachers strongly agreeing that library resources utilization improves students' academic performance.

As it is described from item 5, in table 4.7, none of public and of private school teachers replies strongly disagree, none of public school and 2(4.9%) of private schools teachers said disagree, none of public school teachers and 4(9.8%) replied not sure, 44(84.6%) the public and 30(73.2%) of private school teachers agreeing that using library resources do not have significant positive impact on academic performance; 8(15.4%) the public and 5(12.2%) of private school teachers strongly agreeing that using library resources do not have significant positive impact on academic performance. The study revealed that there is no awareness creation for both private and public teachers regarding library resources had significant impacts on their academic performances if they were use those library resources effectively.

As can be noticed in table 4.7, on item 6, 16(30.8%) of public and 27(65.9%) of private school teachers replies strongly disagree, none of public school and 2(4.9%) of private schools teachers said disagree, 2(3.8%) of public school teachers and 8(19.5%) of private teachers replied not sure, 4(7.7%) the public and none of private school teachers replied agree and 30(57.75) of public school and 4(9.8%) of private schools strongly agreeing that their School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance.

Table 4.8: Teachers opinion about factors hindering library resources utilization

No	Item	Options	Private School	Public School
1	Does your school library have enough materials to facilitate teaching and learning materials	Yes	26(70.7%)	16(30.8%)
		No	12(29.3%)	36(69.2%)
2	Does the school library have conducive environment for students to read	Yes	33(80.5%)	18(34.6%)
		No	8(19.5%)	34(65.4%)
3	As a teacher do you guide students on using library	Yes	33(80.5%)	20(38.5%)
		No	8(19.5%)	32(61.5%)
4	Frequency of teachers encourage students to visit library	Frequently	27(65.9)	20(38.5%)
		Some times	4(9.8%)	-

		Rarely	2(4.9%)	24(46.2%)
		Never	8(19.5%)	8(15.4%)

As presented on item 1, in table 4.8, respondents were asked whether their school library have enough materials to facilitate teaching and learning materials or not. On top of this, the 12(29.3%) of private schools and 36(69.2%) of public schools respondents’ replied that their school library does not had enough materials to facilitate teaching and learning materials. In the same way, 26(70.7%) of private school and 16(30.8%) of public school respondents responses were their school library had enough materials to facilitate teaching and learning materials. Therefore, it is possible to conclude that private school library were better than public school library regarding availability library resources in their school. From the observation results the researcher confirms that there were lack library resources (up to date and relevant materials) in public school library.

In reaction to table 4.8, on item 2, respondents were asked whether the school library had conducive environment for students to read or not. Regarding this, the 8(19.5%) of private schools and 34(65.4%) of public schools teachers’ answered “No”. Meanwhile, 33(80.5%) of private school and 18(34.6%) of public school teachers answered “Yes”. The study revealed that most of private school teachers said that their school library had good environment to study, but most of public school teachers said that their school library does not have conducive environment to study.

As described in table 4.8, on item 3, teachers were asked whether the teachers guiding students on using library or not for effective utilization of library resources that inputted for better students’ academic performances. On top of this, the 8(19.5%) of private schools and 32(61.5%) of public schools respondents’ replied that they were not guide their students on using library. In the same way, 33(80.5%) of private school and 20(38.5%) of public school teachers replied that they were not guide their students on using library.

As it is showed from table 4.8, on item 4, private and government schools of Kellem Wollega Zone teachers were asked frequency of teachers encouraged students to visits library. Regarding this, 27(65.9%) of Private and 20(38.5%) of public school respondents responded frequently, 4(9.8%) of private and none of public school respondents responded some times, 2(4.9%) of private and

24(46.2%) of public school respondents responded rarely, and 8(19.5%) of private and 8(15.4%) of public school respondents replied never.

4.1.9.3. Teacher's perception on who should play a role to maximize library resource utilization

This questionnaires were used to obtain detailed information from teachers respondents of the sampled schools on regarding to the role to maximizing library resource utilization. Therefore 33(80.5%) of private school teachers and 34(65.4%) of public schoolteachers replied that in order to maximize library resource utilization the school administrative, the students' parents, the teachers and the learners' should play a great role.

4.1.9.4. Teachers perceptions on what library stakeholders should do in order to utilize library

This questionnaires were helps identify what should library stakeholder do in order to utilize library resources efficiently to improve students' academic performance as a consequence. Regarding this, 26(70.7%) of private school teachers and 36(69.2%) of public schools teachers stated that the administrative body (education office and school management) should allocate budget to fill the library with more books, the students' parents should contribute to build or widen the study rooms of the library and the students should inform their interests so that the required quality and amount could be obtained. Additionally, nowadays most students are reluctant to use library to boost their academic performance. So parents, teachers, school heads, and school librarians should arouse their interest. Furthermore, schools and parents as well as private sectors are expected to work on improving library facility and in advance develop their students' academic performance. Finally, most of both private and public school teachers suggested on to transform library of their school library the school administration, parents, teachers, students and the private sector should contribute to transform the library.

4.1.10. Qualitative data result

All interviewed school heads of the selected private and government schools replied that since the success of the students' depends on well-equipped library, Internet connectivity, professional librarians and enough teachers therefore the task of school head is to facilitate and provide essential things that going to an input for better academic performances of our students. Also keeping the school environment safety for both teachers and students, planning how to transform their school library, creating awareness for students on the use of library in order to improve their academic

performance providing materials that needed for our school library and creating conducive environment for teachers to teach students effectively. Providing information needs of its students and teachers.

As stated by school heads of Betel Evangelical secondary school “in order to improve academic performances of our students the main contribution of school heads included preparing the exam by code in order to protect students cheating from each other (this can help our students to have confidences), pushing all of our school teachers to prepared assignments and deferent worksheets for the students and they were going to search materials from our school library to do their assignments and worksheets, limiting the students using the mobile phone in a class this helps the students to focus on learning only and since our school have a dormitory for students we have create awareness to our students in order to use library 24 hours”.

Additionally, According to school head of Betel Evangelical secondary school *“one of the responsibility of school director is motivating and ensuring staffs to carry out their roles well; especially that of providing quality education particularly students’ academic performances and said that their school library helped students to achieve better when doing tests and national examinations because our school have favorable environment for students to study, library is well equipped to support teaching and learning process in order to improve students’ academic performances”*.

According to school library of Adventist primary school their students use library for different activities like to do homework, most of the time they used library to prepared themselves for national (grade eight) and traditional exam as well as sometimes to find materials for pleasure reading. The challenges specified by the school librarian from Adventist primary school said that, “...our school library shelves are not big enough to hold the books in a way that the students can easily see them.” He also said that the school library room is small related to the number of students who use the library. Evangelical secondary school (BESS) head said:

“Our school teachers provide assignment and different worksheets that needs students to use our library resources in order to improve our students’ academic performance and the school management follows time to time whether the teachers of our school prepare a well-organized worksheets that helps the students for practices in all subjects or not.”

As all interviewed school librarians of public schools stated that most of the time our students uses library for the aim of to find materials for pleasure reading and sometimes to homework. The library input is valuable tool for assisting students’ academic learning, in which case the library has to be well

resourced in order that it can help students in academics. Furthermore, librarians reported the same problem which was also observed by the researcher when he visited the libraries in the sampled schools. This means that there was a need for providing sufficient materials (like textbooks, dictionary) and the books available were too old which could not help students in the learning process. The overall view of school librarian of Olike Dingil primary school and Kellem secondary school on the challenges facing schools libraries include lack of relevant textbooks, small library reading rooms, limited reading hours, lack of professional librarians and lack of current and up to date reading materials are hindered utilization of the library for better students' academic performance.

The challenges stated by the heads of Kellem secondary school on the utilization of library resources effectively to improve their academic performances included lack of updated textbooks, because of family background problems students have no willing to use library, library reading rooms being small to accommodate the total number of students in a school and also the government not providing adequate funds to run the libraries.

All the interviewed school heads of private school use different strategies to motivate students and teachers to visit library such as by giving assignment, taking students in to library. In Betel Evangelical secondary school, during flag rise, students are always informed about the services given by school library, but not in the government school heads interviewed. Further, according to the majority of interviewed school heads of private and public schools, when teachers miss class, students are informed to go library. Teachers also give library assignments to students.

Overall, the finding showed that librarians and school directors have not discharged the responsibilities as expected of them. They did not promote library use in collaboration with concerned stakeholders like family committee and teaching colleagues.

Furthermore, on the question of how library resources utilization impacted students' academic performances all school heads interviewed stated that students needed to be given induction on suitable use of the library, the library has to have up to date books and adequate textbooks, enlarging library room in order to house numerous students at once; and permitting students sufficient time to use the library.

Regarding getting help from educational bureau according to all interviewed both private and public school librarians and school directors report, school libraries do not get help from educational Bureau. For example, it does not employ qualified librarians, regardless of requests coming from government schools, but suggests assigning librarians from teachers and their task were only controlling by supervising the school.

As suggested by school heads and school librarians of the selected school in order to minimize the challenges that faces students to improve their academic performances giving training for librarians time to time regarding library system , having induction to students on suitable ways of using library resource effectively, students adequate time to use library, building standardized library, providing Internet connection , assigning qualified librarians and giving scholarship in library science. All interviewed school librarians and school director emphasized on the importance of building standardized library rooms which is varnished with enough and up-to-dated books.

According to school head of Olike Dingil primary school “We have converted one classroom to library. We do have students of more than 22 sections; as the library cannot host all our students, it is important to construct a standardized library which can serve large number of students as the school has spacious and empty space. As can be observed by the researcher there were no libraries with computer connected to Internet in selected private schools; they also suggested to be provided computers by zonal education office.

As all interviewed school heads of the selected private and government schools replied regarding to what should be done to transform school library, to transform school libraries from bad status to effective school library the school administration, students parent, teachers and private sectors should contribute to improve library facilities like sufficient library resources, up to date and relevant books. The school director and education office should work strongly on 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.

4.2.1. T-test for the results of students’ scored at the regional and national exam

To test whether there is a significant difference between the performances of students studied at different schools, we use a t-test. A secondary data of results of students’ recorded from both private and public schools tested by statistical t-test. The statistical t-test used to test the hypothesis:

H₀: There is no difference between the means of results of students' in

private and public schools ($\mu_1 - \mu_2 = 0$)

H₁: There is a difference between means of results of students' in

private and public schools ($\mu_1 - \mu_2 \neq 0$)

Under H_0 is true, by assuming that populations have the same variance,

$$\text{Test Statistics: } T_{cal} = \frac{\bar{x}_1 - \bar{x}_2}{sp \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where

$$sp = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where \bar{x}_1 and \bar{x}_2 are sample means, S_1^2 and S_2^2 are sample variances of score of private and public school students, respectively.

At 5% level of significance, we reject H_0 if T_{cal} is not exceeds the critical value $t_{n_1 + n_2 - 2, (\alpha/2)}$ or equivalently, if p-value is less than 5%.

Table 4.9: T-test for comparison of results of private and public school students'

S/N	Academic level	School Type	Sample Size	Mean of ESLCE	SD	SE Mean	T value	Sig.	95% CI	
									Lower	Upper
1	Grade 8	Private	175	45.7	10.1	0.77	6.09	0.00	4.00	7.82
		Public	210	39.8	8.88	0.61				
2	Grade 10	private	112	2.97	0.48	0.045	7.47	0.00	0.304	0.521
		Public	333	2.56	0.51	0.028				
3	Grade 12	private	245	423.9	30.3	1.9	11.49	0.00	30.57	43.17
		Public	410	387.0	44.4	2.2				

CI = confidence interval

From the above table, we have enough evidence that the mean of score of students' studied at private schools is significantly different from of those who studied at public schools for students of grade 8, 10 and 12 ($p - value = 0.00$, which is less than 5% for each). Since the calculated T-value is positive for each academic level, it means that the average results of score of students' studied at private schools is significantly higher than those who studied at public schools.

4.2. Discussion

4.2.1. The extent of library resource utilization

On the basis of analysis and interpretation of collected data of respondents, it is clear that almost all of the private school teachers provide assignment that needs students to use the library resources and half of public school teachers provide assignment that needs students to use the library. Most of public school students use library one up to two times per week while more than half of private school students use library three or more time per week. As far as library usage is concerned, the finding revealed that private school students who more frequently use library are performed high in their national exam while that of public school students who did not frequently use library are performed less in their national exam. The finding implies that effective library usage impacts students' 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 their national exam.

Regarding for what purpose students use the library, most of private school students uses library to prepared themselves for exam while most of public school students uses library to do homework. One reason of opening school library is to help students prepare for school and national exams. Students are expected to use libraries before sitting for exam. Also, the result shows the importance of taking into account the advice of Squire (1967) who suggests opening libraries throughout the school library to help students who read for High School national exams. Therefore, from the finding the researcher can conclude that private schools students are better than government school students by using library to prepare themselves for national exams.

4.2.2. Impact of library resources usage on students' academic performance

The study found that availability of library service and enough resources, help students to score high in their national exam. The research result indicated that both private and public School library does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance, this is in accordance with the study of Skretas, (2005). Thus, it is possible to say both private and public schools students had similar ideas on their school does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance. Therefore, the study revealed that deficiency of library resources (books, text books, dictionaries,

etc) in school library can leads to poor academic performance of the students. This result is in accordance with Suleiman (2018).

From the finding, it is shown that a greater majority of both private and public schools students and teachers agreeing that absence of library resources use and library service in a school can lead to student's poor performance in their national exam. This result is agrees with those of Gojeh and Worku (2015) which found available library materials, both hard and soft copies were inadequately used by the instructors and students and the services provided by the library system were found to be less satisfactory for majority of the respondents implying negative impact on quality education. From this analysis at least 82% from both private and public schools students agree that the availability of library service and enough resources, help students to score high in their national exam. This analysis supports the idea of Haycock (1995) and Wavell (2001). Regarding using library resources do not have significant positive impact on academic performance, the response of students reveals that using library resources do not have significant positive impact on academic performance. This result opposes the findings of Chan (2008). This may because of lack of awareness creation for both private and public students regarding library resources had significant impacts on their academic performances if they were use those library resources effectively.

4.2.3. Factors hindering library resources utilization

The hindering factors are related to human and non-human resources. The study revealed that in both public and private schools libraries, there is lack of resources and proficiency to give pupils the best chance to achieve and flourish and this causes to poor students' academic performance. From the finding, it is shown that both private and public school library spaces not big enough to allow many students to use the library at once, inadequate opening schools Library Hours and Lack of professional trained librarians, lack of enough support from library stakeholders, inappropriate location of school libraries, outdated and out of boundary reference books, poor technology infrastructure. This analysis supports the idea of Skretas, (2005) and Goje et al. (2013) which reported factors that enhance academic performance of the students that includes 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.

4.2.4. Roles played by library stakeholders

The study revealed that the majority of private school librarians, private student parents and private schools teachers encouraged their students to use library effectively. Also, private school teachers give assignments and homework to be done in libraries. However, most of public school librarians, public student parents and public schools teachers do not encouraged their students to use library effectively. Public schools heads do not visit libraries, public school librarians do not discharge well their responsibilities such as organizing libraries, communicating services and programs of the school library to the library's stakeholders.

4.2.5. T-test for comparison of results of private and public school students'

As a general, the results scored by private school students are greater than that of public school students. This is arises due to the following reasons.

From the analysis of table 4.4 on item 1, 95% of private school and 58.8% of public school students are satisfied with library resources available in their school. Thus, there are enough materials in private schools libraries and deficiency learning materials were appeared in public schools libraries that hinder library resources utilization for students' academic performance improvement. This finding agrees with the study of Lonsdale (2003).

Again from table 4.4 on item 3, 65% of private school and 30.6% of public school students agreed that their school libraries have a conducive environment for students to read. This shows that private school libraries are better than public school libraries in creating favorable environment for students to read that contribute to better students' academic achievement. Thus, conduciveness of the private school libraries made students to achieve better. Hence, this result supports the study of Jato (2014), which identifies positive impact of libraries on the students' performance.

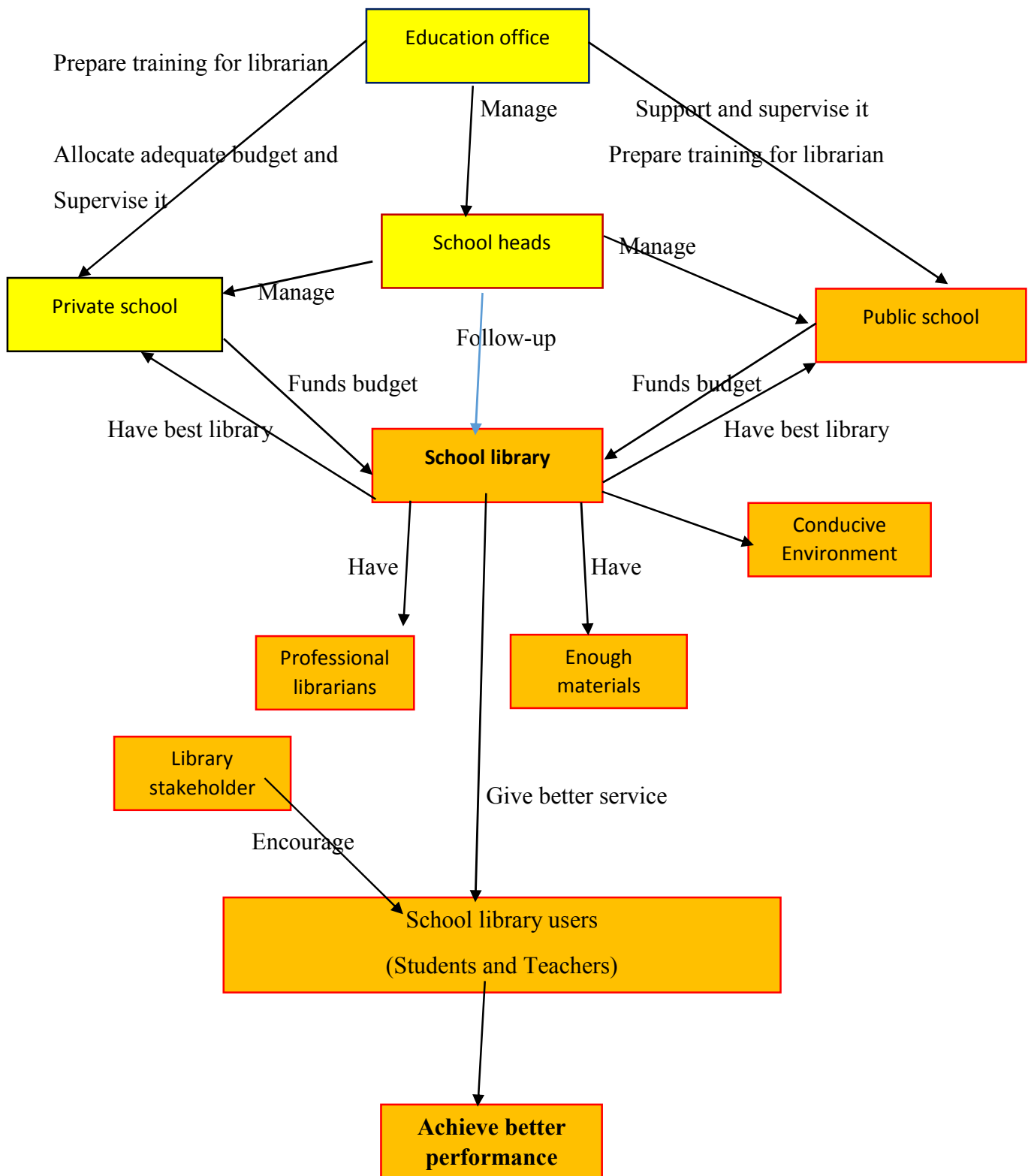
Stakeholders' encouragements have a great impact on the increasing performance of students'. In private schools, higher percentage of students gets encouragements from librarians, parents, teachers and school head; while, higher percentage of students in public schools gets not. From table 4.5 on item 5, the response of the frequency of the students on the act of awareness creation activities to use library result reveals that 43% of private and 6.9% of public school frequently aware, while 15% of private and 6.3% of public school, were response in act sometimes on awareness creation activities to use library for academic improvement purpose. From this result most of private school students had get frequently awareness creation activities in their school to

use library for academic improvement purpose and most of public school student had never get awareness creation activities in their school to use library for academic improvement purpose. The finding implies that private schools teachers were better than public schools teachers in encouraging their students in using library resource effectively. This result is in accordance with the findings of McGrath,(1969); Skretas, (2005); Goje et al. (2013).

From table 4.6 on item 2 results, 85.4% of private school and 11.5% of public school teachers were provide assignments that enforce their students to search materials in library. A very small percentage of public school teachers make the students to visit library. The minimal number of teachers does that because majority of books and other materials in their school libraries were outdated, irrelevant and insufficient books to all students.

Here in this study in order to achieve the specific objectives and to answers the research questions the researcher was used different data collection methods to acquire reliable and adequate information from the respondents. Those data collection techniques are questionnaire, interview, document review and observation. Based on this the novel findings of this study was identified which are lack of professional trained librarians, lack encouragement from school heads, lack of adequate library resources, lack of internet connected to computer in the school library and library spaces not big enough to allow many students to use. Public schools faced lack of student's encouragement by library stakeholders, lack of conducive environment to study, inadequate opening library hours, the absence of awareness creation and giving induction/orientation for students on how to use library resources effectively was one of the main problem for public schools rather than private schools of Kellem Wollega Zone. Therefore, due to this problems there were the divide of students' academic performance in between private public schools in Kellem Wollega Zone. Based on data analysis and discussion in order to minimize the divide of student academic performance between private and public schools of Kellem Wollega Zone the following framework was proposed.

Figure 4.1. Proposed framework to minimize the difference b/n private and public school



The Description of the Proposed Framework

Here in this school library framework Educational Bureau works with both private and public schools by monitoring school heads of respective schools, allocating adequate budget for the school, confirming the quality and standards of teaching and learning in schools and prepares trainings for school librarians. School heads of respective schools manage the school and follow-up student achievement with his/her school stakeholder and encourage parent involvement especially for building and renovating school libraries.

The school library should be well provided with enough resources, lacking adequate library resources it is tough to find the good work of the school library. The difference roles of school library definitely impact the reading capabilities of students and teachers where the important, up-to-date and sufficient resources is readily available. While the school library plays its role of supporting learning, the students and teachers should be liable of efficiently using the resources available in their school library and library stakeholder should encourage their students to use library resources that have positive impact on their academic performance..

Also, professional school librarian should be hired to work in the school library as expected. The library that have adequate resources and other facilities but without the professional school librarian the library not efficiently play its role in improving students' academic performance. Professional librarians provide direction to students and teachers which helps to develop the ability to search and retrieve library resources available in their schools. The school library should be able to provide for the students and teachers with the school library environment which is safe and conducive. The school libraries with adequate are more valuable to those students who are from the families poor in financial especially students of public schools.

Chapter Five

Conclusion and Recommendation

5.1. Conclusion

This study is about comparative study between private and public school on impact of library resources utilization on students' academic performance and the need to transforming school libraries. The findings of the study depicted that students of private schools are satisfied by resources available in their school library. The public schools students are not satisfied by resources available in their schools. Also, almost all teachers in private schools enforces the students to visit library while only half of those teachers in public schools are do this. Thus, private school students are better than government school students regarding to usage of library resources. When compared with public school students' higher percentage of private school students use library to prepare themselves for exam and to do homework. In both private and public schools higher percentage of the students agreeing that library resources utilization and availability of library service and adequate resources play an important role to achieve better performance. Therefore, the perceptual differences between private and public schools were not pointed out.

If school library resources utilized effectively, it has positive impact on student academic performance. Along the line of this, the study identified major challenges that hinder effective library utilization and factors that affect the performance of students in private and public schools of Kellem Wollega Zone. These were lack of professional trained librarians, lack encouragement from school heads, lack of adequate library resources, lack of internet connected to computer in the school library and library spaces not big enough to allow many students to use. Nonetheless, public schools faced lack of student's encouragement by library stakeholders, lack of conducive environment to study, inadequate opening library hours, the absence of awareness creation and giving induction/orientation for students on how to use library resources effectively was one of the main problem for public schools rather than private schools of Kellem Wollega Zone.

Finally, the comparison made between their results scored by private school students and public school students in national and/or regional exam by using T-test showed that the average results of scores of students at private schools is significantly higher than those at public schools. Depending on the findings of this study students' performance of private schools is better than students' performance of public schools because of library resource availability and effective utilization of resources available in their schools. Therefore, the study proposed strategic

framework that can contribute to the effective utilization of library resources that led to better students' academic performance and minimize the divide between private and public schools of Kellem Wollega Zone.

5.2. Recommendations

Based on the main findings of the study, numerous recommendations are made. These recommendations are for action by different stakeholders and also for carrying out further research.

5.2.1. Recommendations to Education office

- Education office should full fill Public schools libraries with enough materials (current and updated reading materials) which is relevant and sufficient for all students.
- Education office should build a wide library which its space is wide enough to allow many students to use for public school.
- Professional trained libraries should hired to treats students in library and opening library hours should be improved.
- Education office should do an awareness creation by giving different inductions regarding on how to use library and library resources.

5.2.2. Recommendations to Library Stakeholder

- Teachers in public schools are expected to enforce their students to visit library frequently by giving different tasks like assignment, worksheets and etc.
- Librarians and parents should encourage their students to study in the library by using resources of their school library effectively.
- Conducive environment and noiseless conditions should be satisfied for students in and around the library.

5.2.3. Recommendations for Further Research

- The researcher recommends for further research on the gap of comparative study of impact of library resources on academic performance of students as a country level.
- Future studies can carry out accessibility of school library resources and services for handicapped students and/or they can carry out a comparison study on public and private schools.
- Developing cloud library to minimize the gap between public and private school library resources in order to improve academic performance of the students.

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Appendixes

Appendix I: Teachers Questionnaires

Dear respondent, my name is Mihretab Tesfayohannis. I am a Post Graduate student at the Department of Information Science, Jimma University. I am conducting a thesis entitled: “**The Impact of Library Resources Utilization on Students’ Academic Performance and The Need to Transforming Schools Libraries: Comparative Study between Private and Public School in Kellem Wollega Zone**” Respondents’ opinion is considered important in this survey because it will ultimately come up with empirical evidence of library impact on students’ academic performance and most importantly lead to transforming library resources utilization and. Please answer the questions with all frankness by circling the letter of the given choices or put [✓].

Thank you very much for your time and cooperation.

If you have any question please contact me at my address below:

Name: Mihretab Tesfayohanis

Tel. No. 0931102138

E-mail address: miremsc2011@gmail.com

Part I: Personal Information

1. Type of School.....
2. Name of School.....
3. Grades you teach A. 1-8 B. 9-12
4. Gender: A. Male B. Female
5. Qualification A. Certificate B. Diploma C. BA/BSc D. MA/MSc
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

Part II: Questions about the extent of library resource utilization

1. Do your students use library?
A. Yes B. No
2. Do you provide assignments that direct students to search materials in library?
A. Yes B. No

3. How regularly do you yourself visit library to find material which guides your student's tasks?

A. Frequently (every day) B. Some times (1-2 days/week C. Really (1/month or less) D Never

4. During every section for how long do you use library?

A. Less than one hrs B. 1-2hrs C. 2-3hrs D. more than 3 hrs

5. Do you borrow books from the library?

A. Yes B. No

6. Is the time (opening hours) to use library in your school good enough?

A. Yes B. No.

Part III: Please indicate the extent to which you agree or disagree with the following **impact of library resources on academic performance** by putting a tick (✓) mark in the appropriate box. Strongly agree=5, Agree=4, Not sure=3, Disagree=2 and strongly disagree=1

S/n	Impact of library resources on academic performance	5	4	3	2	1
1	For improving students' academic performance, Library Resource Utilization play very important role					
2	Availability of library service and enough resources, help students to score high in their national exam					
3	Absence of library resources use and library service in a school can lead to student's poor performance in their national exam					
4	Library resources utilization improves students' academic performance					
5	Using library resources do not have significant positive impact on academic performance					
6	My School has got enough library resources (books, dictionaries, etc) for students and teachers and is contributing positively for academic performance					
7	My School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance					

Part IV: Questions about Factors hindering library resources utilization

1. Does your school library have enough materials to facilitate teaching and learning materials?

A. Yes B. No

2. What challenges do students face when you direct them to visit library?

i. _____

ii. _____

iii. _____

3. Does the school library have a conducive environment for students to read?

A. Yes B. No

4. If your answer to question number 3 is “No” Why not?

5. What do you suggest to improve school library resource utilization?

_____.

Part V: Questions about roles played by library stakeholders

1. As a teacher do you guide/encourage students on using library?

Yes B. No

2. If your answer to question number 1 is yes, how often do you give encouragement for your students to visit library?

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

If your answer to question number 1 is no? What is the reason(s)?

_____.

3. Do students accept your advice and use library?

A. Yes B. No

4. Who do you think should play a role to maximize library resource utilization?

5. What should these library stakeholders do in order to utilize library resources efficiently to improve students’ academic performance as a consequence?

6. To transform the library of your school library, what do you suggest?

7. If there is any other point you would like to raise regarding impact of library resource utilization, please fill free to state.

Appendix II: Student Questionnaires (English)

Dear respondent, my name is Mihretab Tesfayohannis. I am a Post Graduate student at the Department of Information Science, Jimma University. I am conducting a thesis entitled: “**The Impact of Library Resources Utilization on Students’ Academic Performance and The Need to Transforming Schools Libraries: Comparative Study between Private and Public School in Kellem Wollega Zonee**” Respondents’ opinion is considered important in this survey because it will ultimately come up with empirical evidence of library impact on students’ academic performance and most importantly lead to transforming library resources utilization and. Please answer the questions with all frankness by circling the letter of the given choices or put [✓].

Thank you very much for your time and cooperation.

If you have any question please contact me at my address below:

Name: Mihretab Tesfayohanis

Tel. No. 0931102138

E-mail address: miremsc2011@gmail.com

Part I: Personal Information

1. Type of School.....
2. Name of the School.....
3. Grade: _____
4. Gender A. Male B. Female
5. Age A.6 -10 B.11–15 C. 16-20 D. Above 20

Part II: Questions about the Extent of Library Resources Utilization

1. Do teachers provide you assignment that needs you to go library?

A. Yes B. No

2. How often do you use the library?

a) All school days b) Weekly c) 1-2 times per week d) 3 or more times per week e) Never

3. For what purpose do you use the library?

- A. To find materials for pleasure reading B. To do homework
 C. To prepared for exam D. To read reference materials E. For all of these purposes
4. To what extent are the books and other library materials accessible in the school library?
 A. In Very high degree B. High degree D Low degree D. Very low degree
5. Have you attended any orientations on how to use library resources?
 A. Yes C. No

Part III: Please indicate the extent to which you agree or disagree with the following **impact of library resources on academic performance** by putting a tick (√) mark in the appropriate box. Strongly agree=5, Agree=4, Not sure=3, Disagree=2 and strongly disagree=1

S/n	Impact of library resources on academic performance	5	4	3	2	1
1	For improving my academic performance, Library Resource Utilization play very important role					
2	Availability of library service and enough resources, help students to score high in their national exam					
3	Absence of library resources use and library service in a school can lead to student's poor performance in their national exam					
4	Library resources utilization improves students' academic performance					
5	Using library resources do not have significant positive impact on academic performance					
6	My School has got enough library resources (books, dictionaries, etc) for students and teachers and is contributing positively for academic performance					
7	My School does not have enough library resources (books, text books, dictionaries, etc) for students and teachers and thus is contributing to poor academic performance					

Part IV: Questions about Factors hindering library resources utilization

1. Are you satisfied with library resources available at your school?

A. Yes b No

2. If your answer is “Yes” to question number 1, to what extent?

A. Very satisfied B. Moderate satisfied C. Slightly satisfied D. Not satisfied at all

If “No” Why.....

2. Is there any challenges you are facing when visited library?

A. Yes B. No

If Yes, mention the challenges.

i) _____

ii) _____

iii) _____

3. Does the school library have conducive environment for students to read?

A. Yes B. No

If “No” Why not?

What do you suggest to be done? _____

Part V: Questions about roles played by library stakeholders

1. I get help from school librarian

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

2. I get encouragement from my parents to visit library

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

3. I get encouragement from my teachers to visit library

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

4. I get encouragement from my school head to visit library

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

5. There is awareness creation activities in my school to use library for academic performance improvement purpose.

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

Appendix III: Student Questionnaire (Afaan Oromo)

Maqaan ko Mihretab Tesfayohanis jedhama. Yuunivarsitii Jimmatti barataa digirii lammaffaati. Waraqa qo'annoo eebbaa Mataduree “**Dhiibbaa itti fayyadamni qabeenyi mana kitaabaa ga'umsa barattotaa irratti qabu**” jedhurratti hojechaan jira. Bu'aan qo'annoo kanaas, itti fayyadamaafi tajaajila bulchiinsa mana kitaabaa mana barumsaa foyyeessuuf oola. Kanaafuu fixxaan bahuu hojii qo'annoo kanaaf yaadni isiin kennitan gahee quddaa qaba. Yaadni fi deebiin isiin kennitan icitiidhaan qabama. Kana ma lees maqaa keessan eeruun ykn barreessuun isin irraa hin eegamu. Deebii sirrii ta'e akka kennitanis kabajan isin gafanna. Galatooma.

Kutaa tokko: Ragaa Dhunfaa

1. Maqaa mana barumsa kee _____
2. Kutaa meeqa baratta? _____
3. Saala A. Dhiira B. Dhala
4. Umrii A. 6 – 10 B. 11 – 15 C. 16 – 20 D. 20 ol

Kutaa Lama: Gaaffilee haala itti fayyadamiinsa meeshaalee mana kitaabaa

1. Barsiisaan kee hojii manaa mana kitaabaa deemuu si barbaachisuu sif kennaa?
A. Eyyee B. Lakkii
2. Yeroo meeqa mana kitaabaatti fayyadamtta?
A. Yeroo Hundumaa B. Torbeetti si'a tokko C. Torbeetti si'a tokko ykn Lama
D. Torbeetti si'a sadiif isaa ol E. Tasumayyuu hin fayyadamu
3. Dhimma Maalitiif mana kitaabaa fayyadamtta?
A. Hojii daree hojjechuuf B. Hojii Manaa C. Kitaabilee nama bashannansiisan dubbisuuf
D. Qormaataf qophaa'uuf
4. Mana kitaabaa mana barumsa kee kessatti haala akkamitiin kitaabilee argachuun danda'ama.
A. Haala baay'ee salphaa B. Haala salphaa C. Haala rakkisaa D. Haala baay'ee rakkisaa

5. Haala itti fayyadama mana kitaabaa irratti leenjii fudhattee beekttaa?

A. Eeyye fudhadheera B. Lakki hin fudhanne

Kutaa sadi: Dhiibbaa itti fayyadamiinsi meeshaalee mana kitaabaa ga'uumsa barattootaa irratti qabu hangam kan itti walii galtaniifi itti walii hin gallee mallattoo kanaan (√) agarsiisa.

Bay'een itti walii gala=5 ittan walii gala =4 adda hin baasee hin beeku=3 itti walii hingalu Tasayyuu itti walii hingalu

S/n	Impact of library resources on academic performance	5	4	3	2	1
1	Ga'umsa ko foyyessuuf itti fayyadaminsi meshaalee mana kitaabaa gahee olaanaa qaba					
2	Tajaajilli mana kitaabaa fi meeshaleen mana kitaabaa gahaa ta'e jirachuun isaa akka barattotni qormaata biyyolessa isaanii irratti qabxii olaanaa galmessaniif fayyada					
3	Tajaajilli mana kitaabaa fi meeshaleen mana kitaabaa gahaa ta'e jirachuu dhabuun isaa akka barattotni qormaata biyyolessa isaanii irratti qabxii gadaanaa galmessan taasisa					
4	Itti fayyadamiinsi meeshaalee mana kitaabaa ga'umsa kee ni foyyeessa					
5	Itti fayyadamuun meshaalee mana kitaabaa danddettii barnootaa irratti Dhiibbaa qabatamaan qaajeelaa ta.ee hin qabu					
6	Manni barumsaa koo meeshaalee mana kitaabaa (kitaabaa, hiikka jechootaa ykn dictinarii fi kkf) gahaa ta.e barattotaaf fi barsiisootaaf qaba. kunimmoo danddetti barnootatiif galte qajeelaa dha					
7	Manni barumsaa koo meeshaalee mana kitaabaa (kitaabaa, hiikka jechootaa ykn dictinarii fi kkf) gahaa ta.e barattotaaf fi barsiisootaaf hin qabu. kunimmoo dadhabina barnootatiif sababa ta.a.					

Kutaa afur: gaaffilee waa'ee itti fayyadamu meeshaalee mana kitaabaatti danqqaa ykn gufuu ta'an

1. Meeshaaleen mana kitaabaa mana barumsaa kee keessa jiru si gammachiisaa?

A. Eeyye na gammachiisa B. Lakkii an hin gammachiisu

Yoo deebiin ke "eeyye" ta.e hangam si gammachiisa?

A. Baay.ee na gammachiisa B. na gammachiisa C. hamma ta'e na
gammachiisa D. Tasayyuu ana hin gammachiisu

Yoo deebiin kee "lakkii" ta.e maaliif si hin gammachiisu?

2. Yeroo mana kitaabaa fayyadamtu rakkooleen si mudatan jira?

A. Eeyyee jira B. lakkii hin jiru

Yoo deebiin kee "lakki ta.e" rakkoolee jiran tarreessi

3. Manni kitaabaa mana barumsaa keetii haala mija'aa ta.e qabaa barataan akka dubbisuuf?

A. Eeyye qaba B. Lakki hin qabu

Yoo deebiin kee "Lakki hin qabu ta.e" Maaliif hin qabu?

Maalfa gorsita akka hojjetamuuf? _____

Kutaa shan: gaaffilee waa'ee hirmaattotni mana kitaabaa gahee isaan taphatan

1. Hojjetaa mana kitaabaa mana barumsaa kee irraa 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 hinjajjabeessan E. Hinbeeku

2. 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 hinjajjabeessan E. Hinbeeku

3. Mana kitaaba mana barumsakee akka itti fayyadamtu barsiisonnikkee hammam si jajjabeessu?

A. Yerro baay'ee C. Yeroo xiqqoo (muraasa)

B. Darbee darbee D. Tasumayyuu naa hinjajjabeessan E. Hinbeeku

4. Itti gaafatamaan mana barumsaa keetii mana kitaaba mana barnoota kee keessa jiru akka deemtu hammam si jajjabeessa?

A. Yerro baay'ee C. Yeroo xiqqoo (muraasa)

B. Darbee darbee D. Tasumayyuu naa hinjajjabeessan E. Hinbeeku

5. Dhimma danddeetti barnootaa fooyyeessuuf mana barumsaa koo keessatti mana kitaabaa fayyadamuuf gochi kaka'uumsa uumuu hangam jira.

A. Yerro baay'ee C. Yeroo xiqqoo (muraasa)

B. Darbee darbee D. Tasumayyuu naa hinjajjabeessan E. Hinbeeku

Appendix IV: **Interview Questions for School Director**

1. What is your contribution in improving students' academic performance?
2. How the library resources utilization impact students' academic performance?
3. Do you have enough library materials to support teaching and learning?
4. Does your school's library have favorable environment for students to study?
5. What strategies does the library use to motivate students and teachers to visit library?
6. Do you get any help from educational bureau or others for school library?
7. What are the challenges that faces students in using library resources effectively to improve their academic performance?
8. What do you suggest to minimize the challenges that faces students to improve their academic performance?
9. What do you suggest to minimize the difference between your school and other schools (private schools and public schools)?
10. How do you see the efforts of the stakeholders towards improving school library? Is it enough? What is the missing link?
11. What should be done to transform school library?
12. If there is any other point you would like to raise regarding impact of library resource utilization, please fill free to state.

Appendix V: Interview Questions for Librarians

1. For what activities students use library?
 2. Do you have enough and updated library materials to support teaching and learning?
 3. For your experience do teachers and students have tendency of visiting library to search teaching and learning materials?
 4. As librarian do you guide students on using library? If no, why?
 5. Are you librarian by professional? If no, why?
 6. Is school library environment favorable for students to read? If no, why?
 7. What do you suggest to minimize the difference between your school and other schools (private schools and public schools)?
 8. Who are the stakeholders for school library?
 9. Is their contribution of library stakeholder as expected and enough?
 10. What other contribution(s) do you expect to transform library?
- If there
11. If there is any other point you would like to raise regarding impact of library resource utilization, please fill free to state.

Appendix VI: Observation Checklist

No	Availability of Library Resources and services	Yes	No
1	Electronic resources		
2	Audio-visual material		
3	Sufficient Books		
4	Sufficient Text books		
5	Display of library opening hours		
6	Neat environment		
7	Computer in the library		
8	Comfortable reading environment (chair, table, enough light...)		
9	Enough space		
10	Access to books, text books, ...		
11	Library professionals assisting/guiding the students		
12	Acceptable manner of material arrangement on the shelves		