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SCHOOL LIBRARY MEDIA CENTRES (SLMCs):  
DEVELOPING BOYS' SECONDARY SCHOOL  
LIBRARIES IN THE KINGDOM OF SAUDI ARABIA

By:

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IN THE NAME OF ALLAH, MOST GRACIOUS,  
MOST MERCIFUL

## DEDICATION

To my parents

For their prayers and good wishes

To my wife Amirah

For her endless support

To my children Abdulrahman, Noor, Mohammed, Zainah and Ahmed

For their smiles which have brightened nights of lengthy study

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*Ibrahim K. Arif Bekhari*

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## ABSTRACT

This descriptive study concerns the development of boys' secondary school libraries in Saudi Arabia into centres for learning in the light of school library media centres in developed countries. Saudi Arabia recognises the importance of developing the learning environment and adopting modern concepts of learning. Teaching the 'Library and Research' instruction, the Schools' Net Project and the Learning Resource Centres Project are evidence of concern with facilitating learning through resource-based school libraries.

In order to obtain information about the current situation of school libraries, questionnaires were distributed to schools and to administrative area managers. The overall response rate was 41.6 and 69.2% respectively. The survey results showed that school libraries generally are poor and school librarians neither skilled nor trained. School libraries generally have poor collections, an absence of full-time qualified librarians, a lack of IT, inadequate educational activities and insufficient funding. They therefore cannot be expected to play a significant role in the educational process. In contrast, the majority of school librarians, school managers and administrative area managers reported encouraging attitudes towards modern concepts of learning and school library media centres.

Recommendations for development focus on three areas: the learning environment; the physical infrastructure of the school library and its resources; and the status and position of school librarians. The necessity of changing the traditional learning approach into a student-centred approach is stressed. To support such an approach, information skills should be introduced and IT should be considered an important method of accessing information. The role of the school library in the learning process also needs to be recognised and school librarians should be seen as an important part of the educational team. They should have appropriate qualifications in Library and Information Science and be able to access in-service training. Finally, school librarians should be involved in formal collaboration with teachers to develop an effective learning environment.



## ACRONYMS

|               |   |
|---------------|---|
| <b>AASL</b>   | American Association of School Librarians                         |
| <b>AECT</b>   | Association for Educational Communications and Technology         |
| <b>ALA</b>    | American Library Association                                      |
| <b>ALECSO</b> | Arab League Educational, Cultural and Scientific Organisation     |
| <b>ALIA</b>   | Australian Library and Information Association                    |
| <b>ASCD</b>   | Association of Supervision and Curriculum Development             |
| <b>ASLA</b>   | Australian School Library Association                             |
| <b>ATLC</b>   | Association for Teacher-Librarianship in Canada                   |
| <b>CD-ROM</b> | Compact Disc Read Only Memory                                     |
| <b>CE</b>     | Continuing Education  |
| <b>CMIS</b>   | Curriculum Materials Information Services                         |
| <b>COSLA</b>  | Convention Of Scottish Local Authorities                          |
| <b>CSLA</b>   | Canadian School Library Association                               |
| <b>ERIC</b>   | Educational Resources Information Centre                          |
| <b>GPGE</b>   | General Presidential of Girls' Education                          |
| <b>IALS</b>   | International Adult Literacy Survey                               |
| <b>IASL</b>   | International Association of School Librarianship                 |
| <b>ICT</b>    | Information and Communications Technology                         |
| <b>IFLA</b>   | International Federation of Library Associations and Institutions |
| <b>ISTE</b>   | International Society for Technology in Education                 |
| <b>IT</b>     | Information Technology  |
| <b>KFNL</b>   | King Fahad National Library                                       |
| <b>LA</b>     | Library Association   |
| <b>LISA</b>   | Library and Information Science Abstract                          |
| <b>LRCP</b>   | Learning Resource Centres Project                                 |
| <b>MOE</b>    | Ministry of Education, Saudi Arabia                               |
| <b>NEMA</b>   | Nebraska Educational Media Association                            |
| <b>NETS</b>   | National Educational Technology Standards                         |
| <b>NMLA</b>   | New Mexico Library Association                                    |
| <b>OPAC</b>   | Online Public Access Catalogue                                    |
| <b>SLA</b>    | School Library Association  |
| <b>SLMC</b>   | School Library Media Centre                                       |
| <b>SLMS</b>   | School Library Media Specialist                                   |
| <b>SLRC</b>   | School Library Resource Centre                                    |
| <b>SLS</b>    | School Library Services   |
| <b>SNP</b>    | Schools' Net Project  |
| <b>UNESCO</b> | United Nations Educational, Scientific and Cultural Organisation  |
| <b>WAN</b>    | Wide Area Network   |
| <b>WWW</b>    | World Wide Web  |

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

Education is considered a basic right and widely accepted as a key determining factor for development. A good education system gives children an excellent start in life, giving them a solid foundation for future learning and enabling all young people to develop and equip themselves with the skills, knowledge and personal qualities needed for life and work. Increasingly, access to learning using information and communications technology is vital and ICT is being made available in new and creative ways for learners of all ages.

Library services within the educational system have been influenced by these changes. The reshaping of education and innovations in information technology have affected most types of libraries including public, academic and national libraries as well as school libraries. Looking specifically at schools, online catalogues, CD-ROMs, web based databases, electronic journals and the Internet are all increasingly evident in their libraries.

Concepts of the educational process have also changed and stress developing self-learning skills and a student-centred learning approach. The traditional learning approach, where teachers are at the centre of the educational process depending on limited resources, is no longer an adequate approach for learning, particularly in the information age where up-to-date information is available and accessed easily in a variety of formats and media. Student-centred learning places more responsibility on students to become independent learners utilising a wide range of sources. Therefore, students should be prepared to learn how to learn independently and to obtain basic information skills so that they can interact with a broad range of media.

Information technology has expanded the range of formats of information that can be offered in school libraries to support teaching and learning. In addition, information technology has broadened the role of the school librarian in the educational process. These trends put greater demands on school libraries and schools to cope with the development of educational approaches and the changes in concept, values and roles associated with school library media centres.

Many previous studies have shown the positive impact of school library media centres on supporting the school curriculum, developing the quality of teaching and learning and raising students' academic achievement. These works include *The Impact of School Library Media Centres on Academic Achievement* <sup>(1)</sup>, *Texas School Libraries: Standards, Resources, Services, and Students' Performance* <sup>(2)</sup>, *Powering Achievement: School Library Media Programs Make a Difference: The evidence* <sup>(3)</sup> and *Improving Pay & Status: A School Librarian's Self-Empowerment Pack* <sup>(4)</sup>.

Three major international models of school library media centres have evolved:

- The American model where school libraries are integrated media centres, isolated from public libraries, funded and administered by school districts.
- The British model where school libraries are generally (although not always) connected with the public library through the School Library Service.
- The combined model where school libraries are combined with public libraries and located in schools <sup>(5)</sup>.

In Saudi Arabia, school libraries are administered by the Government as represented by the Ministry of Education (MOE), which is striving to introduce information technology to facilitate educational development. The huge expenditure, the dramatic quantitative growth of schools, the 'Library and Research' instruction which was introduced in 1993, the Schools' Net Project which was introduced in 2000 to connect all schools with a wide area network (WAN) and the Learning Resource Centres Project launched in 2001 to establish learning resource centres in schools are some of the Government initiatives that recognise the importance of developing the learning environment and adopting modern concepts of learning. These trends put greater demands on school libraries to play their role in the educational process by supporting the school curriculum with a wide range of appropriate information resources in order to facilitate learning.

Although previous studies in Saudi Arabia (discussed in Chapter Four) showed that school libraries were inadequate, their results cannot be generalised due to their limited scale. This study is therefore the first national investigation into secondary school libraries and their role in the educational system in Saudi Arabia. It is hoped that the findings and any recommendations arising from this research will assist educational development within the Kingdom.



## 1.1 Background

This section reviews the social, political and policy context within which this study is set and explains the research imperative. Problems associated with the education sector vary depending on prevailing economic, political, social and cultural circumstances. In Saudi Arabia, new secondary schools are being established gradually but educational problems and obstacles still exist including poor results and poor facilities. Generally, there is a lack of integration of the school library into mainstream teaching and learning process and the role of the school library is undeveloped <sup>(6)</sup>.

There have been previous theoretical and survey studies conducted to solve some of the problems related to school libraries in Saudi Arabia. Summaries of these studies, particularly their findings, are presented in the literature review chapter. These studies were conducted and applied to limited samples such as city schools or regional schools in Saudi Arabia. The results of these previous studies show a considerable degree of consensus on the important role of school libraries in the educational process. Nevertheless, school libraries in these studies were also described, in general, as having poor and weak facilities and services that did not influence or assist students' academic achievement or the school curriculum. Moreover, these studies identified a range of problems associated with school libraries in Saudi Arabia including inappropriate physical location, absence of policies, inadequate and shortage of funding and staffing, poor collections, weakness of school librarians' qualifications and a lack of collaboration between school librarians and classroom teachers.

In addition to these studies, the Arab League for Educational, Cultural and Scientific Organisation (ALECSO) held a conference in Tunis on the subject of school libraries in November 1998, with the aim of creating a modern vision for school libraries as multi-media learning centres, taking into account modern concepts of education and ICT development. Realising the important role and services that school libraries can play in supporting the school curriculum, recommendations were made that stress improving school libraries in the Arab World by establishing essential policies and standards and formulating a comprehensive plan for the development of school libraries <sup>(7)</sup>.

Recently, responding to the necessity to develop the educational process, the Schools' Net Project has been introduced to all Saudi Arabian schools. The project aims to implement modern information technology in the educational system at the general education level, utilising advanced information and communication technology facilities. In brief, the project will connect all schools in the villages, towns and cities of the Kingdom with a wide area network (WAN). It will provide every student, teacher, parent and educator with access to digitised content and various electronic educational information services. Advanced ICT will be provided to schools as an important information source and as an educational aid in classrooms. Students, teachers, principals, parents and educational managers should benefit from the project. The first phase will provide about one million students with advanced ICT facilities at a ratio of one personal computer to ten students <sup>(8)</sup>.

In a separate development, the Ministry of Education in Saudi Arabia has launched a project to establish learning resource centres in schools. The project aims to provide students with an appropriate educational environment within which they can utilise different learning resources for independent learning and develop their information skills in accordance with modern learning processes <sup>(9)</sup>.

With this ambitious change in the educational process in Saudi Arabia, utilising the experience of developed countries in this field, it is essential to discuss and address the development needs of current secondary school libraries. In particular, we need to address the important role that school library media centres and school librarians can play in the educational environment, taking into account the context of technological change, in order to develop productive highly skilled generations. The Schools' Net Project and Learning Resource Centres Project are discussed in greater detail in Chapter Two.

It is argued here that this development, with enhanced resource-based school libraries and in particular access to electronic IT resources, is a necessary part of facilitating change and encouraging the increased use of information and computing technology as well as a more independent learning approach. Importantly, it is essential to address whether any obstacles facing the implementation of modern school library media centres in schools can be overcome to enable them to play the role envisaged for them by the Government.



## 1.2 Terminology

A full discussion of terms used in the literature to describe school libraries and school librarian is presented in the literature review chapter. For preference, the term ‘school library media centre’ (SLMC) or ‘school library resource centre’ (SLRC) is used throughout this study although ‘school library’ is also sometimes used, meaning the library that exist in secondary schools to provide students and teachers with educational and information services. The term ‘school library media specialist’ (SLMS) is used although the term ‘school librarian’, meaning the person, who is in charge of the library in a school, is also occasionally used. The phrase ‘public schools’ is used to mean schools funded and administered by the Ministry of Education which are not fee-paying. The term ‘private schools’ is used to indicate schools at which students must pay fees. The term ‘general education’ is used, meaning the education levels of primary, intermediate and secondary stages.

## 1.3 Statement of the Problem

The current condition of secondary school libraries in Saudi Arabia is described as ‘poor’ in several studies conducted in the Kingdom <sup>(10)</sup>. To upgrade these school libraries, it is important to study their current situation, facilities and services so that suggestions and recommendations for development can be made.

Saudi Arabia has its education problems. Imbalance and weakness in the performance and services of elements of an education system, including school libraries, can cause problems in the educational process and can effect the quality of educational outcomes. Traditionally, teaching in Saudi Arabian schools has used a teacher-centred technique, relying on compulsory textbooks in different subjects of the general educational curriculum issued by the Ministry of Education. It is clear that this traditional teaching approach gives teachers the whole responsibility for teaching the curriculum, in other words, for transferring the content of these textbooks to students’ minds in classrooms where doors are locked and isolated from the world around. Within this approach, students have to memorise the content of subjects as facts which are explained by teachers using compulsory limited educational resources. The purpose of studying is in order to pass exams that may guarantee acceptance for further education or employment <sup>(11)</sup>.

In contrast, modern concepts of the educational process stress a student-centred approach to learning and encourage students' individual learning (self-learning). The student-centred learning approach provides students with a confidence in learning individually, introduces and encourages students' interaction with the wide range of information resources and materials that SLMCs can provide and prepares students to cope with the modern digital environment, enabling them to share in others' experiences worldwide through ICT.

These concepts can also enable students to be lifelong learners by helping them to understand and use information skills which they can use later in further education. School libraries, as a critical resource for literacy and curriculum support, play an important role in supporting information literacy which in the context of student-centred learning can help provide students with a rich learning experience.

With the beginning of reform of the educational process in Saudi Arabia, it is felt that the present school libraries could follow the example of school library media centres that exist currently in schools in developed countries. Thus, it is suggested that educational reforms would be more successful if school libraries were converted into school library media centres, which are believed to be valuable in the educational process because they are considered to be such a significant tool for teaching and learning particularly in the context of the information age.

In summary, therefore, the following main factors are significant in reaching any decision or formulating recommendations to be made for an appropriate form of developed school library media centres in Saudi Arabian secondary schools:

- Physical transformation of current secondary school libraries into school library media centres in Saudi Arabia, which may include improving the physical infrastructure and facilities as well as implementing modern information and communication technology.
- School librarians', school managers' and administrative area managers' perceptions of the role that they can play in implementing significant modern concepts. This includes the place of school library media centres within the school and consideration of school librarians' qualifications and training to work in such developed secondary school libraries.



## 1.4 Aim and Objectives

Bearing in mind the background described above, this study therefore aims to investigate the feasibility of developing current secondary school libraries in boys' public schools in Saudi Arabia into an appropriate form of developed school library media centres.

To achieve the aim of the study, the following objectives will be pursued:

- To review the role of school library media centres in developed countries.
- To review the role of the school library media specialist in developed countries.
- To examine the current situation of boys' secondary school libraries in Saudi Arabia, including consideration of:
  - Physical infrastructure (accommodation, furniture, collections).
  - Services (loan and interlibrary loan facilities, educational activities).
  - Systems (cataloguing, classification).
  - Staff (qualifications, collaboration, training).
  - Management.
  - Funding.
  - Policies and standards.
- To determine the attitudes of school librarians, secondary school managers and administrative area managers towards implementing developed school library media centres in schools, including:
  - The school librarians' perception of their role and of new developments.
  - The school managers' and administrative area managers' perception of new developments.
- Compare the models of school library media centres in the U.K. and other developed countries such as the U.S.A., Canada and Australia with those of secondary school libraries in Saudi Arabia.
- Prepare suggestions and recommendations for establishing an appropriate form of advanced automated school library media centre in Saudi Arabian boys' secondary schools.

## 1.5 Research Questions

The following research questions will be addressed:

**Is it possible to develop current secondary school libraries in Saudi Arabia into school library media centres?**

- What is the role of the school library media centre in the educational process?
- How important are school library media centres in the educational process?
- What facilities and services can school library media centres provide?
- How do Saudi Arabian secondary school libraries compare with the models of school library media centres in developed countries?
- What implications does the current situation of secondary school libraries in Saudi Arabia, and the situation in developed countries, have for recommendations for change in Saudi Arabia?

**What changes to the physical building, fixtures and fittings would be needed to facilitate such a change?**

- Where are secondary school libraries located?
- What are the average areas of secondary school libraries?
- What are capabilities of these libraries to accommodate users?
- What physical infrastructure (furniture, equipment) do these libraries have?

**How would collections need to be developed?**

- What is the quantity and quality of the information resources held by these libraries?
- How are collections classified?
- Which cataloguing rules are used?
- Do these libraries have electronic information sources?
- Do these libraries provide loan and interlibrary loan facilities?
- Do these libraries have user education activities?

**How would secondary school libraries be managed and funded?**

- Who manages the school library?
- Do these libraries have policies and standards?
- How are these school libraries funded?

**How would the school librarian's status need to be developed in schools?**

- What are school librarians' academic qualifications?
- In which areas are school librarians specialised?
- What is the average school librarian's wage?
- How many staff are employed?
- What are school librarians' attitudes towards their job?
- Are there training programmes for school librarians?
- Are there collaboration activities with classroom teachers?

**1.6 Factors Affecting the Development of School Libraries**

This study is concerned with whether current secondary school libraries in Saudi Arabia can be developed into an appropriate form of SLMCs in the light of the experience of developed countries. To analyse the context within which this change would take place, motivating and restraining factors were identified at the beginning of the study for further investigation. Force Field Analysis "is an effective method of getting a picture of all the forces for and against a plan or change" <sup>(12)</sup>. The concept of the theory is that to understand a problem in any change situation it is useful to identify both driving and constraining forces that influence the change <sup>(13)</sup>. This approach has been taken here to illustrate the current situation in Saudi Arabia.

There are a number of important factors (discussed in Chapter Two) which are encouraging the change including the increased Government expenditure on education, increasing numbers of schools, the introduction of 'Library and Research' instruction, the Schools' Net Project, the Learning Resource Centres Project, the impact of professional knowledge from overseas and, importantly, the Government policy which stresses a more student-centred approach and the use of IT. In contrast, there are also constraining factors including the rather impoverished current state of school libraries, the current didactic approach to teaching, absence of adequate policies and standards, a lack of full-time qualified school librarians, insufficient funding for school libraries, the lack of recognition of the role of the school library and the school librarian, a lack of training and a lack of recognition of the importance of IT facilities and information skills (see figure 1.1). Bearing in mind this context, this study will provide detailed national data on the current situation in schools regarding SLMCs and SLMSs so that steps for change can be defined.



## SLMCs in Saudi Arabia

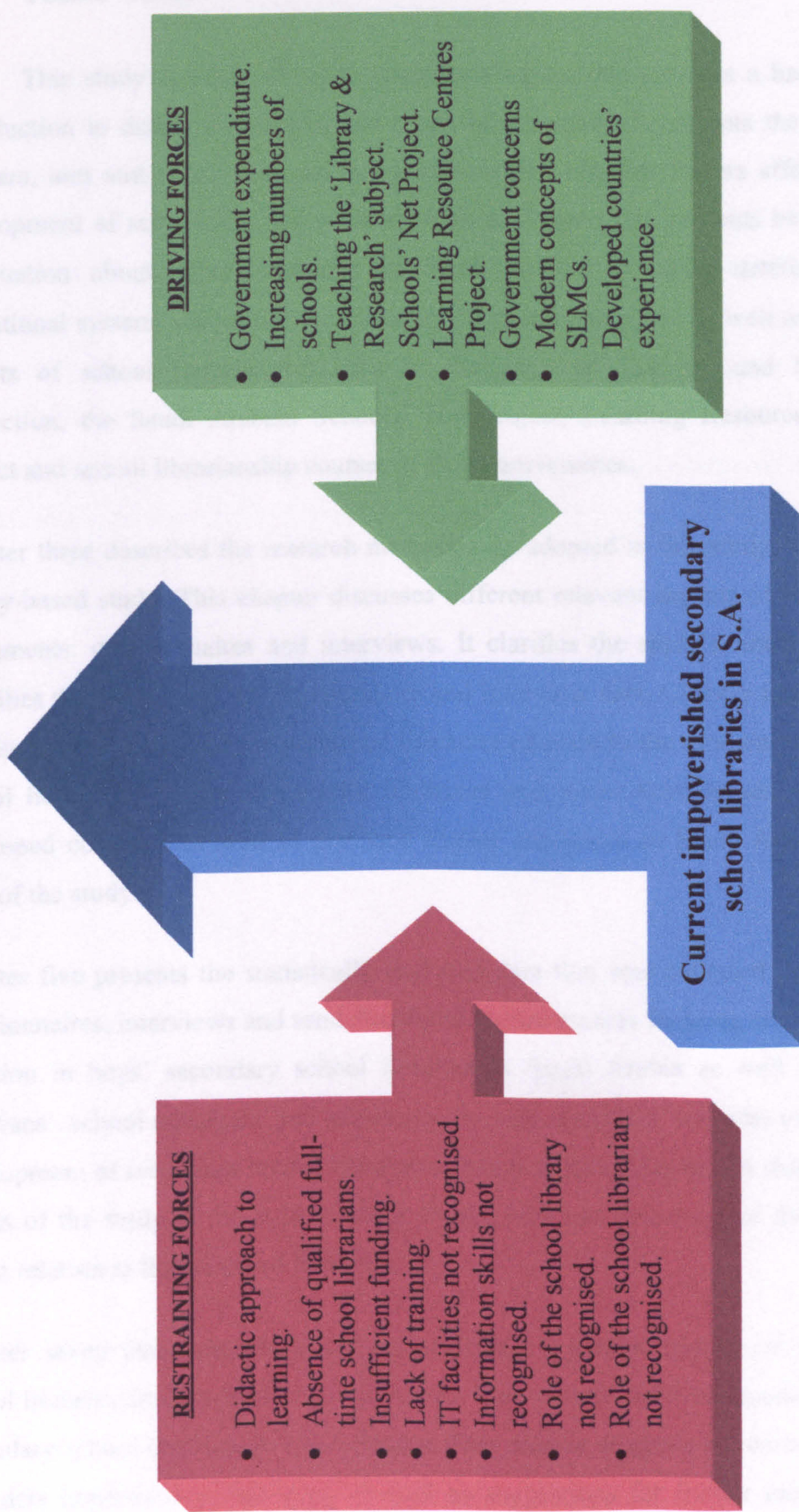


Figure 1.1 Factors affecting the development of school libraries



## 1.7 Thesis Guide

This study consists of seven chapters. Chapter one presents a background introduction to define the subject and scope of the study. It presents the research problem, aim and objectives, research questions and clarifies factors affecting the development of school libraries in Saudi Arabia. Chapter two presents background information about school libraries in Saudi Arabia including details of the educational system, school libraries' management and objectives as well as relevant aspects of school librarianship such as the place of 'Library and Research' instruction, the Saudi Arabian Schools' Net Project, Learning Resource Centres Project and school librarianship courses in Saudi universities.

Chapter three describes the research methodology adopted in this study, which is a survey-based study. This chapter discusses different relevant aspects of the study's instruments: questionnaires and interviews. It clarifies the study's limitations and describes the analysis of the questionnaire and interview data. Chapter four presents and discusses a review of the published literature relevant to the modern concepts of school library media centres, school librarians and major development factors in developed countries as well as previous studies conducted in Saudi Arabia in the field of the study.

Chapter five presents the statistically analysed data that was collected through the questionnaires, interviews and semi structured questionnaires focusing on the current situation in boys' secondary school libraries in Saudi Arabia as well as school librarians', school managers' and administrative area managers' attitudes towards the development of secondary school libraries in Saudi Arabia. Chapter six discusses the results of the study in the light of the proposed aim and objectives of the research and in relation to the reviewed literature.

Chapter seven concludes the study by providing a general picture of secondary school libraries development in Saudi Arabia. This will be the first national study of secondary school libraries in Saudi Arabia. This chapter suggests recommendations, considers limitations of the study as well as suggestions for further research and draws up a proposal for developing present secondary school libraries into an appropriate form of SLMCs.

## 1.8 Conclusion

Given the development in the education sector in Saudi Arabia (discussed in more detail in Chapter Two) and considering the fact that previous studies in the field in the Kingdom were small scale and focused on specific geographic areas (discussed in more detail in Chapter Four), there is now a need to gather detailed data on the current position of secondary school libraries throughout the Kingdom so that a comprehensive picture of the situation can be achieved. The recommendations arising from the study will be important to guide the decisions of policy makers in Saudi Arabia in relation to school libraries. This is particularly important at a time when the Government and the Ministry of Education in Saudi Arabia are becoming increasingly interested in information literacy skills for the development of the country as a whole.

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## **CHAPTER TWO: SCHOOL LIBRARIES IN SAUDI ARABIA**

### **2.0 Introduction**

This chapter provides a description of the educational context in the Kingdom of Saudi Arabia within which the study was conducted. This includes a discussion of the role of the Ministry of Education and its policies and objectives, the education system in schools and also relevant aspects of school librarianship. This chapter also discusses other relevant contextual factors including the teaching of the 'Library and Research' subject in secondary schools, the recent Saudi Arabian Schools' Net Project and the beginning of the Learning Resource Centres Project by the Ministry of Education. Finally, there is a discussion of school librarianship courses in the Library and Information Science departments in Saudi Arabian universities.

### **2.1 The Kingdom of Saudi Arabia (K.S.A)**

The Kingdom of Saudi Arabia is located in the south west of the continent of Asia and occupies about four-fifths of the Arabian Peninsula (see figure 2.1). It occupies about 2,240,000 square kilometres (864,869 square miles). The Kingdom is bordered by: to the west the Red Sea; to the south the Republic of Yemen and the Sultanate of Oman; to the east the Arabian Gulf (Persian Gulf), the State of Qatar, the State of Bahrain, and the United Arab Emirates; and to the north the State of Kuwait, the Kingdom of Jordan and the Republic of Iraq (see figure 2.2). The population of Saudi Arabia was estimated, in 2000, at about 22 million <sup>(1)</sup>. Saudi Arabia is considered a traditional Islamic society and Arabic is the official language in the Kingdom while the English language is spoken in business establishments and understood by many citizens.

Due to the geographical location of the kingdom of Saudi Arabia, it has mostly a desert climate. Generally, the climate is distinguished by heat and lack of rainfall and the water resources that fulfil its needs come from desalinated seawater and wells. Normally, the western coast alongside the Red Sea and the eastern part beside the Arabian Gulf have hot temperatures and high levels of humidity, whereas the central part has dry hot summers and cold winters.



Figure 2.1 Arabian Peninsula <sup>(3)</sup>

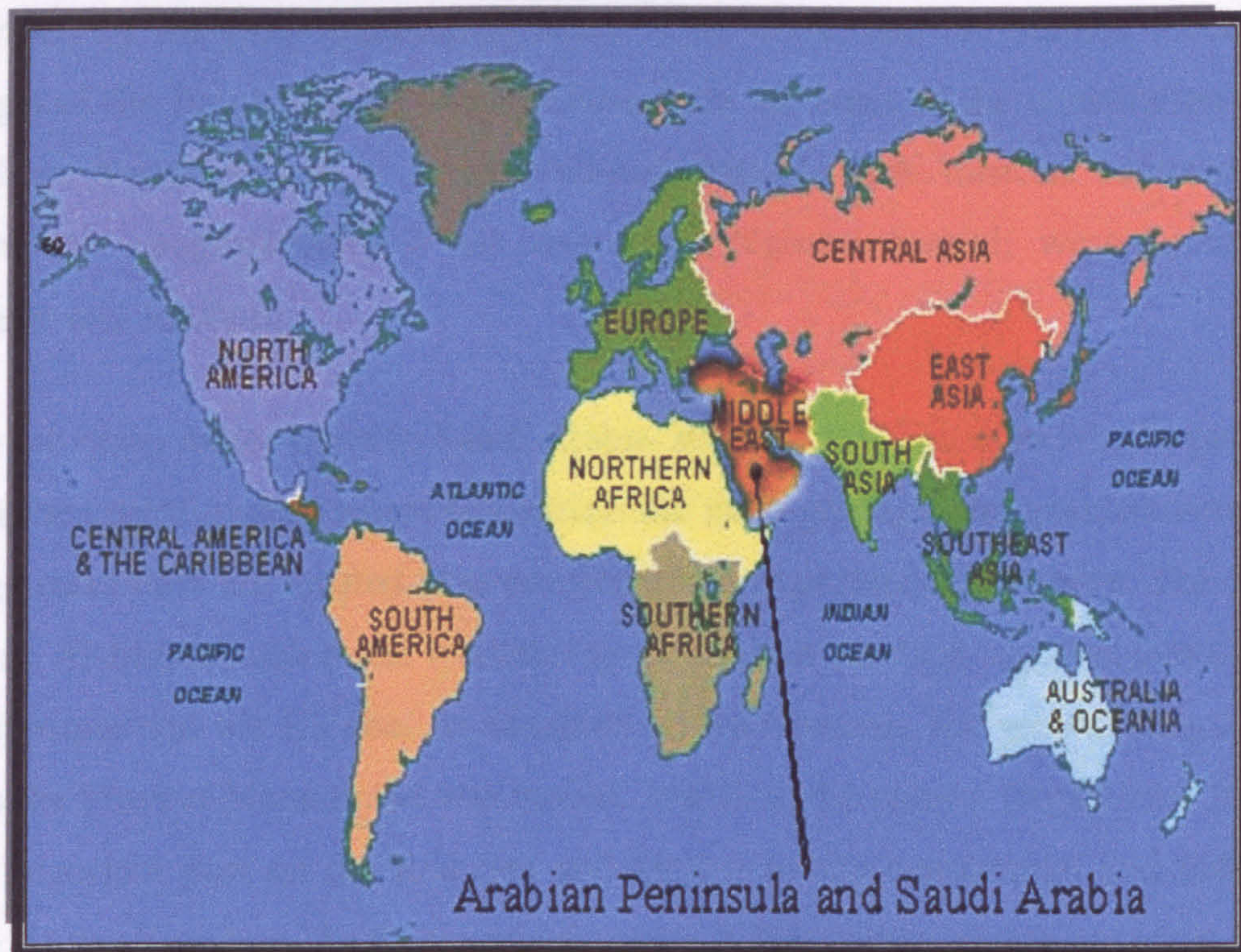


Figure 2.2 The Kingdom of Saudi Arabia <sup>(4)</sup>





The Kingdom of Saudi Arabia is governed by a monarchical system of government, with no political parties, based on Islamic principles (Al-Sharia'ah Al-Islamiah) prescribed by the Holy Qura'an, Muslims' holy book, and the Sunnah (deeds and sayings) of the Prophet Mohammad. These form the basis of the constitution in the Kingdom. Saudi Arabia is divided administratively into thirteen administrative regions but geographically it has five main regions: central; western; eastern; northern; and southern.

There are many major cities in Saudi Arabia. Riyadh, the capital and the largest city, lies in the central region where Ministries, the main government establishments and foreign embassies are located. It is considered an important trade centre. The city of Makkah Al-Mukaramah in the western region is Islam's holiest city, and contains the holy mosque and the Ka'aba. Al-Madinah Al-Monawarah, the second holy city, is where the Prophet Mohammad was buried. Jeddah is the second largest city. It is the most important port on the Red Sea and known as the commercial and industrial centre of the Kingdom. Taif city, which stands 1,800 meters above sea level on the Alsarawat Mountains, is known as a traditional summer resort due to its elevation that gives it a cool and pleasant climate. Dhahran, Dammam and Al-Khobar in the eastern province are where oil was first discovered in Saudi Arabia in the 1930s.

Before the discovery of oil, the economy of the Kingdom of Saudi Arabia was dependent mostly upon Muslims' pilgrimage to Makkah and Medina during HAJ periods, but today oil earnings dominate the economy. Petroleum revenues have been used to create an infrastructure that it is hoped will in time transform the country into an industrial country. Oil and petroleum products account for more than 90% of the country's income. In addition to oil and petroleum products, Saudi Arabia is still one of the world's leading producers of dates. It also produces iron and steel, processed foodstuffs, cement, electrical equipment and has an expanding fishing industry <sup>(4)</sup>.

The Kingdom of Saudi Arabia has a nationwide educational system that provides free education to all citizens from preschool until higher education via general education institutions and national universities. The educational system provides instruction in different fields to meet the Kingdom's growing need for adequately educated citizens to contribute to the rapid development of the country.

## 2.2 The Educational System

### 2.2.1 The Ministry of Education (MOE)

The Ministry of Education in Saudi Arabia was established in 1954 to replace the Directorate of Education which was established in 1925 during the King Abdulaziz Al-Saud period. It was headed by Prince Fahad bin Abdulaziz Al-Saud as the first Minister for Education. The Ministry of Education is responsible for the provision of free education for all citizens in primary, intermediate and secondary boys' schools, and is also responsible for Technical Education and the establishment of educational services for the disabled, as well as for museums and public libraries.

The Saudi Arabian Ministry of Education has several major aims including:

- Providing educational opportunities for all citizens according to their capabilities and needs by ensuring the necessary services are available.
- Carrying out planned educational establishment construction.
- Encouraging the private sector to contribute to the construction of educational projects.
- Financing some of these projects.
- Developing the educational curriculum.
- Improving the educational system according to development requirements and community needs <sup>(5)</sup>.

The Ministry of Education has several departments and national educational agencies such as the Saudi National Commission for Education, Culture and Science. The ministry also co-ordinates activities with the Arab Bureau of Education for the Gulf States, the Arab League Educational, Cultural and Scientific Organisation (ALECSO), and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). The MOE supervises thirteen administrative areas. Managers within the administrative areas are responsible for supervising forty two educational departments. Each educational department oversees several elementary, intermediate and secondary schools. The main administrative areas, the educational departments and the number of boys' secondary schools in 1999/2000 are included in the following table (2.1):



Table 2.1Boys’ secondary schools in Saudi Arabia <sup>(6)</sup>

| Administrative Areas | Educational Departments | Secondary Schools | Administrative Areas | Educational Departments    | Secondary Schools |
|----------------------|-------------------------|-------------------|----------------------|----------------------------|-------------------|
| 1. Riyadh            | Riyadh                  | 103               | 5. Eastern           | Eastern                    | 94                |
|                      | Aflaj                   | 7                 |                      | Ahsa                       | 52                |
|                      | Hotah&Hariq             | 8                 |                      | Hafr albaten               | 21                |
|                      | Kharj                   | 18                |                      | Total                      | 167               |
|                      | Dawadmi                 | 37                | 6. Asseer            | Asseer                     | 60                |
|                      | Alzulfi                 | 5                 |                      | Bisha                      | 47                |
|                      | Al-majmaah              | 16                |                      | Rijal Alma'a               | 16                |
|                      | Gowwaieiah              | 21                |                      | Sarat Obaida               | 33                |
|                      | Afif                    | 16                |                      | Mahayel                    | 24                |
|                      | Wadi Dawser             | 10                |                      | Namas                      | 13                |
|                      | Shaqra                  | 10                |                      | Total                      | 193               |
|                      | Total                   | 251               | 7. Hayel             | Hayel                      | 60                |
| 2. Makkah            | Makkah                  | 39                | 8. Tabouk            | Tabouk                     | 36                |
|                      | Taif                    | 81                | 9. Baha              | Baha                       | 34                |
|                      | Jeddah                  | 85                |                      | Almikhwah                  | 16                |
|                      | Qunfozah                | 29                |                      | Total                      | 50                |
|                      | Allaith                 | 21                | 10. North Frontiers  | North Frontiers            | 21                |
|                      | Total                   | 255               | 11. Jouf             | Jouf                       | 22                |
| 3. Madinah           | Madinah                 | 54                |                      | Qeryyat                    | 11                |
|                      | Alola                   | 7                 |                      | Total                      | 33                |
|                      | Almahd                  | 16                | 12. Jizan            | Jizan                      | 58                |
|                      | Yanbu                   | 17                |                      | Sabia                      | 44                |
|                      | Total                   | 94                |                      | Total                      | 102               |
| 4. Qassim            | Qassim                  | 50                | 13. Najran           | Najran                     | 38                |
|                      | Alrus                   | 19                | GRAND TOTAL          | 1,384<br>Secondary schools |                   |
|                      | Onaiza                  | 15                |                      |                            |                   |
|                      | Total                   | 84                |                      |                            |                   |

### 2.2.2 Aims and Objectives of the Educational Policy

The Saudi Arabian educational policy stems from the principals of the Islamic rule, which includes among its objectives, the promotion of the belief in the One God 'ALLAH', and Prophet Muhammad as God's Messenger, and Islam as the way of life <sup>(7)</sup>. The policy aims to ensure that education becomes more efficient to meet the religious, economic and social needs, and to eradicate illiteracy among Saudi adults. In addition, it aims to provide a high standard of primary and secondary education for all. The Saudi population must know, at minimum, the three Rs (reading, writing and arithmetic). In other words, the Kingdom's educational policy aims to ensure that the entire Saudi population is literate and numerate <sup>(8)</sup>.

The Higher Committee of Education Policy in Saudi Arabia is considered as the highest supervising authority of all kinds of education except university education. The committee decides all the educational plans and methodologies for all education stages, curricula, assessment lists and exams. It issues the Educational Policy Document that is considered the main reference for education and its programmes <sup>(9)</sup>.

The educational policy, in the light of the sixth development plan, aims to improve internal efficiency by:

- Assessing the feasibility of applying an achievement evaluation system, especially for the first grades of the primary stage, a system that is based on assessing specific skills, knowledge and information acquired without affecting the academic quality, levels and standards.
- Using more flexible individual standards to assess students' progress.
- Using diagnostic and consultative services to help the low-grade students and to discover their weaknesses early enough in order to deal with the failure and drop-out phenomenon.
- Increasing the links between the home and the school to follow up the students' education and provide parents with guidance that allows them to solve educational, psychological and individual problems.
- Concentrating continuously on extracurricular activities.
- Stressing the importance of education. <sup>(10)</sup>

The main objectives of the general education policy also in the Fifth Development Plan, which stressed the importance of increasing education provision and improving its quality, include:

- To continue providing education opportunities and necessary services to all citizens.
- To ensure that the education system is responsive to the Kingdom's religious, economic and social needs.
- To reduce illiteracy rates.
- To continue to improve the general education system to meet the requirements of economic and social development needs.
- To provide educational facilities at the least possible cost.
- To continue updating the school curriculum in response to the rapid developments taking place in various branches of knowledge.
- To ensure that the education system places sufficient emphasis on quality.
- To continue the replacement of non-Saudi administrators and teachers by qualified Saudis. <sup>(11)</sup>

A major objective for education as formulated in the Development Plans in Saudi Arabia was to deal with technological changes and rapid developments in the social and economic fields <sup>(12)</sup>. Therefore, in order to ensure the aims and objectives of the educational policy, which stress improving the quality of education sufficiently, are met, it is important to address the change in the educational system from a teacher-led to a student-centred philosophy. However, to ensure this is successful, schools will need enhanced support from their school libraries in terms of information resources and information skills expertise.

Within the current developments in the Saudi Arabian education, in particular teaching the 'Library and Research' instruction, the Schools' Net Project and Learning Resource Centres Project, it is clear that there is considerable interest in how information technology and information resources can support teaching and learning. This research is therefore timely as it explores current provision and investigates whether and how secondary school libraries can be developed to assist the move to student-centred learning.



### 2.2.3 The Education System

At the time of the foundation of Saudi Arabia in 1932, education was not available to everyone. It was limited to individualised instruction at mosques in rural and urban areas. This basic form of schooling was aimed at teaching different Islamic issues, reading and writing. Seventy years later, Saudi Arabia has an educational system that provides free education to all citizens. “The development of human resources is the basic pillar for realising the objectives and aspirations of the development process. This is attributed to the fact that education and training raises the quality and productivity of the work force, as well as contributing to the cultural and personal development of the individual” <sup>(13)</sup>.

Education has been an important goal of the Government in line with the aims of Islamic education. In 1945, the late King Abdulaziz bin Abdelrahman Al-Saud initiated a plan to establish schools in the Kingdom. As a result, by 1951 the country had 226 schools with 29,887 students. The system was expanding so rapidly that in 1988-89 alone, for instance, 950 new schools were established to accommodate 400,000 new students <sup>(14)</sup>. Today, the nationwide educational system provides students with free education, books and health services, and comprises eight universities and more than 24,000 schools as well as a large number of colleges and other educational institutions <sup>(15)</sup>.

The Saudi Arabian Government appreciates the value of education for progress because of its importance in developing the human potential of the nation. The Custodian of the Two Holy Mosques, King Fahad bin Abdulaziz Al-Saud, has stressed that the young generation is the country’s most valuable resource <sup>(16)</sup>. In addition, education is also a central aspect of Saudi Arabian families and the Saudi community. Therefore parents, generally, deeply believe in the importance of education and its value and they strive to be involved in their children’s education.

Administratively, two organisations control most of the general education institutions in the kingdom. The Ministry of Education (MOE) supervises boys’ education, which sets overall standards for the country’s educational system and the General Presidential of Girls’ Education (GPGE) supervises girls’ education, while the Ministry of Higher Education supervises Saudi Arabian colleges and universities.

The main structure of the educational system in the MOE includes the following:

**Elementary Level**

Type of school providing this education: Elementary School

Length of programme in years: 6

Age level: from 6 to 12

Certificate/diploma awarded: Elementary Education Certificate

**Intermediate Level**

Type of school providing this education: Intermediate School

Length of programme in years: 3

Age level: from 12 to 15

Certificate/diploma awarded: Intermediate School Certificate

**General Secondary Level**

Type of school providing this education: General Secondary School

Length of programme in years: 3

Age level: from 15 to 18

Certificate/diploma awarded: General Secondary School Certificate 'Tawjihiyah'

**Technical Education**

Type of school providing this education: Junior College

Length of programme in years: 3

Age level: from 15 to 18

Certificate/diploma awarded: Secondary Vocational School Diploma, Secondary Commercial School Diploma and Secondary Agricultural School Diploma.

In the first year of secondary school, students share a common school curriculum. Then, they are divided into either scientific or literary tracks for the final two years. Students who obtained a score of 60% in the first year may choose the literary or scientific track. The rest of the students, who scored less than 60%, are directed to the literary track <sup>(17)</sup>.

The educational system, particularly the introductory levels, concentrates on various religious subjects, which are substantial when compared to the time devoted to other subjects. The Arabic language, English language, geography, history, mathematics, science, chemistry, physics, social studies, art and physical education are among the general education compulsory subjects studied, particularly at the advanced levels.

After elementary and intermediate education, students can attend either high schools that offer programmes in both arts and sciences, or vocational schools. Students' progress through high schools is determined by exams, which are conducted twice a year and supervised by the Ministry of Education.

Since the introduction of the First Development Plan in 1970 there has been a dramatic quantitative growth of the educational system. At every level of the education system, the number of students has increased yearly. For instance, the number of students in the educational system increased six fold between 1970 and 1992, also the number of full-time teachers grew more than nine fold <sup>(18)</sup>.

The infrastructure of the MOE and the GPGE together also expanded considerably during the Fifth Development Plan period 1990-95. Between 1989/1990 and 1993/1994, the number of elementary schools increased from 8,370 to more than 10,000 schools, the number of intermediate schools increased from 2,884 to more than 4,000, the number of secondary schools from 1,103 to about 1,700 schools and the number of teacher training colleges from 40 to 43 colleges <sup>(19)</sup>. Generally, the educational system in Saudi Arabia has the ratio of 15 students to every teacher, one of the lowest ratios in the world <sup>(20)</sup>.

Moreover, the Kingdom of Saudi Arabian's latest (Seventh), five-year development plan (2000-2004), expects to continue expanding the infrastructure in order to meet the needs of a growing population and new development efforts. The education sector in the country will also experience significant enhancement, so that by 2005, 1,111 new primary, 819 new intermediate and 905 new secondary schools will have been built <sup>(21)</sup>.

The Saudi Arabian government has emphasised the importance of the development of the education sector. This has been reflected in the expenditure on the education sector with more than 153 billion Saudi Riyals (£ 25.5 billion) being allocated for education over the Fifth Plan period 1990-95 <sup>(22)</sup>. Moreover, about 13 billion U.S. dollars, which is over 25% of the total national budget for 2000, is set aside for education (including vocational training). "...over the past 20 years, there's no greater evidence of the kingdom's commitment to the education of its people than the huge investments it has made in these four levels of education" <sup>(23)</sup>.



The challenge of attracting Saudis to the teaching profession was also addressed in the early 1990s by the establishment of specialised training institutes for teachers. This move gave graduates the opportunity to attend university to obtain a bachelor's degree, thus attracting more potential candidates to the teaching profession. The preparation and training of Saudi teachers includes:

- **Training of primary school teachers**

Elementary school teachers must hold the General Secondary School Certificate. They are trained in education colleges and teacher training colleges for four years to obtain the Bachelor's Degree.

- **Training of secondary school teachers**

Teachers of intermediate and secondary schools must hold a Bachelor's degree in Education. Females, also, are trained in women's colleges that deliver four-year courses leading to a BA or BSc in Education <sup>(24)</sup>.

Although the Government will continue to be the main provider of education, it also encourages the private sector to expand their activities in this field. The private sector has established 1,100 private schools for both boys and girls. Saudi Arabia will continue to provide more opportunities for the private sector to participate in the delivery of education services by opening more private schools, so that student enrolment in private schools will reach 10% of total school enrolments <sup>(25)</sup>. Saudi Arabia, however, stresses that it will continue work to improve the educational system by:

- Establishing more schools in response to the increase in population.
- Raising the quality of school teachers' training programmes.
- Improving standards for students' teaching and evaluation.
- Increasing the use of IT in the general educational environment <sup>(26)</sup>.

To conclude, Saudi Arabia is clearly concerned with the importance of developing the educational sector in order to enhance the quality of education. The Government has emphasised the significant use of IT in schools as important for the development of the country, therefore, it is vital that the current situation with regard to students' use of IT and their information skills is understood within the context of the development of SLMCs in schools and this is one of the aims of the study.

## 2.3 School Libraries

### 2.3.1 History of School Libraries

Library services have always played a role in Saudi Arabian education including providing library and information services to students and teachers according to the capabilities and needs of the school. However, commentators in Saudi Arabia in the field of school library history are unsure of the actual beginning of school libraries in the country, due to the absence of related documents and records <sup>(27)</sup>. The General Management of Libraries in the Ministry of Education published a report on school libraries which indicated the existence of school libraries before 1961. These provided students and teachers with reference tools and books. Hashem asserts that although the General Management of Libraries was established in 1961 to supervise and organise school library affairs, school libraries existed before 1959 <sup>(28)</sup>.

Alsalom indicates that commentators have agreed that Almadrasah Alsoulatiah was the first school in Saudi Arabia (established in 1904) and that it had a library. This encompassed a collection of manuscripts and rare books that students could borrow and utilise <sup>(29)</sup>. Also, the Maktabat Altelmeth (Students' Library) was established in the Saudi Scientific Institution in 1928. This relied on gifts and donations for the development of its collections <sup>(30)</sup>.

In 1970 the Ministry of Education established the School Libraries Management to supervise school library services, to establish school library objectives and to promote the importance of the school library in the educational process. The School Libraries Management, in the second development plan 1975-1980, prepared a plan for the expansion of library services in schools <sup>(31)</sup>. Moreover, a School Libraries Bulletin was issued in 1973 to help organise school library activity and to recognise the important role that school libraries play in the educational process <sup>(32)</sup>.

In 1996-1997 the School Libraries Management indicated that there were 359 secondary school libraries within 1101 schools - about 33% of the total <sup>(33)</sup>. Almusnad argues that the number of school libraries in fact is less than this figure, because there are many secondary and intermediate schools in one building sharing one school library <sup>(34)</sup>.

### 2.3.2 The Management of School Libraries

The General Management of Libraries in the MOE supervises school library affairs. The management consists of six administrative units:

- Library equipment and supply administration.
- Acquisition administration.
- Cataloguing and classification administration.
- Public libraries administration.
- School libraries administration.
- National library administration.

In 1992, the national library administration relocated with the establishment of King Fahad National Library (KFNL) as the national library of Saudi Arabia. The school libraries administration changed its name in 1999 into Learning Resources Administration. This change reflects a Government acknowledgement of the modern learning environment and the importance of resource-based learning and student-centred learning and developing students' information skills. School libraries clearly have an important role to play in this regard in supporting the school curriculum with various information sources and encouraging effective learning to cope with the current development demands that are taking place within Saudi education.

### 2.3.3 School Library Objectives

The MOE has determined the following objectives for school libraries:

- To provide books, reference material, publications and A-V materials that will support the school curriculum and students' cultural activities within the school.
- To encourage students' selective reading and suitable ways of information searching according to their age, academic achievement and capability.
- To insist students achieve library skills to use the school library.
- To support the achievement of curriculum objectives.
- To develop students' ethical and artistic sense and to provide them with useful entertainment. <sup>(35)</sup>



## 2.4 Relevant Aspects of School Librarianship

### 2.4.1 The Place of 'Library and Research' Instruction

The MOE decided in 1993 to teach a subject in library skills, 'Library and Research', within the literary 'non scientific' secondary school level curriculum. The subject aims to provide students with a general background in the different aspects of library use so that they can utilise libraries for their studies and future education. Graduates with a Bachelor's degree in Library and Information Science are likely to be employed in secondary schools to teach the new subject, and to manage the school library within the school they work for. The subject aims to:

- Encourage students' selective reading habit.
- Train students to use books.
- Improve students' linguistic competence and their understanding capabilities.
- Encourage students' love for reading and library use.
- Provide students with information and resource searching practice.
- Highlight students' scientific and literary talent.
- Introduce students' to the content of libraries.
- Support the school curriculum.
- Help develop an educated generation that can use various sources. <sup>(36)</sup>

The subject provides the basics of library skills and explains the steps necessary to undertake a research project including defining the topic, selecting sources, reading, gathering information and writing up the research. Although the subject emphasises the use of the school library, in practice it was found that it was taught on average for only one hour per week and was mostly theoretical. Al-Misfir found the practical application lesson was held only once during the academic semester <sup>(37)</sup>. The experience of teaching the subject during the last decade has led to a feeling that it has not met its objectives. Al-Misfir has argued that teaching the subject should be part of the curriculum for both scientific and literary 'non scientific' students. Also, to achieve the subject's proposed purposes, he asserts that the subject textbook should be professionally produced and published officially and the employment of qualified librarians to teach the subject and for managing the library should also be promoted to highlight the librarian's role in the educational process <sup>(38)</sup>.

The introduction of the instruction in the curriculum is an acknowledgement of the importance of these types of skills to use the school library effectively. There is a real opportunity for school libraries to become an influential unit within the school and the educational process as they take on the teaching of library and information skills. This is a positive move, therefore, but before we can make recommendations about the role of the school library in teaching these skills, we first have to understand the current position of secondary school libraries within schools and their potential for taking on this important role, giving a comprehensive picture of the capacity of school libraries in S.A. to become involved in what should be a natural role for school libraries in the educational process.

#### 2.4.2 Schools' Net Project (SNP)

The Schools' Net Project was launched under the direction of the Deputy Prime Minister and Commander of the National Guard Crown Prince Abdullah bin Abdulaziz in 2000. It aims to connect all schools and Educational Directorate Districts by a wide area network (WAN) to provide students, teachers, parents and educators with services and digital information sources. The services that the project eventually aims to include cover curriculum subjects, reference sources, electronic books, teachers' guides, services for disabled, course syllabuses, interactive multimedia, teacher training material, school management systems, web design tools, e-mail, chat, Internet, students' and teachers' magazines, educational statistics, students' training, students' sites, information technology skills for all and a Q&A bank. The Schools' Net Project has several objectives:

- To develop students' skills by exploiting and using information technology in education and to give them useful IT skills for the future.
- To improve teachers' capability by the integration of IT in education.
- To provide students and teachers with an information environment and digital educational sources.
- To improve the outcome of the educational process for those who have mastered the use of information technology.
- To participate in the creation of a centre for IT application in the Kingdom.
- To create a comprehensive awareness of the importance of employing IT in education and to introduce IT throughout society.

The project is targeted to ensure the contribution of ICT by providing teachers and students with instant access to information sources, and to improve educational outcomes by graduating well-educated generations able to cope with IT services and facilities. The application of the project will be mainly in the Arabic language and:

- Enables access to educational sites.
- Combines the use of IT with learning.
- Enables access from school or home.
- Enables interaction between students and teachers.

Parents, principals, teachers, administration personal and educational departments will be able also to access the network and have a wide range of information such as children's performance and statistics, and can have discussions with interested parties. The project is expected to provide about one million students with IT access in a ratio of one PC for ten students <sup>(39)</sup>.

In conclusion, the project is a modern development for education in Saudi Arabia that reflects the Government's concerns. The project provides an opportunity for school libraries and school librarians to play a significant role in the educational process. School librarians within this movement would promote their position in the learning environment alongside classroom teachers in schools. Therefore, it is important to find out what they do currently and their views of becoming involved in this type of work as school library media specialists. Finally, the researcher could not report further progress of the project by the time of submitting this research.

### 2.4.3 Learning Resource Centres Project (LRCP)

The MOE has launched a project to establish learning resource centres in schools. The project was expected, experimentally, to start during the academic year 2001. Six schools, primary, intermediate and secondary, were chosen in Riyadh as pilot sites to be established according to the following suggested standards:

#### **Area:**

The area should be 150m<sup>2</sup> (including space for reading and viewing, storage space for educational equipment, reception and circulation desks, display areas, space for multimedia production, office and administration areas and workroom area).



**Furniture:**

- Shelves for printed materials that should accommodate 15 books per student.
- Shelves for non-printed materials (two for video and audio cassettes, one for CD-ROMs, one for slides, film stripes and transparencies).
- Reading tables and chairs for 30 users.
- Five individual carrels for computers and three for video, audio and slides.
- Reception furniture (counter, chair, shelves and office desk).
- Card catalogue and computerised library catalogue.
- Notice board.
- Equipment and furniture for multimedia production (display screen, equipments trolleys, chairs and tables).

**Equipment:**

This should include educational equipment for individual and group use, production of learning resources and administrative equipment.

**Educational materials:**

The centre should include a collection of print and non-print educational materials.

**Staffing:**

A full-time qualified librarian who has specialised in library and information science and learning resources should supervise the learning resource centre.

According to these guidelines, to start this experiment, learning centre sites will be determined, furnished, equipped and provided with educational information materials that relate to the curriculum, and librarians will be trained to work in such libraries. After completion of the experiment, evaluation will be undertaken to determine the advantages and disadvantages of establishing such libraries. A decision on the continuing establishment of such learning resources centres will offer consideration of how successful the experiment has been <sup>(39)</sup>.

The fact that this project has been established demonstrates that the Government has a growing interest in providing resources and resource centres appropriate for a developing educational environment. This study will provide policy makers with further information about the current and potential position of school libraries with which they can plan future developments. It is noteworthy that by the time of submitting this study, the researcher could not report further progress of the project.

#### 2.4.4 School Librarianship Courses in Saudi Universities

The Kingdom of Saudi Arabia has eight universities that are supervised by the Ministry of Higher Education. Four of these Universities provide studies and award undergraduate and postgraduate degrees in librarianship through Library and Information Science departments, they include:

##### **King Abdulaziz University, Jeddah. (KAAU)**

The Department of Library and Information Science is a department in the Arts and Humanities College, established in 1973. It offers a B.A. degree, a four year programme, to graduate qualified librarians. Since 1978 it has also offered an M.A. degree in library and information science. Currently it offers a limited Ph.D programme in library and information science. 134 credits are required to obtain the B.A. degree. Within the undergraduate compulsory programme syllabus, School Libraries (3 credits) is the only course that is related directly to school librarianship.

##### **King Saud University, Riyadh. (KSU)**

The Department of Library and Information Science started its B.A. degree programme in Library and Information Science in 1986. 124 credits are required for completion of the programme. Within the undergraduate programme syllabus, two compulsory courses are related indirectly to school librarianship. These courses are Children and Youth Libraries (3 credits) and Library and Society (3 credits).

##### **Umm Al-Qura University, Makkah. (UQU)**

The Department of Library and Information Science started its B.A. degree programme in library and information science in 1987. 134 credits are required for completion of the programme. Within the undergraduate compulsory programme syllabus, four courses are included that relate to school librarianship. They are:

- Comprehensive School Libraries (2 credits).
- Libraries' Buildings and Equipment-School libraries (1 credit).
- School Libraries Management and Organisation (1 credit).
- Library Education-School libraries education (2 credits).

**Imam Mohammad bin Saud Islamic University, Riyadh. (ImamU)**

The Department of Library and Information Science initiated its B.A. degree programme in library and information science in 1974. The M.A. degree programme was started in 1982, and also a doctoral programme was established in 1983. Within the undergraduate compulsory programme syllabus, public and school libraries (4 credits) is the only course offered that relates to school librarianship.

These four departments accept undergraduates from secondary schools to complete the B. A. degree in Library and Information Science. The four departments also include within their curriculum syllabuses, even though their credit weighing varies, courses in school librarianship besides other subjects that are essential for graduates to work in different types of libraries as librarians. In particular, the Department of Library and Information Science at Umm Al-Qura University has four courses within its curriculum which focus on different aspects of school librarianship for these who want to work in school libraries.

## **2.5 Conclusion**

Within this context it is clear that:

1. The Kingdom of Saudi Arabia is striving to improve the educational sector and provides appropriate education through the Ministry of Education and the Ministry of Higher Education.
2. The Ministry of Education, within its aims, works to develop the educational system and promote a well-educated generation which can deal with the demands of current and future information technology.
3. The educational aims and objectives are drawn to stress the importance of developing an educational system that emphasises quality rather than quantity.
4. The school system in Saudi Arabia is working to translate development requirements into reality by establishing more schools every year, improving standards, providing training programmes for school librarians and supporting the use of information and communication technologies in the educational process.



5. The Learning Resources Administration, which is the official representative for school library affairs in the Ministry of Education, supervises the school library sector. Within its objectives, it endeavours to draw attention to the existence of school libraries and its responsibility is to support the school curriculum as an information sources provider in schools.
6. Teaching the 'Library and Research' subject in secondary schools is an attempt to promote the use of school libraries and their capabilities as well as to develop library-related skills. The subject could be more useful, however, if it was formulated according to the modern concepts of the SLMC and its role as an important tool for teaching and learning rather than concentrating only on the basic aspects of library use. Furthermore, more attention is probably needed on the integration of information skills across the school curriculum subjects so that students can benefit and achieve a high quality of education.
7. The SNP is an attempt also to improve the utilisation of IT applications in the educational environment. It is important in this context for SLMCs and SLMSs to play an active role in IT implementation to promote and ensure that information literacy is an integral part of this initiative. To achieve this, SLMCs and SLMSs should draw on the experience provided by educational environments in developed countries.
8. The Learning Resource Centres project by the Ministry of Education is the starting point of emphasising the importance of school library media centres and school library media specialists in the education environment. However, establishing such libraries needs more explanation and recognition of the role that the school library can play and services it can provide in supporting the school curriculum to encourage effective learning in the educational process.

To conclude, an emphasis has been placed on improving the Saudi Arabian educational environment. The Government can be seen to support the educational development through the aims and objectives that has been set for the educational system. It is therefore likely to be sympathetic and supportive of the development of current secondary school libraries into school library media centres utilising the experience of developed countries in the field, so that they can play their full role in enhancing students' educational experience and achievement within modern concepts of learning.

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## **CHAPTER THREE: THE RESEARCH METHOD**

### **3.0 Introduction**

Previous studies in Saudi Arabia in the field were conducted on a small scale (discussed in Chapter Four) and cannot be accepted to represent the general picture of school libraries in the Kingdom. This investigation aims to gather information about the current position of secondary school libraries throughout S.A. so that policy makers will have a comprehensive picture of the situation within schools to guide their decision making in relation to school libraries and resource provision, particularly considering the increased interest of the Government towards developing the learning environment. This study is, therefore, essentially a ground-clearing, descriptive investigation of the current situation of school libraries in boys' secondary schools. The aim is to gather data on which strategies and policies for future development can be based. To satisfy the descriptive nature of the study, a survey-based methodology was used to obtain both qualitative and quantitative data. In terms of breadth and depth, the study will present a comprehensive picture of the current situation in secondary school libraries through two major instruments: a questionnaire aimed school managers and school librarians; and interviews/semi structured questionnaire with administrative area managers. Data on the current situation in Saudi Arabia can then be compared with the model of SLMCs in developed countries in order to drive recommendations for the development of school libraries in Saudi Arabia.

### **3.1 Literature Search**

According to the needs of this study, the researcher tried to obtain the most up-to-date information from possible sources in the field. It is worth pointing out that due to the lack of published Arabic information sources in this research field, the researcher depended mostly on information sources published in the English language. The available Arabic information sources related to this study have been used including some books, articles on school librarianship in Arabic specialised librarianship periodicals, Ph.D and Masters dissertations in the field awarded in Saudi Arabia and other countries, conferences on school librarianship in the Arab World, as well as general and educational Saudi Arabian sites on the WWW.

An account is given in chapter four of the English language literature as it contains the most current information on school librarianship in developed countries such as the U.K, U.S.A, Canada and Australia. Books, specialised periodicals and journals, and related dissertations at Loughborough University library were consulted. Electronic databases such as Library and Information Science Abstracts (LISA) and the British Education Index and ERIC were used also to locate current information on school library developments.

International and national school librarianship sites on the WWW were also reviewed such as United Nations Educational, Scientific and Cultural Organisation (UNESCO), International Federation of Library Associations and Institutions (IFLA), American Library Association (ALA), American Association of School Librarians (AASL), International Association of School Librarianship (IASL), Library Association (LA), School Library Association (SLA), Australian School Library Association (ASLA) and others.

## 3.2 The Questionnaire

### 3.2.1 Sample

As stated in chapter two, geographically, the Kingdom of Saudi Arabia is divided into five main regions, the Western, Eastern, Middle, Northern and Southern provinces. Although these regions have their own social traditional customs, which are different in formalities, they have the same educational problems. These include being able to respond to the requirements of the educational developments that could be the result of new ICT facilities and changes in attitudes to learning.

A mail questionnaire has many advantages when undertaking a survey-based investigation especially with a wide geographically dispersed population <sup>(1)</sup>. Therefore, a mail questionnaire was distributed to the targeted population, which was all boys' secondary schools in all provinces of Saudi Arabia. 1384 secondary schools existed at the end of the academic year 1999/2000, which were administered via 42 educational departments and managed by 13 administrative area managers <sup>(2)</sup> (see table 2.1, Chapter Two). The number has increased to 1543 secondary schools in 2002/2003 <sup>(3)</sup>.



Previous studies on the subject in Saudi Arabia were conducted on a limited scale, confined to individual regions and cities. Consequently, their results cannot be generalised for the situation of all school libraries in the Kingdom. Therefore, the researcher determined to conduct this study giving full coverage and thus included all Saudi Arabian boys' public secondary school libraries to obtain as complete a picture as possible of the situation in order to understand the current situation and to be able to recommend general improvement guidelines.

### 3.2.2 Construction of the Questionnaire

“Questionnaires gather information directly by asking people questions and using them as data for analysis. Questionnaires are often used to gather information about attitudes, behaviours, activities, and responses to events and usually consist of a list of written questions” <sup>(4)</sup>. Due to the geographically widespread nature of the study population, a questionnaire was developed as the main instrument to obtain required data from principals and secondary school librarians. It was designed to investigate the current situation in school libraries and future plans for establishing new libraries in those schools without libraries. Where secondary school libraries already existed, the questionnaire aimed to investigate school librarians' views of the current situation of their libraries and to indicate their perceptions and opinions about various aspects of developing school libraries into school library media centres.

The essential components and features of the questionnaire were designed according to questionnaires in previous studies in the same field by other investigators, taking into account the necessity for modification and changes in order to formulate suitable questions according to the aim and the objectives of this study and the local context. To help formulate the construction of the questionnaire, consultations took place mainly with the research supervisors and with a number of colleagues, randomly, in the Department of Information Science at Loughborough University and others. They provided suggestions that supported the final layout of the questionnaire. Also, reviewing some useful references on constructing questionnaire in the research topic such as *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical use* <sup>(5)</sup>, *Guide for Developing and Evaluating School Library Media Programs* <sup>(6)</sup>, *Survey of Colorado School Library Media Centres 2000* <sup>(7)</sup> and *Schools and Staffing Survey 1999-2000* <sup>(8)</sup> proved instructive.

### 3.2.3 Questionnaire Content (see Appendix A).

The questionnaire schedule contained a covering letter in order to explain the purpose of the survey. The questionnaire itself comprised 55 unambiguous closed questions and three open-ended questions, which could be answered simply and quickly. Basically, the questionnaire was divided into two major parts. The first part (Questionnaire A: School Managers' Questionnaire) targeted the managers of boys' public secondary schools in Saudi Arabia and the second part (Questionnaire B: School Librarians' Questionnaire) targeted secondary school librarians.

#### **Part 1 – Questionnaire A: School Managers' Questionnaire**

Firstly, the introduction and section A were designed to elicit background information on the school including whether the school had, or was planning to establish, a school library. This section included:

- The name of the school.
- The city in which it was located.
- School telephone and fax numbers.
- School e-mail address.
- The annual average of student enrolment over the last five years.

Then, the managers were instructed that if the school had a library, the librarian should complete the rest of the survey, questionnaire B. If the school did not have a library, respondents were asked to clarify whether they were planning to establish a school library or not. If no school library was planned, respondents were requested to indicate the reasons why not and return the full questionnaire to the sender. If respondents replied that they were planning to establish a school library, they were then asked to complete the questions that related to their plans in the following areas:

- Suggested location.
- Suggested area.
- Policies and standards that were used.
- School library management.
- Funding.
- Collection of information resources.
- Their perceptions of the modern educational concepts of SLMCs.



## Part 2 – Questionnaire B: School Librarians' Questionnaire

This part of the questionnaire was designed to survey school librarians and to obtain information about the current situation of their libraries. These aspects should be considered, in particular, with the developments taking place in S.A. such as SNP, LRCP and 'Library and Research' course. Therefore, this part aimed to establish the extent to which school libraries are ready to take advantage of the opportunities to improve the role of the school library and the school librarian within Saudi schools. Five sections were designed to provide statistical data including:

### Section One (C- School Librarian):

School librarians were asked questions on the following aspects to establish the current position and status of secondary school librarians in Saudi Arabia:

- Job status – the literature recommends that a full-time librarian should be responsible for the school library (see, for example, AASL/AECT <sup>(9)</sup> and the LA <sup>(10)</sup>). There is, therefore, a need to establish the job status of secondary school librarians in S.A. so that the situation in the Kingdom can be compared with international standards and good practice in those countries with developed school library systems.
- Qualification and specialised area – the literature (e.g. Ken Haycock <sup>(11)</sup> and Rebecca Knuth <sup>(12)</sup>) stresses that qualified school librarians who have attained an undergraduate degree and who are specialised in the field of library and information studies should be in charge of school libraries and there is, therefore, a need to establish whether this is the case in secondary schools in Saudi Arabia or not.
- Salaries – to give an overview of school librarians' earnings and thus obtain an indication of school librarians' status.
- Library staff – it is recommended in the literature (e.g. NMLA <sup>(13)</sup>, AASL/AECT <sup>(14)</sup> and the LA <sup>(15)</sup>) that the school librarian and one or two assistants, depending on the size of the school, should staff the school library. Therefore, it is useful to find out whether this is the situation in S.A. or not.
- Job satisfaction – to investigate whether school librarians are satisfied with their job or they are not, to obtain an indication of school librarians' position.

- Training – Many commentators in the field such as Nancy P. Zimmerman<sup>(16)</sup> and Sigrun Klara Hannesdottir<sup>(17)</sup> as well as professional organisations such as IFLA<sup>(18)</sup> recommend that school librarians should be trained and kept up-to-date with latest developments in school librarianship field. Therefore it is necessary to identify whether secondary school librarians in Saudi Arabia are provided with training opportunities or not.
- Collaboration with classroom teachers – according to many authors in the field, for instance, Graham Small<sup>(19)</sup> and Judith F. Davie<sup>(20)</sup>, it is important that school librarians collaborate with classroom teachers and develop an effective framework of coordination. There is, therefore, a need to establish to what extent this is happening in secondary schools in Saudi Arabia.

### **Section Two (D- School Library Physical Facilities):**

This section aimed to investigate the school library accommodation and its physical facilities relating to the following:

- The location of the library within the school – the literature (e.g. SLA<sup>(21)</sup> and LA<sup>(22)</sup>) recommends that the school library should be located on the ground floor accessible for users, therefore, this study will investigate whether school libraries in Saudi Arabia are located according to good practice in developed countries.
- The total area of the school library – the literature (e.g. IFLA/UNESCO<sup>(23)</sup>) stresses that the school library size should not be less than 159.2 m<sup>2</sup>. So the size of secondary school libraries in S.A. needs to be established to determine whether it is according to international standards.
- The number of rooms within the school library – it is recommended in the literature (e.g. The Massachusetts School Library Media Association<sup>(24)</sup>) that the school library should have sufficient space to provide the necessary facilities, therefore, this study will examine the situation in secondary school libraries in Saudi Arabia to clarify whether they have sufficient space or not.
- Accommodation capabilities – according to many professional organisations in the field such as SLA<sup>(25)</sup> and LA<sup>(26)</sup>, school libraries should accommodate at least 10% of the student enrolment, therefore, there is a need to identify whether this is the situation in secondary school libraries in Saudi Arabia.



- Physical materials and equipment – Good practice in school libraries in developed countries identified through the literature, for example, AASL/AECT <sup>(27)</sup>, LA <sup>(28)</sup> and SLA <sup>(29)</sup>, stresses that school libraries should have appropriate equipment and furnishings such as shelves, tables and chairs as well as computers, printers and A-V equipment etc. This part of the survey will identify whether secondary school libraries in Saudi Arabia have such furnishings and equipment that are considered essential in such libraries.

### Section Three (E- Collection and Services):

This section was formulated to investigate the different kinds of information resource that school libraries have and some services that they may provide. It gathered data related to the following areas:

- Information sources – the literature (e.g. AASL/AECT <sup>(30)</sup>, SLA <sup>(31)</sup>, MSLMA <sup>(32)</sup> and NMLA <sup>(33)</sup>) stresses that school libraries should have a wide range of information sources including print (e.g. books and periodicals) and non-print sources (e.g. Audio-Visual materials, CD-ROM and Internet access). There is, therefore, a need to establish the availability of information sources in secondary school libraries in Saudi Arabia so that the situation can be compared with that of international standards.
- Services (classification system, cataloguing rules, loan and inter-library loan) - many commentators in the field such as Marilyn L. Miller and Marilyn L. Shontz <sup>(34)</sup> and Elspeth Scott <sup>(35)</sup> noted that school libraries must provide a full range of services to assist users within an effective learning process. This study will establish the present services provided in secondary school libraries to compare them with those in developed school library systems.

This section also investigated whether secondary school libraries provide any of educational activities and, if not, sought to determine the reasons why. Finally, this section investigated the integration of information skills into the curriculum, and how these skills were taught. Many commentators such as Elizabeth King <sup>(36)</sup> and Geoff Dubber <sup>(37)</sup> stressed the importance of providing different educational activities, importantly, the teaching of information skills, so it is important to establish whether this takes place in secondary schools in Saudi Arabia or not.

**Section Four (F- Management and Funding):**

This section was designed to find out how the school library was managed and funded, and included the following:

- Who manages the school library – the literature (e.g. Betty J. Morris <sup>(38)</sup> and Blanche Woolls <sup>(39)</sup>) stresses that school libraries should be managed by the school librarian and a committee, therefore, there is a need to know whether this is the case in S.A. secondary schools.
- How school libraries are funded and the percentage of funds that come from different sources – many commentators in the field, for instance, Keith Curry Lance <sup>(40)</sup> and Nancy P. Zimmerman <sup>(41)</sup>, recommend that school libraries should have sufficient financial support from the Government, parents and donations, therefore, it is important to identify how secondary school libraries in S.A. are funded.
- To indicate which policies and standards are applied to guide school libraries – the literature (e.g. IFLA <sup>(42)</sup>) stresses the importance of school library policy and standards. Therefore, this study will determine whether policies and standards exist in school libraries in S.A. or not.

**Section Five (G- School Librarians' Perception):**

Finally, this section aimed to explore school librarians' perception towards modern concepts of school libraries and school librarians in the educational process, particularly in the light of the introduction of SNP and LRCP into the educational environment in Saudi Arabia. This section focused on:

- The role of the school library – IFLA/UNESCO <sup>(43)</sup> and many other commentators (e.g. Nancy P. Zimmerman <sup>(44)</sup> and Anthony Tilke <sup>(45)</sup>) stress the importance of the role of the school library in the learning environment, therefore it is vital to establish the views of school librarians in secondary schools in S.A. on this topic.
- The role of the school librarian in the educational process – the literature (e.g. Jan A. Kruger <sup>(46)</sup> and Barbara K. Stripling <sup>(47)</sup>) emphasises the important role that school librarians play in the educational process. It is therefore imperative to find out whether school librarians in S.A. recognise their role.



- Collaboration with classroom teachers for the integration of school library services into the curriculum – the literature (e.g. Graham Small <sup>(48)</sup> and Judith F. Davie <sup>(49)</sup>) stresses that school librarians should plan and work with teachers collaboratively to teach school curriculum subjects. It is therefore important to establish whether this is being practiced in S.A. secondary schools or not.
- Student-centred learning method – Many commentators in the field (e.g. Donna Brandes <sup>(50)</sup> and Helen Phtiaka <sup>(51)</sup>) as well as AASL/AECT <sup>(52)</sup> recommend the implementation of a student-centred approach as a modern approach of learning. There is, therefore, a need to establish whether secondary school librarians in Saudi Arabia recognise this modern approach for learning.
- The teaching of information skills for problem solving and for undertaking school projects – it is recommended in the reviewed literature (e.g. Elizabeth King <sup>(53)</sup> and Geoff Dubber <sup>(54)</sup>) that it is important to teach students these information skills, therefore, there is a need to clarify whether secondary school librarians teach or recognise these skills in S.A. schools.
- The integration of information technology into the school curriculum to support the curriculum subjects – Good practice in school libraries in developed countries (e.g. NGfL <sup>(55)</sup> and Information Power <sup>(56)</sup>) and many commentators in the field (e.g. Carol C. Kuhlthau <sup>(57)</sup>, Rob Jones <sup>(58)</sup> and James A. Jones <sup>(59)</sup>) recommend the integration of IT into the school curriculum. There is, therefore, a need to establish whether secondary school librarians in Saudi Arabia support the integration of IT into the school curriculum to support the teaching process. This situation can then be compared with good practice in developed school library systems in developed countries.
- As the Saudi Arabian Schools' Net Project is a new development in the educational environment, it is important to establish secondary school librarians' opinions of its role and importance in developing and supporting the school curriculum and the learning environment with modern information technology, as their attitudes towards the project will be important to its development and success.

### 3.2.4 Pilot Study

For the purpose of this research, copies of the preliminary draft of the questionnaire and interview schedule were distributed to some of the postgraduate students at Loughborough University and at the University of Nottingham, randomly, for suggestions and comments. The pilot study of this research had the following objectives:

- To determine the validity and reliability of the two instruments.
- To determine the clarity of the two instruments.
- To determine the statistical methods to analyse the collected data.

The pilot questionnaires and interview schedule were distributed to ten postgraduate students. They were chosen randomly and were asked to make suggestions and comments for possible refinements and accuracy of the two instruments which could be considered and made before the actual distribution of the questionnaire and undertaking the interviews. All of the participants returned the questionnaire and interview schedule and their suggestions and comments were considered and were taken into account in drafting the language of the final Arabic version of the questionnaire and interview manuscript and to make them reasonable with regard to the length and the time required to complete them.

### 3.2.5 Questionnaire Distribution and Response

Chava Frankfort-Nachmias and David Nachmias state that the mail questionnaire allows a wide geographical contact with respondents <sup>(60)</sup>. Therefore, because the survey required a wide coverage, 1384 questionnaires were delivered to the Ministry of Education on 30<sup>th</sup> Dec. 2001 for distribution to all secondary schools. To achieve and ensure effective distribution and collection, the questionnaires were distributed officially through the Ministry of Education's postal system. Five hundred and seventy six responses were collected on 17<sup>th</sup> March 2002. This is a response rate of 41.6% (see table 3.1), which is gratifying considering the typical response rate for mail questionnaires is between 20 and 40% <sup>(61)</sup>. The results showed that the response from Riyadh was the poorest and that 34 schools did not have a school library. The variety in response rates was probably due to insufficient postal procedure in some educational departments.



Table 3.1 Questionnaire response

| Admin. Areas | Edu. Dep.   | No. of Sec. Schools | No. of responses |
|--------------|-------------|---------------------|------------------|
| Riyadh       | Riyadh      | 103                 | 14               |
|              | Aflaj       | 7                   | 4                |
|              | Hotah&Hariq | 8                   | 6                |
|              | Kharj       | 18                  | 17               |
|              | Dawadmi     | 37                  | 26               |
|              | Alzulfi     | 5                   | 4                |
|              | Al-majmaah  | 16                  | 18               |
|              | Ggowwaieiah | 21                  | 12               |
|              | Afif        | 16                  |                  |
|              | Wadi Dawser | 10                  | 10               |
|              | Shaqra      | 10                  | 8                |
|              | Total       | 251                 | 119              |
| Makkah       | Makkah      | 39                  | 30               |
|              | Taif        | 81                  |                  |
|              | Jeddah      | 85                  | 18               |
|              | Qunfozah    | 29                  | 12               |
|              | Allaith     | 21                  |                  |
|              | Total       | 255                 | 60               |
| Madinah      | Madinah     | 54                  | 26               |
|              | Alola       | 7                   | 4                |
|              | Almahd      | 16                  | 10               |
|              | Yanbu       | 17                  | 18               |
|              | Total       | 94                  | 58               |
| Qassim       | Qassim      | 50                  | 18               |
|              | Alrus       | 19                  | 9                |
|              | Onaiza      | 15                  | 14               |
|              | Total       | 84                  | 41               |

| Admin. Areas | Edu. Dep.    | No. of Sec. Schools | No. of responses |
|--------------|--------------|---------------------|------------------|
| Eastern      | Eastern      | 94                  | 40               |
|              | Ahsa         | 52                  |                  |
|              | Hafr albaten | 21                  | 18               |
|              | Total        | 167                 | 58               |
| Asseer       | Asseer       | 60                  | 32               |
|              | Bisha        | 47                  | 29               |
|              | Rijal Alma'a | 16                  | 15               |
|              | Sarat Obaida | 33                  | 27               |
|              | Mahayel      | 24                  | 16               |
|              | Namas        | 13                  |                  |
|              | Total        | 193                 | 119              |
| Hayel        | Hayel        | 60                  |                  |
| Tabouk       | Tabouk       | 36                  | 23               |
| Baha         | Baha         | 34                  | 26               |
|              | Almikhwah    | 16                  |                  |
|              | Total        | 50                  | 26               |
| N. Frontiers | N. Frontiers | 21                  | 15               |
| Jouf         | Jouf         | 22                  |                  |
|              | Qeryyat      | 11                  | 10               |
|              | Total        | 33                  | 10               |
| Jizan        | Jizan        | 58                  |                  |
|              | Sabia        | 44                  | 25               |
|              | Total        | 102                 | 25               |
| Najran       | Najran       | 38                  | 22               |
| GRAND TOTAL  |              | 1,384               | 576              |

### 3.3 Interviews/Semi-Structured Questionnaires

#### 3.3.1 Interview Sample

There are 13 administrative area managers in the MOE who supervise the whole 42 regional educational departments. The researcher believed it was important and necessary to collect all 13 managers' views as they have the ability to make recommendations for future development. Interviews allow greater flexibility in the questioning process, provide in-depth comments and response rates are generally much higher, although they are costly and time-consuming <sup>(62)</sup>. Due to the widespread geographic nature of the administrative areas in S.A., two face-to-face interviews were undertaken with Makkah and Riyadh area managers on 13<sup>th</sup> March and 17<sup>th</sup> March 2002 respectively, as they were conveniently located for the researcher. The main structure of the interviews was used to construct a semi-structured questionnaire for the remaining eleven area managers. Semi-structured questionnaires have open-ended questions that respondents can discuss more freely and provide more explanation <sup>(63)</sup>. Contacts were made with the managements' secretaries of Madinah, Qassim, Asseer, Hayel, Tabouk, Baha, North Frontiers, Jouf, Jizan, Eastern-Dammam and Najran, to discuss arrangements for sending the semi-structured questionnaires. Eleven copies were sent by post on 15<sup>th</sup> January 2002 and by 19<sup>th</sup> March 2002 seven had been received. Overall, nine responses were received including the two face-to-face interviews, a response rate of 69.2%.

#### 3.3.2 Aim of Interviews

The interviews were used to collect primary data for this study. They aimed to investigate area managers' perceptions of the current situation in boys' secondary school libraries. This instrument was used in order to supplement the information and also to follow up issues arising out of the questionnaire. In addition, it was hoped to determine whether there was a difference in perception between staff working in the schools and area managers who are responsible for policy and strategy. Their opinions were sought on how the educational system should respond to development requirements and modern educational concepts, particularly with the introduction of ICT into the educational environment. Their views on the role that SLMCs can play in the educational process were also sought.



### 3.3.3 Interview Content (see Appendix B).

Chava Frankfort-Nachmias and David Nachmias state that the most structured form of interview is the schedule-structured interview in which the questions, their wording, and their sequence are fixed and are identical for every respondent <sup>(64)</sup>. The structured interview was designed to take approximately 20-30 minutes to complete and requested respondents to provide information in the following areas:

- Respondent's name.
- Position.
- Qualification
- Specialised area.
- Telephone and fax numbers.
- School e-mail address.

The interview then sought to clarify the respondent's perception of different aspects of the development of school libraries as well as their views of school librarians and their role in the educational process. The interviews included discussion of the following:

- The existence of school libraries within public secondary schools.
- Secondary school librarians' employment and their role in the educational process.
- The ways that school libraries are funded.
- Secondary school librarians' training.
- Policies and standards relating to school libraries.
- The place of the student-centred learning approach within the educational process.
- ICT applications in secondary school libraries.
- The use of information skills in the educational process and specifically within school projects.
- The potential transformation of current school libraries into school library media centres.
- The Schools' Net Project and its effect on the educational process.

### 3.4 Questionnaire and Interview Translation

The questionnaire and interview manuscript were both written originally in English. Because these were to be applied in Saudi Arabia where the main language is the Arabic language, they were translated into Arabic. To ensure the accurate communication of ideas and meaning, Arabic postgraduate students at Loughborough University and the University of Nottingham reviewed both instruments. Some corrections were made to formulate the final Arabic version of both instruments (see Appendices C&D).

### 3.5 Study Limitations

#### 3.5.1 Secondary School Level

The study was limited to the secondary school level for a number of important reasons. The general education stages in Saudi Arabia are primary, intermediate and secondary. Students at secondary level are between 15-18 years old and this is a critical stage in every student's life as they are likely to be mature enough and prepared adequately for further education in colleges and universities or to be a part of the workforce. In most cases, success in further education is related to good preparation in general education, particularly at the secondary stage where students are likely to be keen to develop their skills in using audio, video, CD-ROMs, computers and other innovations in ICT.

Students at the secondary level are likely to be more capable than others. They can deal with different information sources in the library. They are able to understand the differences between printed and non-printed sources and how they are organised. They can identify and utilise the information sources they need for their learning. In addition, teaching the English language subjects such as reading, writing, speaking, grammar and translation, starts with the basics in intermediate level and is developed to advanced levels in the secondary stage. Students' English language skills during this period will develop greatly. This will help them to understand and to deal with keyboard functions as well as web site instructions on the WWW. Consequently, they can utilise electronic resources on many different subjects related to the curriculum, which are published in the English language and internationally used.



Furthermore, the 'Library and Research' subject, which has been included in the school curriculum at the secondary level since 1993, gives a general idea of the basics of library use. It helps students to develop their library skills and to deal with and use the school library. For these reasons, this study will concentrate on the secondary school level.

### 3.5.2 Boys' Secondary Schools

General education in Saudi Arabia is divided into two main divisions. The Ministry of Education controls the boys' division and the General Presidency of Girls' Education controls the girls' division. They have separate administration systems, although they follow the same educational process and teach the same core curriculum in the early stages.

Due to the social and religious circumstances that characterise educational provision and community in Saudi Arabia, which makes contact with female candidates difficult, the researcher determined to conduct this study on the limited scale of boys' public secondary schools and girls' schools were not included.

### 3.5.3 Public Secondary Schools

Private schools were not included in this study also, because even though the Ministry of Education administers them, they have a separate administrative system and in fact private schools represent a small percentage of school enrolments in Saudi Arabia. As mentioned in chapter two, they represent approximately 7% of the total school enrolments taking into account this figure encompasses primary, intermediate and secondary stages as well as boys' and girls' divisions.

These private schools, in which students must pay fees, are funded privately and do not receive annual funds from the Government. In contrast, even though funds often do not cover the needs of public secondary schools, they are included within the Government's annual financial plans. Public secondary schools represent the vast majority of school enrolments in the Kingdom of Saudi Arabia. Therefore, this study was aimed at public secondary schools and private schools were not among this study's concerns.

### 3.6 Analysis of Questionnaire and Interview Data

#### 3.6.1 Questionnaire Data

Quantitative and qualitative techniques were used to examine the data collected. Fifty five out of 58 questions were analysed statistically using quantitative techniques and three questions (Q. no. 29, 30, 44) were analysed using qualitative techniques. The questionnaire data are represented in chapter five from three viewpoints as follows:

- Data on existing secondary school libraries.
- Data on planned secondary school libraries.
- Data relating to reasons for not planning new school libraries.

All quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). All variables “a characteristic or property of a unit” <sup>(65)</sup> were determined and values “the score or value on a variable” <sup>(66)</sup> were coded according to the possible answers to each question. Some of the values were grouped because of the wide range of figures in the response such as numbers of books, periodicals, reference sources, shelves, tables and chairs. Twenty questionnaires of the responses were ignored because they were considered inappropriate. Some of these were answered by private schools mailed by mistake and some were not completed adequately.

#### 3.6.2 Interview Data

The qualitative data from the nine interviews/semi-structured questionnaires were analysed manually according to different aspects included in the interview schedule. The analysed data are represented in chapter five according to the following ten major categories:

- The existence of secondary school libraries and their role in the educational process.
- The employment of qualified school librarians and their role in the educational process.
- School library funding.
- School librarians’ training.



- School library policies and standards.
- Student-centred learning.
- The current application of information technology in secondary school libraries.
- The integration of information skills within the school curriculum.
- The transformation of school libraries into school library media centres.
- The effect of the Schools' Net Project on the educational environment.

### 3.7 Summary

This chapter has reviewed the methods used to undertake an investigation into libraries in boys' secondary schools in the Kingdom of Saudi Arabia. A combination of quantitative and qualitative data should enable the researcher to present a comprehensive picture of the current situation, identify gaps in provision and make recommendations for the future. Table 3.2 shows the framework developed to facilitate collecting the necessary data that the research questions demand.



**Table 3.2**      **The research framework**

| No. | RESEARCH QUESTIONS   | LITERATURE REVIEW     | QUESTIONNAIRE                     | INTERVIEW      |
|-----|--|-----------------------|-----------------------------------|----------------|
| 1   | What is the role of the school library media centre in the educational process?  | 4.1 & 4.2 & 4.4       | Q. 15                             | Q. 1           |
| 2   | How important are school library media centres in the educational process?   | 4.3                   | Q. 16, 17, 18, 19, 20, 21, 22, 51 |                |
| 3   | What facilities and services can school library media centres provide?   | 4.5 & 4.7.5           | Q. 14, 36, 37, 38, 39, 40, 41     |                |
| 4   | How do Saudi Arabian secondary school libraries compare with school library media centres in developed countries?  | 4                     |                                   | Q. 9           |
| 5   | What implications does the current situation of secondary school libraries in Saudi Arabia, and the situation in developed countries, have for recommendations for change in Saudi Arabia? | 4                     | Q. 52, 53, 54, 55, 56, 57, 58     | Q. 2, 6, 8, 10 |
| 6   | Where are secondary school libraries located?  | 4.5.7.1 & 4.7.5.2     | Q. 5, 32                          |                |
| 7   | What are the average areas of secondary school libraries?  | 4.7.5.3               | Q. 6, 33, 34                      |                |
| 8   | What are capabilities of these libraries to accommodate users?   | 4.7.5.3               | Q. 35                             |                |
| 9   | What physical infrastructure (furniture, equipment) do these libraries have?   | 4.7.5.5               | Q. 36                             |                |
| 10  | What is the quantity and quality of the information resources held by these libraries?   | 4.7.5.4               | Q. 14, 37                         |                |
| 11  | How are collections classified?  | 4.5                   | Q. 38                             |                |
| 12  | Which cataloguing rules are used?  | 4.5                   | Q. 39                             |                |
| 13  | Do these libraries have electronic information sources?  | 4.7.7 & 4.7.8 & 4.7.9 | Q. 36, 37                         | Q. 7           |
| 14  | Do these libraries provide loan and interlibrary loan facilities?  | 4.5                   | Q. 40, 41                         |                |
| 15  | Do these libraries have user education activities?   | 4.6                   | Q. 42, 43, 44, 45, 46             |                |
| 16  | Who manages the school library?  | 4.7.3                 | Q. 12, 47                         |                |
| 17  | Do these libraries have policies and standards?  | 4.7.1 & 4.7.2         | Q. 7, 8, 9, 10, 49, 50            | Q. 5           |
| 18  | How are these school libraries funded?   | 4.7.4                 | Q. 13, 48                         | Q. 3           |
| 19  | What are school librarians' academic qualifications?   | 4.7.6.1               | Q. 24                             |                |
| 20  | In which areas are school librarians specialised?  | 4.7.6.1               | Q. 25                             |                |
| 21  | What is the average school librarian's wage?   |                       | Q. 26                             |                |
| 22  | How many staff are employed?   | 4.7.6                 | Q. 11, 23, 27                     |                |
| 23  | What are school librarians' attitudes towards their job?   | 4.7.6.2               | Q. 28                             |                |
| 24  | Are there training programmes for school librarians?   | 4.7.6.4               | Q. 29                             | Q. 4           |
| 25  | Are there collaboration activities with classroom teachers?  | 4.7.6.3               | Q. 30, 31                         |                |



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## CHAPTER FOUR: LITERATURE REVIEW

### 4.0 Introduction

As the new millennium advances, many developing countries are at a critical point of change, struggling to solve their economic, social and political as well as their educational problems. The widespread use of modern information and communications technology (ICT) has the potential as an important factor to assist developing countries improve educational provision.

It is clear that education is one of the most important drivers for the progress of a nation. It can provide all economic sectors with an educated workforce through levels of education in the form of universities, colleges, institutions and schools. Schools, as part of the educational provision, have a significant role to play because education at school level is the first step in the educational process. In other words, schools have a substantial impact on preparing and supplying a well-educated generation to enable society to cope with the demands of the current technological information environment.

Teaching students the school curriculum to prepare them for tests is not the only educational concern. Hence, within modern concepts of education, students should be prepared for personal success too. They need to learn how to learn and to do so successfully and independently, they need also to obtain basic information skills, fundamental ideas and concepts, and interact with a wide range of knowledge that is published in printed and electronic formats <sup>(1)</sup>. Therefore, to achieve educational goals, schools must work as an integrated system to promote and enhance the successful interaction of the main elements in the process: teachers, students, school librarians and school libraries.

School libraries are known as the laboratories of the general education stage which assist teachers and students to fulfil the requirements of the school curriculum <sup>(2)</sup>. School libraries, during their long history of modification and development in past decades, have evolved into school library media centres or school library resource centres, particularly in secondary schools where students are prepared to cope with further and higher education. This chapter will highlight the various essential aspects of the development of school library media centres.



## 4.1 Defining School Library Media Centres (SLMCs)

The concept of the traditional school library has changed as it has developed its function to meet the needs of the modern educational process. These changes have been affected by what is often referred to as the information explosion as well as the rapid growth of information technology (IT). It has become clear that “Librarianship today is very much a technology dependent discipline and so is driven by the enormous technological changes...”<sup>(3)</sup>. IT is one of the key factors encouraging the development of school library media centres, as well as affecting the development of schools.

School libraries, which represent the old vision of SLMCs, were often an integral part of the school, a physical place where usually books were kept for reading and entertainment purposes. Unfortunately, this system did not always meet classroom and curricular requirements. The old school library as the resource room down the hall where students went once a week for library lessons or to check out a book is a model of the past<sup>(4)</sup>, and represents the concept of the traditional school library<sup>(5)</sup>.

In recent years, many developed countries, governments and national-international organisations have shown considerable interest in developing school libraries. The attention is particularly marked in many developed countries such as the United States, Canada, the U.K. and Australia. Ministries of education, librarianship and school librarianship associations, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the International Federation of Library Associations and Institutions (IFLA) have also signalled their interest. Their activities have led to numerous publications, policies, guidelines, standards, projects, seminars, conferences and training sessions in this area.

Moreover, IFLA produced guidelines for school libraries which stress the importance of developing successful school libraries. Their efforts were designed, “to promote knowledge and awareness of quality library provision within the educational ethos, and to inform policy development within schools in support of the academic and personal curricula, and to give practical advice to those responsible for managing and organising school libraries”, and publicise the most recent trends in school libraries within the modern educational process<sup>(6)</sup>.

### 4.1.1 Nomenclatures

Contributions from information professionals and educationalists have explored various nomenclatures and definitions of the school library, which explicitly reflect on the features of, and the meaning of, school library media centres.

The following terms were found in the English and Arabic language literature to refer to the concepts and functions of school libraries. It was found that a wide variety of terms was used. Particularly 'school library resource centres' or 'school library media centres' were found in the literature review to be the most common terms currently used especially in U.S.A., Canada, United Kingdom, Australia and others. The terms found include:

- School Library
- Resource Centre
- Information Centre <sup>(7)</sup>
- Multimedia Centre
- Learning Centre
- Media Learning Centre <sup>(8)</sup>
- Learning Resource Centre <sup>(9)</sup>
- Learning Support Centre <sup>(10)</sup>
- Audio-Visual Centre <sup>(11)</sup>
- Instructional Materials Centre <sup>(12)</sup>
- Online Information Centre <sup>(13)</sup>
- School Library Resource Centre <sup>(14)</sup>
- School Library Media Centre <sup>(15)</sup>



### 4.1.2 Definitions

Definitions, found mainly in the school librarianship literature, can be discussed in historical order. In 1968, a group of international educators defined school libraries, based on the information they had collected through a survey of school libraries worldwide, as being, “Any place in a school building designated to hold instructional materials, other than textbooks, which are used by both teachers and students” <sup>(16)</sup>. It is clear that a place, collections and users were considered the key ingredients of a school library. This definition reflects the fact that school libraries had not yet been affected by modern information technology.

In 1971, Martin Rossoff indicated, “The school library is an indispensable unit in any school, regardless of its educational philosophy. In traditional schools, it serves as an instrument for enrichment, student guidance, and escape from the formal atmosphere of the classroom. Schools with more radical philosophy make greater demands on the library’s services and resources. It becomes a workshop, a centre for research, for independent study, inspiration, and communication. It is now an instructional material centre learning resource centre, an educational media centre resource criteria” <sup>(17)</sup>.

By the beginning of the 1970s, therefore, there were some trends towards changing the concept of school libraries. The vision had changed slightly and school libraries were by now adopting other responsibilities that would facilitate a gradual change into learning resource centres. Furthermore, greater demands were being placed on services, resources and staff.

In 1973, Philip Featherstone defined a resource centre as, “An organism, constantly developing, modifying, changing to meet the needs of the school it serves. And a learning resource is something which supplies a want of deficiency in the learning situation: a book; an audio-visual aid and the equipment to use it; a picture, map, pamphlet or document” <sup>(18)</sup>. It is notable that school libraries were seen as developing entities and were affected by the beginnings of new technologies and audio-visual materials which had started to appear at that time and were being used in school libraries. There was also a widening conception of resources which was affecting school library services.



By 1982, the school library was viewed as a learning laboratory that provided all kinds of instructional tools to support the educational programme <sup>(19)</sup>. In 1983, Roy Lundin defined the SLMC as “An area or system of areas in the school where a full range of sources, associated equipments, and services from media staff are accessible to students, school personnel and the school community” <sup>(20)</sup>. These definitions reflect the fact that there had been a widespread introduction of new technological sources and equipment into school libraries in the 1980s. This introduction, of course, added more responsibility and enhanced the school librarians’ role as well as improving the service provided by SLMCs.

In 1988, James Herring explained the evolution of terms, including:

“School library is a term used mainly in U.K. to cover all types of library or collection of materials in schools, whether staffing of any kind is provided or not.

School library resource centre is a term [that] was used in U.K. mainly in [the] 1970s... school library resource centre is an agency for stimulating the actual creation and use of resource collection.

School media centre/School library media centre/Instructional materials centre are terms used mainly in U.S.A. where ‘media’ stressed the desire of media centres to be the central base for the storage and creation of teaching and learning media” <sup>(21)</sup>.

It appears that the concept of the school library during the 1980s was wide and there was differentiation in using these terms, mainly caused by implementing new IT in the learning process. The 1990s witnessed a continued development of school libraries and increased integration of the library with teaching and learning methods. In 1993 The World Confederation of the Teaching Profession, renamed itself as the International Association of School Librarianship (IASL), and stated “The school library is central to the fulfilment of the instructional goals and objectives of the school and promotes this through a planned program of acquisition and organisation of information technology and dissemination of materials to expand the learning environment of all students. A planned program of teaching information skills in partnership with classroom teaching and other educators is an essential part of the school library program. The school library provides a wide range of resources, both print and non print, including electronic media, and access to data which promotes an awareness of the child’s own cultural heritage, and provides the basis for an understanding of the diversity of other cultures” <sup>(22)</sup>.



The modern concept of SLMCs is evident in this definition as it stresses the philosophy and the importance of the school library and the change in the educational environment especially the development and use of modern technologies in the classroom and resource-based learning. These developments made heavier demands on the school library media centre and staff.

Along similar lines, in 1996 Leicestershire County Council described the school library resource centre stressing that it is not merely a physical space in which various media are stored, “More than just a place or collection of books and data, it is a concept, a tangible expression of the school’s ethos and values, its approaches to equality of opportunity, moral and social questions, care, educational purposes and attitudes and a window to the wider world”. It was emphasised that school library resource centres can provide staff and pupils alike with an unrivalled resource with which to support learning in school <sup>(23)</sup>.

Furthermore, in 1998 Ruth Jean Shaw suggested that school library media centres exist to help students achieve their aims through updated sources and adequate staffing supported by new digital technologies. Thus the school library is “A place that richly complements students’ achievement goals, but it must be well endowed with new and current resources, adequate manpower, and decent electronic ramp support” <sup>(24)</sup>.

In 1999 Carol C. Kuhlthau gave her own definition of school library in the information age as, “An inquiry centre that provides the means for an integrated inquiry approach to learning”. She stressed that the school library is a centre for learning shared by library media specialist, teacher, and principal with a mutual commitment. They have to work together, plan and teach collaboratively to provide inquiry-based learning, in order to improve the school library’s impact in the school, preparing pupils for the information age environment <sup>(25)</sup>.

It appears from the definitions above that there has been a distinct change in the concept of school libraries from the 1970s to the present day. The concentration in the definitions was initially on the school library being a physical place within the school with materials and collection for students and teachers to use as a separate information resource.

By the beginning of the 1970s, there had been a considerable transformation in the concept of the school library and its role in the education process. It was no longer just a place for keeping print and non-print materials for students' and teachers' use but a dynamic and physical system within the school that was increasingly integrated into the school curriculum to provide students and teachers with a wide range of information resources. This transformation is clear in the reference to the school library as a 'school library media centre', which was first used commonly in the 1980s and 1990s and is currently used today.

The focus on school libraries has changed from being a physical place used as a warehouse for resources, to being characterised as an organisation that provides services and resources for research demands as well as playing an essential role in supporting the educational process. Moreover, the effect of new information technology and the modern conception of learning have affected the perception of the school library, putting stress on its function, capability and the development of information retrieval skills.

To conclude, the school library media centre is an integral part of the school at the centre of the educational process, integrated with the school curriculum, providing students and teachers with organised information sources, both printed and electronic, to serve educational aims and objectives. Although current definitions can describe the content and functions of SLMCs, none of them are agreed upon. "After 25 years of international activities, there is no universal definition of what a school library is" <sup>(26)</sup>.

## 4.2 Philosophy of SLMCs

School libraries, as part of the education system, are affected by innovations in ICT and also by changes in educational approaches. These developments have influenced the role of the school library in the educational process. School libraries have evolved philosophically as much as schools themselves have changed, from a concentration on the "things" of schools (building, textbooks, schedules and school library collection) that make the educational system manageable and efficient, to an emphasis on the individual needs of students and the learning supported by caring school communities <sup>(27)</sup>.



The focus in learning has changed from being teacher-centred teaching to being student-centred learning. Teacher-centred teaching emphasises that teachers are at the centre of the educational process and students have to wait to receive lessons and facts, depending on limited sources and textbooks. Student-centred learning, on the other hand, puts greater demands and responsibility on pupils by giving them the confidence to fulfil their potential as individuals and groups. Student-centred learning also stimulates and encourages pupils to develop their information skills, and learn how to learn to be literate as a lifelong learner.

There is, therefore, an emphasis on students' information handling abilities: "...the educational philosophy recognises the importance of pupils becoming information literate" <sup>(28)</sup>. Also, students must develop their information skills and should have the opportunity to explore different kinds of media. "In order to change the role and the status of school library, it is essential for a school to formulate and adopt an ethos and philosophy which place the pupil at the centre of learning, give priority to his or her needs and award a fair degree of trust and responsibility" <sup>(29)</sup>.

School library media centres are viewed as integral to the education process by many commentators. "School library media centres resources are the materials with which to stimulate creative, significant thinking..." <sup>(30)</sup>. "A look at the major developments in school libraries since 1950 reveals the evolution of a learner-centred philosophy that will lead schools into a model of quality education for all students" <sup>(31)</sup>.

Promoting a student-centred learning approach is one of the concerns of the educational process <sup>(32)</sup>. The major goal of education is to enhance learning <sup>(33)</sup>. Teaching individuals to think and to translate it into patterns and productive purposeful behaviour is the primary purpose of organised education <sup>(34)</sup>. The education process must therefore focus on teaching students how to learn. The education system has realised that a focus on learning should provide the basis for educational reform; a focus on learning will lead to high quality schools and student success <sup>(35)</sup>.

Certainly, placing more emphasis on students' achievement is the main object of the educational process and investment should certainly be in students, not only in new information technology or physical materials that are in the school library. "It is the person that transforms the philosophy and the ideas for action" <sup>(36)</sup>.



Therefore, students should learn how knowledge is organised and how to retrieve it. In other words, students should learn about how to gain knowledge from the abundant resources provided by the information age. The philosophy of school libraries has changed in order to help people to deal with access to enormous quantities of digitised information and to develop learning skills. Hence, pupils must learn and develop their information acquisition skills to be literate as lifelong learners not only with printed media but also, importantly, interacting with the new digital knowledge that is offered in school library media centres for pupils. The school library media centre has thus become central to the aims of the educational process: “The role of the school library in the learning process is paramount in supporting students’ reading and access to information” <sup>(37)</sup>. Commentators therefore recognise that school library media centres play a vital supporting role in schools, supporting pupils in the learning process by facilitating access to information. “The mission of the library media centre is to develop students, who have the knowledge, skills and confidence to navigate the sea of information” <sup>(38)</sup>.

Finally, Carol C Kuhlthau pointed out an important element for school library development. Underlying the philosophy of learning, a sharing of knowledge and expertise between the library media specialist, teachers and school managers is stressed. Therefore, there must be a mutual commitment to work together to create an environment based on this philosophy <sup>(39)</sup>.

### 4.3 Importance of SLMCs

The SLMC should be at the centre of the educational process because it can enhance students’ academic achievement and raise the quality of learning. The impact of school library media centres on student’s academic achievement is clear in the finding of ‘The Colorado Study’, undertaken by Keith Curry Lance and his team in 1993, that demonstrated a relationship between the school library and academic achievement, particularly in standardised reading scores <sup>(40)</sup>. Nancy P. Zimmerman also considered the importance of school libraries in the educational process. She stated: “The recognition that today’s students must be technologically literate and must be skilful consumers, users and producers of information has prompted increased attention to the role school library media centres play in academic achievement of students” <sup>(41)</sup>.



It is widely recognised that school libraries as resource centres in schools are fundamental, because they can play an important role in educating pupils and, with effective use, they can serve the demands of the curriculum and lifelong learning. Beverly Goldberg referred to the State of Minnesota Library Association and the Minnesota Educational Media Organisation in 1991, when she stated that the primary mission of the school library was to support the school curriculum <sup>(42)</sup>. The school library has to become a central force in the curriculum <sup>(43)</sup>. “The school library is an essential component of the educational process, contributing to the achievement of educational goals and objectives through programs and services that implement and support the instructional programs of the school” <sup>(44)</sup>.

The growing importance of school libraries is evident in the Library Association guidelines for secondary school libraries published in 1998, which listed six essential roles for school libraries and information services: as a central resource; an integral part of teaching and learning; a focus for information/learning skills development; providing opportunities for the individual to read more widely and think more deeply; an important resource in the school for leisure and recreational needs; and an essential partner in the development of lifelong learning <sup>(45)</sup>.

Along similar lines, the UNESCO declaration on school libraries in Paris on October 17, 1995 stated that libraries are essential to improve the educational process in the information age. The declaration also stated that SLMCs are an important element in the learning process because they:

- Facilitate voluntary reading for enjoyment.
- Encourage lifelong reading habits.
- Support and enhance the curriculum.
- Develop reading and literacy for education and enjoyment.
- Support and develop information handling skills.
- Promote the use of libraries and information in a wider network by:
  - Providing and maintaining up to date and relevant collections, which meet the needs of all staff and students and communities within their school libraries.
  - Creating and implementing collection development and implementation policies. <sup>(46)</sup>

School libraries are also considered the key to communications now that pupils worldwide can exchange experiences with each other. “The school library will now be in touch with the world, no longer isolated but [able] to access and share the latest information on any subject with absolutely anyone” <sup>(47)</sup>. In addition, IFLA/UNESCO stated the important role of the SLMC as follows; “The school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with lifelong skills enabling them to live as responsible citizens. The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development... The school library is an essential partner in the local, regional and national library and information network.” <sup>(48)</sup>.

To conclude, the school library media centre is thought to be an important element at the centre of the educational process that assist students’ academic achievement within effective use of a wide range of information sources, supporting the curriculum, developing students’ information skills and raising the quality of education for lifelong learning. In S.A., the Government has certainly considered the new developments in the educational environment. Teaching the ‘Library and Research’ instruction, the SNP and the LRCP suggest the Government is concerned with resource-based learning which can be developed through SLMCs. Therefore, this study will explore how school libraries are considered in the educational process in S.A. in order to compare the situation with that in developed countries.

#### 4.4 Role of SLMCs

The school library media centre therefore has a potentially vital role to play in both teaching and learning. Commentators have asserted that SLMCs should be an integral part of learning and a centre for student activities, integrated with the school curriculum by providing information handling skills. Accordingly, students should be encouraged to understand how the library is organised and should be prepared to be able to interact with its sources. Given this, the SLMC must provide students with different kinds of information resources. Accordingly, the school librarian should plan and work with teachers to promote students’ needs by introducing them to different formats of information sources and helping them use these sources efficiently and effectively <sup>(49)</sup>.



Sandra Olen and Jan A. Kruger argue that the philosophy, aims and objectives of education can influence the role of the SLMC. They suggest that it has an important role to play within a policy that acknowledges the integral role of SLMCs in developing students' information literacy. Also, professional management, recognition of the role of SLMCs, better funding for staff and collections can all influence students' academic achievement positively <sup>(50)</sup>.

The IASL has emphasised the vital role of school libraries and stressed that they must be involved in the teaching and learning process. The following functions explore the essential role of school libraries:

**Informational:** to provide for reliable information, rapid access, retrieval and transfer of information; the school library should be part of regional and national information networks.

**Educational:** to provide continuous lifelong education through provision of the facilities and atmosphere for learning, guidance in location, selection and use of material and training in information skills, through integration with classroom teaching; promotion of intellectual freedom.

**Cultural:** to improve the quality of life through the presentation and support of the aesthetic experience, guidance in appreciation of arts, encouragement of creativity and development of positive human relations.

**Recreational:** to support a balanced and enriched life and encourage meaningful use of leisure time through provision of recreational information, materials and programmes of recreational value and guidance in the use of leisure time. <sup>(51)</sup>

## 4.5 Services in SLMCs

IFLA/UNESCO stressed that "School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials. Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures" <sup>(52)</sup>.

Therefore, Services that translate the aim of the school library into a practical framework must be based on the school's learning priorities. They must be flexible and encompass the full range of sources. Services should also reflect planning with teachers that may include:

- Involvement in the planning and implementation of information skills programmes.
- Promotion of the enjoyment of literature and the whole range of information sources.
- Development of discriminating reading, viewing and listening habits.
- Assistance to classroom teachers and students in the selection and use of resources.
- Creation of stimulating teaching/learning environments.
- Provision of resources required fulfilling the cultural, recreational and informational, educational needs of the students and teachers.
- Facilitation of the use of resources by the whole school.
- Provision of access to curriculum documents by teachers.
- Provision of access to information retrieval systems.<sup>(53)</sup>

SLMCs can provide many valuable and effective services to students and teachers in schools, therefore Marilyn L. Miller and Marilyn L. Shontz indicated that schools within SLMCs, with better materials and budgets are classified as “high-services-schools” in which the SLMSs always provide at least 17 of 22 of the following identified services:

- 1 Offers curriculum-integrated skills instruction.
- 2 Informally instruct students in the use of resources.
- 3 Conducts workshop of teachers.
- 4 Assist curriculum committee with recommendations.
- 5 Collaborates with teachers.
- 6 Helps teachers develop/implement/evaluate learning.
- 7 Gives teachers information about new resources.
- 8 Provides reference assistance to students and teachers.
- 9 Helps students and teachers use resources outside the school.
- 10 Provides interlibrary loan for students and teachers.
- 11 Provides reading/listening/viewing guidance.



- 12 Helps parents realise importance of lifelong learning.
- 13 Coordinates in-school production of materials.
- 14 Coordinates video production activities.
- 15 Coordinates cable TV and related activities.
- 16 Coordinates computer networks.
- 17 Provides online library catalogue and circulation systems.
- 18 Provides access to CD-ROM searching.
- 19 Provides access to Internet and e-mail.
- 20 Provides flexible schedule.
- 21 Communicates proactively with the principal.
- 22 Plans instruction with teachers two hours a week. <sup>(54)</sup>

Elsbeth Scott also lists some service needs in order to draw up a standard library policy, these services include:

- Reference/enquiry service
- Curriculum involvement (advisory role when new course developed)
- Provision of resources lists to meet individual or departmental needs
- Co-ordinating resources within the school
- Instruction in library/information skills as required
- Guidance for pupils in investigation work
- Current awareness service for staff/pupils
- Provision of bibliographic information/advice on suitability of material
- Obtaining material not available within school. <sup>(55)</sup>

The widespread use of information technology has expanded the role of school libraries. Although school libraries still exist physically within schools, they are part of global digital information networks. So, school libraries, as laboratories must adopt developed IT to enhance their services <sup>(56)</sup>. The services that school libraries can provide to students are abundant, therefore, it is essential that school libraries must work to provide as wide a range of efficient services as possible to assist students and teachers within an effective learning process. Consequently, this study will highlight the services provided in secondary school libraries in Saudi Arabia in order to determine whether services that are provided are efficient according to the examples in developed countries.

## 4.6 Modern Concepts of the Role of SLMCs

### 4.6.1 Student-Centred Learning

School libraries can play an important role in providing different information sources and assisting and supporting the school curriculum to meet the needs of each student as an independent learner in the school environment. Obviously, the nature of knowledge has changed due to the widespread use of modern information technologies, and students are increasingly expected and encouraged to independently access, search, find and utilise information on relevant topics for school projects and share the found information with others.

School libraries are information sources providers to the school community and their success depends on the quality of education offered <sup>(57)</sup>. “The Primary goal of any school is learning. As effective teaching and learning theory has shifted from a teacher-centred to a student-centred perspective, the school library media program has adapted and has become more important than ever in achieving the school’s goal” <sup>(58)</sup>. School libraries have the power to develop and transform the teaching and learning approach from traditional didactic techniques to approaches that connect learners with knowledge and are more interesting and active <sup>(59)</sup>. “I firmly believe that student-centred learning is the most effective [approach]” <sup>(60)</sup>. Therefore, “If the new generation [is] able to hold the control in the future so they should be educated very well now” <sup>(61)</sup>.

Donna Brandes and Paul Ginnis have defined student-centred learning as a system of providing active learning that has the student at its heart <sup>(62)</sup>. It has been defined also as “effective behaviours of students to pursue information related to personal interests, to appreciate creative expressions of information, and to strive for excellence by assessing quality and revising appropriately” <sup>(63)</sup>. It is “an approach to teaching and learning which recognises the student as an individual and his/her personal development as important. The teacher - student relationship is characterised by collaboration, consultation and negotiation where students are seen as a learning resource and participants in a transparent process. The interaction quality between student and teacher is essential so that framework and objectives are agreed upon” <sup>(64)</sup>.



The student-centred learning environment will allow students to become more involved independently and actively, and responsible for their own education <sup>(65)</sup>. This puts greater demands on students themselves to become self-learners, depending on their abilities to master knowledge in the information age. “The need to be able to use information effectively has in many cases become more important than acquiring of factual knowledge itself” <sup>(66)</sup>.

Student-centred learning will develop the practice of students’ self-learning, accommodate their individual needs and encourage their practical and experimental methods. This requires continuous assessment using varied assignments, as well as stressing the need for information resources to support learning methods and for developing information skills for lifelong education <sup>(67)</sup>. “Student Centred Learning is an active and dynamic process through which students develop deep approaches as learners, taking responsibility for their own learning” <sup>(68)</sup>. Stripling argues that through active learning, students will develop the following essential learning skills:

- Asking good questions;
- Identifying prior knowledge;
- Selecting and evaluating information;
- Drawing conclusions based on evidence;
- Communicating decisions and understanding;
- Creating new knowledge based on learning. <sup>(69)</sup>

The principle of learner-centred learning stresses the development of learning activities and materials that should put learners first, recognising and building on their knowledge and experiences, and responding to their needs <sup>(70)</sup>. The student-centred learning approach leads to the use of different information resources that are available outside the classroom, while traditional didactic teaching tends to contain the pupils in the classroom and limits their reading to curriculum textbooks <sup>(71)</sup>.

Student-centred learning places a greater demand on school libraries and also places more emphasis on the librarian who must build information sources sufficiently to meet students’ needs, because “without the resources of the school library and the expertise of professional school library media specialists, today’s learners will be unable to navigate the information age” <sup>(72)</sup>.

The connection between the effective school library and students' education is crucial. Therefore, educational systems should be encouraged to extend the learning environment beyond teacher and textbooks into the school library. Students should have continuous access to an effective school library and have the opportunity to use and develop their information skills. The skills learned by the students through the school library will provide them with the means to adapt to a wide variety of situations, thus enabling education to be continued throughout life <sup>(73)</sup>.

## 4.6.2 Library and Information Skills

### 4.6.2.1 Library Skills

Library skills can help students use the school library effectively and define the information resources they need for school projects. Therefore, it is important to develop the skills of searching and finding as well the utilisation of information. Although library skills are important for searching in the library, the school librarian occasionally teaches these skills in isolation in library-based lessons <sup>(74)</sup>. The school librarian, traditionally, was responsible for teaching library skills which were often taught in isolation with students learning to use indexes just for library use only <sup>(75)</sup>.

To succeed at school and beyond, students must learn the basic skills of library use and information retrieval skills, using different forms of reference materials such as encyclopaedias, dictionaries, periodicals, books, bibliographies and catalogues. Sheila Ray stated, "Information skills are made up of library skills and study skills". Library skills include how to find your way around the library, how to use the catalogue, how to find a book or reference, how to borrow from the library and how to behave in accordance with regulations and roles. Study skills, on the other hand, often require involvement from other teaching staff <sup>(76)</sup>.

In fact, there have been several terms used for teaching library skills including *library orientation*, *training in use of the library*, *library instruction*, *library user education* <sup>(77)</sup> and *bibliographic skills* <sup>(78)</sup>. Teaching library skills encourages students to become familiar with the library and enables them to find resources independently. The acquisition of these skills is important because students need to know where and how to access information and solve learning problems.



Library skills are tools for productive thinking and effective learning that can be applied outside the school, therefore, students should be taught within the context of learning. Teaching them in isolation reduces their meaning so students are not able to identify the connection between these skills and education <sup>(79)</sup>. Timetabled lessons of library and information skills can enhance student learning, helping them become independent learners and leading to growing confidence in the use of information retrieval skills <sup>(80)</sup>. Mary Urbanik mentioned four objectives for library skills curriculum design that can benefit students including:

- An understanding of the organisation of the library media centre, and knowledge of where each of the various types of materials are kept, and how they are arranged.
- Knowledge of how materials in the library media centre are classified.
- An understanding of how the card catalogue is arranged and an ability to interpret accurately the information on the various types of catalogues.
- Competence in locating and using a variety of resources in the SLMC. <sup>(81)</sup>

Library skills can help students not only use the library and define the information resources needed for school projects, but they can also provide them with new techniques in research and in the use of different information resources <sup>(82)</sup>. Overall, they have a positive effect on student learning and academic achievement <sup>(83)</sup>.

#### 4.6.2.2 Information Skills

An information skill is much broader than library skills. Information skills encompass the use of information resources and the interpretation and application of information sources <sup>(84)</sup>. Information skills also involve students in defining information needs and locating, selecting, organising, creating, sharing and evaluating information <sup>(85)</sup>. Changes in educational methods, which involve the integration of information skills and IT into the curriculum to deal with the huge amounts of information now available, contributed to the realisation of the importance of new methods of information retrieval. It was no longer important just to find, evaluate and interact with information, but it was also necessary to produce meaningful presentations of projects. Students now had to complete a variety of tasks and were expected to make use of a variety of resources <sup>(86)</sup>.

To ensure that students made the best use of sources, their information skills needed to be developed. Albert Boekhorst described information skills as: "...skills that will enable us to consult and use the information we need to survive and function in daily life" <sup>(87)</sup>. It encompasses two areas: first, study skills that enable students to use their instructional library and its resources to further their studies, to perform literature searches to whatever depth and complexity, and to demonstrate this to the satisfaction of their tutors; second, attributes of awareness and understanding of the way in which information is produced in the modern world are also vital <sup>(88)</sup>. A national study of school evaluation in U.S.A. mentioned school-wide goals to enhance students' learning through different skills:

- Students make a commitment to create quality work and strive for excellence.
- Students use a variety of learning strategies, personal skills and time management skills to enhance learning.
- Students reflect on and evaluate their learning for improvement. <sup>(89)</sup>

#### 4.6.2.3 Teaching Information Skills

School library sources are built to support the curriculum, therefore, information skills must be emphasised as the basis of the curriculum and should be a part of every curriculum for all grade levels. Students must be taught and be equipped with the skills and abilities to cope with the mass of information that they will necessarily encounter in the process of acquiring knowledge <sup>(90)</sup>. "Schools have in many ways led the way in realising the importance of these new skills and it is certainly true to say that" <sup>(91)</sup>.

Learning information skills is essential for pupils' success in attaining the school curriculum unit objectives, therefore, students must know and be able to solve problems, draw conclusions, make decisions and construct their own thoughtful understanding <sup>(92)</sup>. Recognition of the importance of these skills is now widespread. In one study, all staff agreed on the importance of developing the skills of finding and using information <sup>(93)</sup>. SLMCs provide students with the opportunity to deal effectively with the huge quantity of information, also to consolidate independent learning that they could utilise in higher education and work life: "These skills promote life-long learning" <sup>(94)</sup>.



All students attending secondary schools and wishing to enter the world of work must graduate with the skills to access, evaluate, manage and use information effectively and ethically; they must be information literate. Jo-Anne LaForty mentioned that, currently, there is hardly a job or position that is untouched by information and computer technology. Also, she added, the US department of labour has estimated, by the year 2000, at least 44% of workers will be engaged in data services: gathering, processing, retrieving and analysing information. Further, “Over 190,000 technology-oriented jobs in the largest 2000 companies remain unfilled due to a lack of qualified applicants” <sup>(95)</sup>. Therefore, students must learn to access, understand and manipulate information, to be lifelong learner, and to be information literate to compete in the global world of work <sup>(96)</sup>.

The acquisition of skills is important because students need to know where and how to access information sources to solve learning problems. Once acquired, the skills can be applied in any learning situation. An integrated information skills approach for teaching and learning can positively influence learning outcomes by increasing concentration on the task, improving reflective thinking and adding a positive dimension to learning <sup>(97)</sup>. Also, integrating information skills instruction into the school curriculum has a significant positive impact on students’ ability to use a range of information skills in order to solve information problems <sup>(98)</sup>.

It is argued that school librarians and teachers as partners must teach information skills continuously so that pupils can cope with the new concepts of learning <sup>(99)</sup>. It has been shown that teaching information retrieval skills within timetabled lessons has a positive impact on students’ capacity to be independent learners <sup>(100)</sup>. Geoff Dubber asserted that information skills are essential tools for students to make a successful contribution in the information age. They will help to equip students:

- For the rapidly expanding and developing world of ICT of the classroom and the outside world.
- To become more independent and flexible learners with the confidence to find out for themselves, and to handle information in a wide variety of forms across a range of subjects in school and home contexts.
- To become lifelong learners with the motivation for and satisfaction of gaining new knowledge and fresh insights into our changing world. <sup>(101)</sup>

Learning information skills or learning how to learn in these new educational environments involves:

- The ability to learn in different situations where information is changing.
- The ability to manage, locate and select information.
- The ability to find meaning by making sense of numerous and diverse messages. Student must learn to construct personal understanding from inconsistent information. <sup>(102)</sup>

Although there are many different strategies that can be employed in order for the student to learn effective research skills, at the end, all of these strategies will help students to find and allow use of the information. “None are exclusive” <sup>(103)</sup>. These skills were originally known as research skills or study skills. They must be developed by the participation of teachers, students and librarians to solve problems within an effective framework, utilising accessible information resources <sup>(104)</sup>.

Learning and applying learning skills are essential for students as a guide to learn how to undertake their school projects independently which means promoting learning how to learn. Learning skills can be taught through different methods and therefore the LA suggests different alternative strategies for learning skills according to the capacity of the school: separate information skills courses that ensure that all topics are adequately covered; mini information skills courses followed by curricular work, which reinforces and expands upon skills just learnt; integrated cross-curricular approach based on whole school policy for learning skills provision. Each school according to their teaching style can adopt and apply any of these information skills models <sup>(105)</sup>. However, in most cases the challenge will be how to get the most educational impact with available staff <sup>(106)</sup>.

Finally, in general, “Information skills underpin a newly-coined literacy, information literacy, which is related to regular literacy and computer literacy...information skills are broadly based and are embedded in the educational programs of schools, their effective development depends not just on students’ access to a wide range of information resources and tools selected by teachers and teacher-librarian. It depends also on students’ skills in defining on information task, and locating, selecting, processing and using information to complete the task” <sup>(107)</sup>.



### 4.6.3 Literacy and Information Literacy

“The concept of information literacy has evolved from library skills to information skills and on to information literacy...information literacy incorporates both library skills and information skills”<sup>(108)</sup>. Information is an essential tool for survival and growth. The amount of information is growing enormously, and all people should have the right to improve their lives with information in the current information age and become information literate individuals. “Effective learners are not just those people who are knowledgeable but rather they are people who are able to find and use information as required”<sup>(109)</sup>. Therefore, individuals must be able to locate, evaluate and have the ability to use information effectively because it has become more important for development all over the world, particularly with the widespread use of modern information technology.

The ALA mentioned “To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate and use effectively the information needed. Ultimately information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organised, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning because they can always find the information needed for any task or decision at hand”<sup>(110)</sup>. Therefore, information literates are those who recognise the need for information and understand how information is organised.

Information literacy enables people to search, find, evaluate and utilise the information to solve problems effectively. The Association of Supervision and Curriculum Development (ASCD) emphasised the importance of information literacy when it stated that “Information literacy...equips individuals to take advantage of the opportunities inherent in the global information society. Information literacy should be a part of every student’s educational experience”<sup>(111)</sup>.

The literature gives many statements and definitions of literacy and information literacy, reflecting their concepts in the current information age. *Literacy* is the ability to construct one’s own meaning from an information-rich environment<sup>(112)</sup>. It is “the ability to gain information or vicarious experience from reading”<sup>(113)</sup>.



The term *Information Literacy* is applied to information problem solving skills <sup>(114)</sup>. It is “synonymous with knowing how to learn. This means that the ability to process and use information effectively is more than a basic tool for the empowerment of school students” <sup>(115)</sup>. It is defined as an individual’s ability to recognise a need for information, identify and locate appropriate information sources, know how to gain access to the information contained in those sources, evaluate the quality of information obtained, organise, and use the information effectively <sup>(116)</sup>. Information literacy has been defined as “the ability to use information purposefully and effectively. It is an interactive learning process encompassing the skills-based phases of defining, locating, selecting, organizing, presenting and evaluating information from sources that include books and other media ” <sup>(117)</sup>. Information literacy is “the ability to use information meaningfully in all aspects of our daily lives” <sup>(118)</sup>. “Understanding the tools necessary to conceptualise, retrieve, evaluate and manage information”. Developing information literacy skills should be the main goal of the library’s instructional programme <sup>(119)</sup>.

#### 4.6.3.1 Teaching Information Literacy

Students become active learners and literate when they create their own knowledge by interacting with various information sources effectively. Learning which results from the use of various information resources is often referred to as resource-based learning and this requires students to be effective and familiar information users for further stages regardless of the format of the sources used. School library media specialists and teachers are actively involved in identifying students’ needs to achieve better results and to provide meaningful practice and experience in using various information resources independently.

“It is fundamental that these schools encourage the independent learner and incorporate essential information literacy and skills in the curriculum” <sup>(120)</sup>. On this basis, students must have frequent opportunities to handle all kinds of information sources to become effective information users. Locating, interpreting, analysing, synthesising, evaluating and communicating information should become a part of all curriculum subjects <sup>(121)</sup>. “Students develop competence beyond location and use strategies in their ability to interpret, understand, and learn from information and that is information literacy” <sup>(122)</sup>.



The Curriculum Materials Information Services (CMIS), Western Australia, indicated that students demonstrate information literacy skills when they:

- Frame and clarify questions.
- Recognise when and what information is needed.
- Locate and obtain it from a range of sources.
- Collect, organise and represent information.
- Analyse and interpret information.
- Use and share it with others. <sup>(123)</sup>

The Association of Supervision and Curriculum Development (ASCD) urges schools, colleges and universities to integrate information literacy into learning programmes. Learning information literacy should be a part of every student's educational experience and the learning environment should be structured to allow students unlimited access to information. It has been suggested that the basic elements of the information literacy curriculum may possibly include defining the research strategy, locating, assessing and comprehending, interpreting, communicating and evaluating the product and the process <sup>(124)</sup>.

Finally, Jean Donham suggests that the school library media specialist has the following responsibilities to develop the information literacy skills curriculum within schools:

- Identify information processing strategies to be taught.
- Consult with teachers to share the strategies of teaching with the curriculum.
- Consult with teachers about how students can develop these strategies.
- Plan with teachers for the development of these skills.
- Teach lessons on specific strategies in the context of students' tasks. <sup>(125)</sup>

#### 4.6.3.2 Information Literacy Standards for Student Learning

*Information Power: Building Partnerships for Learning* was published in 1998 by The American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) to support library programmes practices in education <sup>(126)</sup>.

The AASL/AECT set *The Nine Information Literacy Standards for Student Learning*. Each standard includes many success indicators that assure the standard has been achieved in the light of individual learning tasks and goals, covering the following broad areas:

### **Information Literacy**

- The student who is information literate accesses information efficiently and effectively.
- The student who is information literate evaluates information critically and competently.
- The student who is information literate uses information accurately and creatively.

### **Independent Learning**

- The student who is an independent learner is information literate and pursues information related to personal interests.
- The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### **Social Responsibility**

- The student who contributes positively to the learning community and to society is information literate and recognises the importance of information to a democratic society.
- The student who contributes positively to the learning community and to society is information literate and practices ethical behaviour in regard to information and information technology.
- The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. <sup>(127)</sup>



4.6.4 Models of Information Skills

The research process can be taught, and must be taught if students are to become information literate. Educators, library media specialist and library and information science scholars have developed process models for use in school libraries to help students to structure their research efforts. Although these models are varied in terminology and the number of steps, they suggest strategies for helping students become information problem solvers. They all incorporate the basic activities of identifying accessing, evaluating and using information but they are different in their approaches <sup>(128)</sup>. The models include:

4.6.4.1 Big Six Skills Approach

This approach was first outlined by Michael B. Eisenberg and Robert Berkowitz in 1990 in the U.S.A <sup>(129)</sup>. It is the most widely known and used approach for teaching information and technology skills <sup>(130)</sup>. The model proposes that there are six broad skill areas necessary for successful information problem solving, which provide a systematic approach to information problem solving depending on critical thinking skills (see figure 4.1). School librarians and classroom teachers can use the Big Six Skills to help students attain information literacy <sup>(131)</sup>. It can be used also whenever students are in a situation, academic or personal, that requires information to solve a problem <sup>(132)</sup>. Furthermore, it provides a strategy to meet information needs effectively, as it provides a straightforward summary of activities that relate to information needs and project completion <sup>(133)</sup>.

Figure 4.1 Big Six Skills <sup>(134)</sup>

|  |   |
|--|---|
| <b>Task Definition</b><br>What is my question?                         | Define the task (the information problem).<br>Identify the information needed to complete the task. |
| <b>Information Seeking Strategies</b><br>How can I get my information? | Brainstorm all possible sources and select the best source.   |
| <b>Location and Access</b><br>Where can I find this information?       | Locate sources. Find the needed information within the source.                                      |
| <b>Use of Information</b><br>How can I use this information?           | Engage in the source (read, hear, view, touch).<br>Extract relevant information.                    |
| <b>Synthesis</b><br>What can I make to show what I learned?            | Organise information from multiple sources.<br>Present the information.                             |
| <b>Evaluation</b><br>How will I know I did my job well?                | Judge the process (efficiency).<br>Judge the product (effectiveness).                               |

These skills require that:

1. Students need to define their task and have a clear understanding of the problem they want to solve and an expectation of the quality of results they will produce.
2. They select from the range of possible information sources and determine appropriate sources to find the information they need.
3. They locate and access the appropriate and relevant information resources that involve searching information sources physically by using available access tools.
4. They use the information by interacting with the information they found by reading, note taking, viewing and listening to determine its relevance to their task.
5. They synthesise, that is, restructure the information into different formats to meet the task needs.
6. They evaluate by examining and assessing the process in terms of how effectively and efficiently the task was carried out. <sup>(135)</sup>

Students can use the Big Six Skills successfully because they are prepared in a simple order so students can grasp them easily and quickly. To meet the local needs of every school setting, this approach may require modification. However, the following fundamentals are still the same:

- To provide students with a general model for information problem solving.
- To fully integrate library and information skills instruction with subject area.
- To develop each of the Big Six Skills and related components through many different integrated instructional activities.
- To emphasise the value of the approach in all problem situations. <sup>(136)</sup>

#### 4.6.4.2 Nine-Step Model

The nine steps model, developed by Anne Irving in 1985, creates a framework for learning, which guides students in doing their projects from the beginning to completion and evaluation. In the following figure, every stage is followed by a question that helps students to understand the step more clearly.



Figure 4.2 Nine-Step Model <sup>(137)</sup>

| Step                          | Activity   | Central question                     |
|-------------------------------|--|--------------------------------------|
| Step 1<br>Defining Tasks      | “Formulation and analysis of the information need”                   | “What do I need to do?”              |
| Step 2<br>Considering Sources | “Identification and appraisal of likely sources of information”      | “Where could I go?”                  |
| Step 3<br>Finding Resources   | “Tracing and locating individual sources”                            | “How do I get to the information?”   |
| Step 4<br>Making Selections   | “Examining, selecting, and rejecting individual sources”             | “Which resources shall I use?”       |
| Step 5<br>Effective Use       | “Interrogating, or using, individual sources”                        | “How shall I use the resources?”     |
| Step 6<br>Making Records      | “Recording and storing information”                                  | “What I shall make a record of?”     |
| Step 7<br>Making Sense        | “Interpretation, analysis, synthesis, and evaluation of information” | “Have I got the information I need?” |
| Step 8<br>Presenting Work     | “Shape, presentation, and communication of information”              | “How should I present it?”           |
| Step 9<br>Assessing Progress  | “Evaluation of the assignment”                                       | “What have I achieved?”              |

In brief, **Step one**, ‘Defining Tasks’ requires exact understanding of what topic students should search for by focusing on the required topic. **Step two**, ‘Considering Sources’ involves searching for appropriate information resources for use. **Step three**, ‘Finding Resources’ requires students to have capability and understanding of how libraries are arranged and how to use their facilities. **Step four**, ‘Making Selection’ requires students to select suitable resources for their project by reading, viewing, listening and understanding. **Step five**, ‘Effective use’ needs different skills like viewing, listening, skimming and scanning. **Step six**, ‘Making Records’ requires students to identify the most important elements from different forms related to their topic. **Step seven**, ‘Making Sense’ requires students to transfer gained information into knowledge by interpreting it, reflecting upon it, analysing it, and synthesising it. **Step eight**, ‘Presenting Work’ students present their results in different styles and structures, printed or non-printed forms according to the needs. **Step nine**, ‘Assessing Progress’ provides different evaluations of the assignment by the teacher, the student and by other students on the project.

In conclusion, Irving indicated that not all assignments need to complete the nine steps, so application of these steps can be formulated and adjusted to the situation of the educational requirements <sup>(138)</sup>.

4.6.4.3 I-Search Process

Marilyn Z. Joyce and Julie I. Tallman developed the I-Search Process model in 1997. The model includes four steps that encompasses all proposed steps in current information skills models and strategies to help students complete their task (see figure 4.3).

Figure 4.3 I-Search Process <sup>(139)</sup>

|  |   |
|--|---|
| Step 1. Topic choice                   | Explanation of the I-Search Process<br>Webbing activities to pinpoint student interests<br>Preliminary investigation of library resources<br>Conferencing with teacher/library media specialist<br>Sharing topic choices with peers and parents |
| Step 2. Finding information            | Generating research questions<br>Background reading<br>Preparing bibliographies<br>In-depth reading<br>Interviewing   |
| Step 3. Using information              | Highlighting text<br>Double-entry drafting<br>Reflecting and conferencing<br>Using learning logs  |
| Step 4. Preparing the I-Search product | Using the first person<br>Telling about search<br>Using learning logs<br>Editing by peers<br>Transferring the research process  |

Within this model, students are tending to find something meaningful that they need to know and to write about it. They express their experience and activities on tasks in informal and chronicle style as a first-person narrative.

In brief, **Step one**, students explore their interests then skim and scan available information resources. **Step two**, students construct related questions, review the literature, create resource bibliographies, and undertake concentrated reading and interviewing. **Step three**, students use various ways to record their understanding and findings. **Step four**, students share with others their experience and conclusion. Accordingly, this model creates an instructional environment that students can share, interact and reflect with others on their results <sup>(140)</sup>.



4.6.4.4 10-Step Research Process Model

Barbara K. Stripling and Judy M. Pitts created this model for information problem solving. The model consists of ten steps. Having defined and focused on the topic, students are requested to consider their task preparation through different questions that are summarised in the following figure:

Figure 4.4 10-Step Research Process Model <sup>(141)</sup>

| Steps in the Process | Research Task   | Questions for Student   |
|----------------------|---|---|
| Step 1               | Select a broad topic                                    |   |
| Step 2               | Obtain an overview of the topic                         |   |
| Step 3               | Narrow the topic  | “Is my topic a good one?”   |
| Step 4               | Create a thesis statement                               | “Does my thesis or statement of purpose represent an effective, overall concept for my research?”             |
| Step 5               | Formulate research questions                            | “Do the questions provide a foundation for my research?”  |
| Step 6               | Develop a research plan                                 | “Is the research/production plan workable?”   |
| Step 7               | Locate and evaluate information sources                 | “Are my sources usable and adequate?”   |
| Step 8               | Evaluate sources, take notes, and create a bibliography | “Is my research complete?”  |
| Step 9               | Draw conclusions, create an outline                     | “Are my conclusions based on research evidence? Does my outline logically organise conclusions and evidence?” |
| Step 10              | Create the project or product or write the paper        | “Is my paper/project satisfactory?”   |

In summary, this model involves students in introductory reading and focusing the topic, creating a thesis, and considering research questions in step 1-5, the five basic steps. Latterly, at step 6 students develop meaningful structure for their research, and at step 7, students will locate and evaluate the needed information resources. At step 8, they take notes and create a bibliography of their resources. At step 9, they create an outline of the information they obtained. At step 10 students draw final conclusions. In this model and at each step, students can ask themselves questions that reflect their demands for understanding of the information process <sup>(142)</sup>. In conclusion, the models mentioned above are some of information skill process models. Each model is a framework for potential information users that intend to improve students’ research activities. School librarians and teachers can use any model according to the context for appropriate applications.

## 4.7 Major Development Factors for SLMCs

There are many factors to be addressed that can affect the development of SLMCs. The factors affecting SLMCs in developed countries such as the U.S.A, the U.K, Canada and Australia can be discussed within the following headings:

### 4.7.1 Standards

Standards are essential guidelines to evaluate the level of quality or provided services. “Standard is a level of quality or an accepted example of something against which others are judged or measured” <sup>(143)</sup>. “A standard is an acknowledged measure of comparison for quantitative or qualitative value; it describes a level of quality of performance; it establishes a set of criteria or a norm to be achieved in order to fulfil a classification” <sup>(144)</sup>. Betty Marcoux and Delia Neuman argue that standards are a tool to help school librarians clarify their role in providing information for users and the integration of information use into the curriculum. Standards will:

- Describe the knowledge, attitudes and abilities related to information that students must master to be considered well educated.
- Show the relationship of information use to the achievement of performance standards. Standards will provide clear, specific assistance for integrating information-related concepts and strategies into the curriculum. <sup>(145)</sup>

Mike Baughan believes that standards for school library services in Scotland will offer opportunities for the realisation of the role of school libraries, librarians and their services. However, their recommendations will not attract substantial political interest that will support full implementation of its proposals unless schools are “addressing issues that are at the very heart of the government’s agenda, [to] improve quality standards” <sup>(146)</sup>. Marilyn Boyd recommended that “Schools management should adopt the performance indicators in the forthcoming *Taking a closer look at the school library resource centres: self evaluation*, should use performance indicators to help assure quality and integrate the work of the school library resource centre effectively into the school’s overall development planning process”. She commented that the performance indicators should highlight the contribution required from senior management and staff as well as librarians <sup>(147)</sup>.



Setting standards has generated agreement about the meaning of academic content standards and performance standards. Content standards describe what every student should know and be able to do and what teachers should teach. Performance standard concern the answer to the question: “How good is good enough?” to address how standards demonstrate students’ proficiency in the skills and knowledge issued by content standards <sup>(148)</sup>. Thus, “Content standards are convenient categories for organising benchmarks; benchmarks describe the knowledge and the skills students should attain at developmentally appropriate levels” <sup>(149)</sup>.

In the U.S.A. standards have been issued by the ALA since 1920, and formulated by AASL as a division of ALA since 1945. Since 1960, with contributions from other professional associations of school librarianship, they have continued to develop. The AASL aims to communicate the development in school librarianship and provide continuing education and professional development opportunities. The AASL/AECT has published a variety of guidelines such as *Information Power: Guidelines for School Library Media Programs* <sup>(150)</sup> and *Information Power: Building Partnership for Learning* <sup>(151)</sup>. The guidelines have been designed to introduce best practice into schools to enhance development in SLMC programmes and reflect changes in the social, educational and technological environment, as well as the changed concepts and roles of SLMCs and SLMSs <sup>(152)</sup>. “As guidelines, rather than prescriptions, the principles can be used to direct the work of the school library media centre to construct an effective, student-centred library media program” <sup>(153)</sup>.

By contrast, in the United Kingdom, standards have formulated independently by two professional organisations. The Library Association (LA) has published different publications about school libraries such as *Learning Resources in Schools: Library Association Guidelines for School Libraries* <sup>(154)</sup>. On the other side, the School Library Association (SLA) has also published a series of *SLA Guidelines* on different aspects of school libraries. As a result, the political and practical influence of these guidelines is weak. Standards, generally, have been issued in different forms such as: traditional standards by professional groups, policy statements by professional organisations; and reports or recommendations by government commissions. The uncoordinated issuing has had a negative effect on their quality and impact as well as on agreement on concepts of media centres. Nevertheless, some reports have served to focus attention on school libraries <sup>(155)</sup>.



In Australia, Catherine Scott and Gay Tierney indicated that the education system look to standards as a basis for planning, reviewing and demonstrating performance. The first standards document issued there was *Books and Beyond* in 1979 that served as comprehensive quantitative standards for collections, staffing, library buildings and furniture. Latterly, responding to development needs, the ASLA and ALIA, developed a national document '*Learning for the Future*' which is an invaluable guideline for use by educational authorities and by schools <sup>(156)</sup>.

In developing countries, local organisations have developed quantitative guidelines due to government initiatives. They generally concentrate on specifications, furniture and basic procedures for school libraries. In addition, the IASL and IFLA have contributed and encouraged school library development through the publications, conferences and programmes that they have provided in developing countries <sup>(157)</sup>.

#### 4.7.2 Policy

Policy is defined generally as a course of action selected to guide and determine decisions <sup>(158)</sup>. In terms of school librarianship, policies are a logical outcome of the development planning process to help schools determine precedence for action and turn best intentions into a practical framework <sup>(159)</sup>. A policy also means that performance indicators can be drawn up against which progress can be measured, and a meaningful evaluation made of the services provided <sup>(160)</sup>.

The policy states principle guidelines underpinning the library and resources provision <sup>(161)</sup>. The policy is an essential item in secondary schools, but more importantly, it should be translated into real action <sup>(162)</sup>. Therefore, policy layout should be issued on such diverse aspects such as teaching information skills and staff development <sup>(163)</sup>, and to ensure fair access to information sources <sup>(164)</sup>. Sandra Olen and Jan Kruger recommend that the policy should make provision for professional management and information sources use including collection development, access, circulation, information skills development and the setting of assignments <sup>(165)</sup>. "Policies and modern technologies are tools for the future. If students are to be successful in tomorrow's technological world, the governments must prepare policies for providing users with learning and information environments that promote the skills essential for the creation of informed and productive citizens" <sup>(166)</sup>.



Policies must be formulated to define the SLMC's goals, priorities and services in relation to the curriculum <sup>(167)</sup>. It has been suggested that national library associations should encourage educational authorities to formulate policies and legislation on school libraries. These guidelines should include, for instance, accommodation, collection, staffing, finance etc <sup>(168)</sup>. Also, the policy should include goals and objectives that relate to equitable access to IT <sup>(169)</sup>.

Whatever phrasing describes the potential for the library, the policy will clarify when, where, for whom, and by whom this potential will be realised - all within a framework of whole school needs and policies <sup>(170)</sup>. "IFLA should urge its member associations to work with other educational and professional bodies to encourage national educational authorities to develop a policy on the role of school libraries in national development, as part of their national education policy; to introduce necessary legislation; and to improve financial support for school libraries and centralized support services for school libraries" <sup>(171)</sup>.

Developing a SLMC policy involves creating new policies or reforming existing ones. Preferably teachers and senior management should review a draft policy which should ultimately be acceptable to all and actually work in practice <sup>(172)</sup>. All stakeholders should support the aims and objectives set out in the policy <sup>(173)</sup>.

Elsbeth Scott argue that there are three philosophical advantages in producing a school library policy document:

- It will clarify the role of the library within the school and the community.
- It will provide a means of evaluating the service and development.
- It will strengthen claims for resources and staffing.

For successful implementation, the policy must be realistic and may have to be phased in gradually and reviewed regularly <sup>(174)</sup>. The policy should be in a form that enables continual evaluation and allows flexibility to deal with changing circumstances <sup>(175)</sup>. To be relevant and effective, it has to consider the needs of staffing, accommodation, resources, use and promotion <sup>(176)</sup>. Once needs have been identified, they can be matched against current provision to clarify the differentiation so priorities can be established and a development plan drawn up <sup>(177)</sup>.

### 4.7.3 Management

School libraries exist to support the aims and objectives of the schools in which they are located. Effective management is essential to achieve the school library's goals taking into account the notion that the library's activities should be placed at the centre of the learning process. It is important for school libraries to ensure that its facilities and materials are meeting the needs of the curriculum and accessed adequately <sup>(178)</sup>. IFLA recommend that to ensure effective operations, a policy statement must be formulated according to the curriculum needs, and the library must be organised according to professional standards, access must be provided to all users and cooperation with the staff must be encouraged <sup>(179)</sup>.

Blanche Woolls argues that the framework of the library management is based on business concepts, which are planning, organising, directing and controlling. Planning includes developing the library's mission statement, policy, goals and objectives. Organising requires identifying activities, facilities and services to serve the teaching process. Directing gives responsibility for each activity to appropriate staff and confirms that activities are undertaken as planned. Controlling means evaluating the process frequently <sup>(180)</sup>. Betty J. Morris sets five principles that must be developed to ensure the school library operates effectively, they include,

- Planning on how well the staff functions, how they are trained and giving them duties and responsibilities to achieve the library's goals.
- Leading library staff and encouraging them to achieve the library's goals.
- Directing school library staff to work together to carry out work activities.
- Controlling by evaluating and monitoring staff performance.
- Revising to ensure continuous improvement and consider adjustment. <sup>(181)</sup>

The AASL/AECT argues that the school library should have a nominated head and the SLMS is considered the head if this is the only professional position. The SLMS is responsible for developing and implementing the SLMC's policies efficiently, as well as reporting annually on the library collections, services, use and finances so that future development can be considered <sup>(182)</sup>. Rufus De Silva and Alison Turriff mentioned that the librarian is responsible for identifying the SLMC's budget, site, staff and the information needs of the users <sup>(183)</sup>.



To support the school library, the SLMS with the principal should select an advisory committee, which should include all users such as administrators, teachers, students and parents to consider users' needs, determine budget expenditures and contribute to developing policies and services <sup>(184)</sup>. Library Services for Education, Leicestershire County Council also argue that such a committee is essential and useful for considering development plans, expenditure and use of the library and that it should involve school staff and classroom teachers from each curriculum area <sup>(185)</sup>.

#### 4.7.4 Funding

An adequate level of funding is important to the success of the SLMC in fulfilling its role, as funding takes into account the expenditure and cost of supplying the necessary materials as well as the need to update its balanced collections of information sources. "School libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities, and its access shall be free of charge" <sup>(186)</sup>.

Expenditure is required for establishing new SLMCs and for the survival of existing libraries that should be sustained on a regular basis to supply and enrich the school curriculum with the different necessary resources. "Efficient accounting is a key element of successful school library management. Decisions over how much to spend, what to buy and when to buy it, have to be carefully planned and systematically operated. Inevitably mistakes will sometimes occur and funding circumstances and priorities can change. Knowing your figures, working to a budget cycle, having your plans prepared in plenty of time, and keeping colleagues informed are all essential elements of this work" <sup>(187)</sup>.

The way in which school libraries are funded must have an effect on the range and level of services offered. "Remember, the more effective and professional your budgetary planning and finance monitoring systems, the more likely you are [able] to obtain the money you request" <sup>(188)</sup>. Therefore, the most helpful funding of school libraries tries to take account of previous funding, quality and quantity of the present stock, the level of replacement and the size of the school. For instance, SLS for Education in Leicestershire recommends the following to be taken into account to calculate the budget for the following financial year:

- Estimated requirements for information sources, equipments and furniture.
- Budget required maintaining current levels of provision.
- Any additional funding required achieving recommended minimum levels.
- Additional funding for development.
- Use of Library Services for Education. <sup>(189)</sup>

The SLA suggests writing a brief item about the budget at the end of the year to alert colleagues and hear their views, such as the highs and lows of the expenditure, the number and range of resources that have been bought, the purchase of specific items of equipment, activities that have taken place and sponsorship obtained. <sup>(190)</sup>

Keith Curry Lance found that students with better-funded SLMCs tend to achieve higher average reading scores, whether their schools and communities are rich or poor and whether adults in their community are well or poorly educated. Therefore, adequate funding is important because it ensures both adequate levels of staffing in relation to the school's enrolment and a local collection that offers students a large number of resources <sup>(191)</sup>. Some schools indicated that businesses, parents and other community organisations provide funding, although school districts and federal government agencies must support funding to these schools <sup>(192)</sup>.

#### 4.7.5 Facilities

The SLMC is an important, integral part of the school that provides users with facilities and services to improve the educational environment by providing information sources in different formats and furniture and equipment through which students can extend their learning. However, the design of the school library can play a major role in its effectiveness.

To ensure the most effective learning environment that meets users' needs, the SLA argues that it is important that a specialised and experienced group arranges and determines the requirements for the SLMCs main accommodation and facilities at an early stage of planning. Therefore, decisions need to be taken, for instance, on issues related to location of the library, access, size, design, shelving, furniture, the collection, study areas, A-V and ICT equipment, safety requirements and the appropriate environment <sup>(193)</sup>.



#### 4.7.5.1 Location

The location of the school library must allow easy and frequent access within the school building, meeting the school community's needs during and after the school day <sup>(194)</sup>. "The library media centre should have its own outside entrance or to be located near one so that the library media centre is accessible before, during and after school and during vacation periods without security problems" <sup>(195)</sup>. The SLA suggests that the SLMC should be placed at an accessible central location within the school to serve all the school community and argues that, ideally, it should be situated on the ground floor of the school, taking into account possible growth and future improvement <sup>(196)</sup>. The LA recommends, also, that the SLMC should be located on the ground floor to allow ease of access and materials delivery and for security reasons <sup>(197)</sup>.

#### 4.7.5.2 Access

It is important for users to be directed easily to the library within the school building and to information sources and services within the library. "To achieve its goals, the library media centre must be convenient to classrooms and easily accessible to students and faculty" <sup>(198)</sup>. The SLA recommends that clear signs should be placed in obvious places taking into consideration, importantly, disabled users' needs <sup>(199)</sup>. The LA believes, also, that "The advantage of a good site is maximized with adequate signposting from different parts of the school" <sup>(200)</sup>.

#### 4.7.5.3 Size

The SLMC should reflect users' needs, therefore, its space should be able to be modified as necessary to accommodate rapid changes in methods of information delivery. The SLMC size and future expansion should be considered according to its collections, services, accommodation and facilities. Rolf Erikson and Carolyn Markuson argue that it is quite impossible to establish appropriate space guidelines for school libraries because every school has its different programmes and requirements <sup>(201)</sup>. Nevertheless, some organisations have tried to establish guidelines. For instance, following are some examples of school library size guidelines, which have been issued by a number of professional organisations:

The Massachusetts School Library Media Association suggested the following formula for the physical size of the secondary SLMC:

$$\text{SLMC size} = 15\% \text{ of the student body} \times 40 \text{ square feet}$$

Additionally, they said there should be 30 sq. ft. per workstation, plus office, conference room, storage and instructional room <sup>(202)</sup>. The LA recommends that the secondary school library should accommodate 10% of the school’s students, which can be clarified in the following figure:

Figure 4.5 Teaching areas and school library accommodation  
(Secondary 11-16 age range) <sup>(203)</sup>.

| Pupils | Teaching areas, m <sup>2</sup> |   |      | Amount of library accommodation required, (10%), m <sup>2</sup> |   |      |
|--------|--------------------------------|---|------|---|---|------|
|        | Min.                           | - | Max. | Min.  | - | Max. |
| 800    | 3360                           | - | 3660 | 336   | - | 366  |
| 900    | 3690                           | - | 4020 | 369   | - | 402  |
| 1000   | 4020                           | - | 4380 | 402   | - | 438  |
| 1100   | 4350                           | - | 4740 | 435   | - | 474  |
| 1200   | 4680                           | - | 5100 | 468   | - | 510  |
| 1300   | 5010                           | - | 5460 | 501   | - | 546  |
| 1400   | 5340                           | - | 5820 | 534   | - | 582  |
| 1500   | 5670                           | - | 6180 | 567   | - | 618  |

The SLA also recommends that the SLMC should accommodate 10% of the school’s population or 10% of the teaching area in the school as the minimum possible space for the SLMC to play its role effectively <sup>(204)</sup>. The New Mexico Library Association recommends 3600 sq. ft. as the minimum interior space for school libraries with up to 600 students <sup>(205)</sup>. The AASL & AECT found that 95% of a nationally representative sample supported the idea that the net area of an school library media centre should be 8875 sq. ft. for high schools with enrolments under 500 students, 10139 sq. ft. for enrolments between 500 and 1000 students and 14984 sq. ft. for those with enrolments over 1000 students <sup>(206)</sup>.

Frances Carroll, for IFLA, recommends that the minimum total of the school library media centre area should be 159.2 m<sup>2</sup> (1700 ft<sup>2</sup>) for school enrolments of 1-250 students, 463.34 m<sup>2</sup> (4981 ft<sup>2</sup>) for school enrolments between 251-500 students and 574.99 m<sup>2</sup> (6181 ft<sup>2</sup>) for schools with more than 500 students <sup>(207)</sup>.



It is clear from the SLMC size guidelines mentioned above that there is a wide variation in these standards due to their applications in different places worldwide and a lack of united international guidelines. Any of these guidelines can be accepted and applied to determine the size of the SLMC at any school according to its available capabilities and circumstances.

#### 4.7.5.4 Collection (Information Sources)

The school library information sources collection is the most important service that it can provide to its users, and includes print (books and periodicals) and non-print sources (audio, video, computers, software, CD-ROM and other electronic information sources). Up-to-date information resources of adequate quantity and quality that are stored and displayed appropriately benefit students and teachers by supporting the school curriculum, enabling students to undertake school research and projects and meet learning objectives.

The AASL/AECT believes that “Access to the full range of information resources and services through the library media program is fundamental to learning”, and that this can be achieved by providing access to information sources in all forms to meet the learning needs of the school community <sup>(208)</sup>. The SLA suggests that the information sources of the school library should be visible and accessible. Information sources should include books and pamphlets, periodicals and newspapers, and other paper-based sources such as wall charts and maps, computer software, the Internet, audio-visual material and artefacts such as models and kits. These information sources should be provided with thought and collection development considerations must take into account a balancing of all the collection’s topics to support the curriculum needs. This means involving the whole school community to identify these needs <sup>(209)</sup>.

Standards relating to the size of information sources were suggested by some school librarianship professionals and professional organisations. Rolf Erikson and Carolyn Markuson argue that the quality of the school library collection should be considered more important than the quantity of information resources. Nevertheless, there are recommendations relating to the size of the book collection in the library and these range between 20 and 40 books per student <sup>(210)</sup>.

The Massachusetts School Library Media Association recommends that for print resources (books), there should be 20 titles per student for schools with less than 400 students, 22 titles per student for schools with 401-800 students and 24 titles per student for schools with more than 801 students. For periodicals, hard copy and electronic, the library should allow access to 50 full text titles for schools with less than 400 students, 75 titles for schools with 401-800 students and 100 titles for schools with more than 801 student. With regard to SLMC computer workstations, there should be at least eight workstations for schools with enrolments less than 400 students, 16 workstations for those with between 401 and 800 students and 20 workstations for those with more than 800 students <sup>(211)</sup>.

The LA recommends that the collection of the school library should encompass different forms of information sources such as books, periodicals, and the fullest range of other types of information sources (printed and non-printed). As a minimum, there should be 13 items per student of the school taking into account that 10% should be replaced annually to keep the collection up to date <sup>(212)</sup>. Leicestershire Libraries and Information Services, U.K recommend that the minimum stock for the school library is ten items per student for schools with 200 and above enrolments, which is the level generally accepted as necessary to support the school curriculum and meet students’ needs efficiently. Schools with less than 200 students should not have less than ten items per student <sup>(213)</sup>.

The New Mexico Library Association (NMLA) believes that the information collection should provide students and staff with their research needs, supporting the curriculum and enhancing students’ interests. It suggests the following standards for the size of the collection of school libraries,

Figure 4.6 NMLA standards for SLMC collection size <sup>(214)</sup>

| School Size/Number of Students | Minimum     | Average               | Exemplary             |
|--------------------------------|-------------|-----------------------|-----------------------|
| Less than 300                  | 3000 titles | 4500 titles           | 6000 titles           |
| 300-600                        | 6000        | 9000                  | 12000                 |
| 601-1000                       | 10000       | 15000                 | 20000                 |
| More than 1000                 | 12500       | 15 titles per student | 20 titles per student |



For periodicals in hard copy, 25 magazine titles and two newspaper titles are suggested as a minimum, 35 magazine titles and three newspaper titles as an average and 45 magazine titles and five newspapers titles as an ideal for high schools. Moreover, 30 computer workstations should be the minimum for high schools <sup>(215)</sup>.

In brief, the examples of SLMC collection standards listed above vary considerably and recommendations range between 10 and 40 items per student depending on the size of the school. SLMCs should meet at least the minimum recommended figures to build their collections taking into account considerations of quantity and quality to meet the school's educational aims and learning objectives.

#### 4.7.5.5 Shelving and Furnishings

Shelving is an important item of the school library furniture used to keep and display the available information sources of the library such as, usually, books and periodicals. Therefore, it is essential to ensure the provision of appropriate and well-designed shelves for a wide range of resources which are comfortable for the school library users. Quality and safety are important considerations that should be taken into account when selecting shelving for the school library.

The organisation and placement of shelving units should be considered with regard to access and use when planning the layout of the library <sup>(216)</sup>. Adjustable shelves that allow ease of use and clear guiding should be considered when purchasing library shelving and should be provided for at least 75% of the school library's information resources. For secondary schools, it is recommended that wall shelving should be 1.8 m in height with five shelves, and island units should be of 1.5 m in height <sup>(217)</sup>. The Library Association recommends that, for secondary school libraries, shelving should be provided for 75-85% of the book stock, wall shelves should not exceed a maximum of 1.95 m, and island bays should not exceed 1.5 m in height <sup>(218)</sup>.

School library furniture that allows flexible arrangements should be selected according to the school library users' needs. The furniture may include tables and chairs, computer tables and chairs, carrels, circulation desk, filing cabinets, atlas and dictionary stands and shelving <sup>(219)</sup>.

The AASL/AECT argues that school library equipment and furnishings should be chosen for their usefulness and appropriateness according to the school's educational needs, collection size, formats of information sources, students' age and future needs. Furnishing should be of a standard size and height, comfortable and attractive, should consider the needs of disabled users and it should be durable, easy to maintain and of high quality <sup>(220)</sup>.

#### 4.7.5.6 Other Facilities

There is a need for flexibility for future expansion and rearrangement of space and use. SLMCs may include other facilities apart from these mentioned above, according to their capabilities, services and educational needs. They may include catalogue cabinets, online public access catalogue, book trolleys, mobile shelving and freestanding decorative fences <sup>(221)</sup>. The SLA states that it is important to ensure that the OPAC is accessible by using separate PCs that are connected to the school network. Also, a photocopier is an important tool that the SLMC should include <sup>(222)</sup>. The LA recommends that basic equipment for the school library should include ICT equipment, audiovisual materials, office appliances and reprographics tools <sup>(223)</sup>. Finally, attention must be given to lighting, doors and ceilings, control of temperature and humidity with adequate provision of electrical outlets.

#### 4.7.6 Staffing

Staffing is a major factor in the success of SLMCs and their contribution to improving education quality. The IASL considered that a good SLMC with a qualified school librarian is a major factor in developing quality education <sup>(224)</sup>. SLMCs should therefore be staffed by qualified school librarians <sup>(225)</sup>. Anthony Tilke argues that the school should not only invest in the building and its collections, but also in qualified staffing to provide a good quality service <sup>(226)</sup>. Unfortunately, although SLMCs serve students, staffing levels do not always meet the increase in student numbers <sup>(227)</sup>. Moreover, as staffing is essential for school library effectiveness, it is astonishing that this factor does not warrant greater awareness. Thus, to promote the smooth running of the school library, adequate professional expertise is obviously important because a lack of staff can cause problems for school libraries <sup>(228)</sup>.



School library staffing standards, as useful guidelines for schools, have been recommended by many of the school librarianship professional organisations. For instance, the AASL/AECT recommends “Each school, regardless of size or level, has at least one full-time library media specialist who serves full-time as the head of the library media program within the building” and “ the library media staff includes one or more paid technicians, assistants, or clerks for each library media professional” <sup>(229)</sup>. The LA recommends that secondary schools libraries should be staffed by a full-time chartered librarian and supported by trained school library assistants <sup>(230)</sup>.

The NMLA recommends that for schools with less than 200 enrolments, a library media specialist and an assistant should staff the library. A library media specialist, a technician and an assistant should staff the library for schools with less than 500 enrolments. Two library media specialists, a technician and an assistant should staff schools between 500 and 1000 enrolments. Two library media specialists, two technicians and an assistant should staff schools with more than 1000 students <sup>(231)</sup>.

#### 4.7.6.1 Defining the SLMS

James E. Herring defined the school librarian and identified the difference between the following terms: School librarian, Teacher-Librarian, Library Media Specialist, and Media Specialist. He stated that the *School librarian* is a graduate professional librarian, working in a school library with a wide knowledge of librarianship, IT and information skills. They may also have a teaching qualification. The term ‘school librarian’ is used commonly in the U.K. and differs from teacher-librarian. A *Teacher-Librarian* is a full-time teacher who works a few hours weekly to organise the school library. This term is also used in Australia where teacher-librarians are often full-time dually qualified professional librarians. Their role is similar to that of the British school librarian. The term *Library Media Specialist* is used in the U.S.A. to indicate a member of the teaching faculty who has a broad professional preparation in educational media. They are a certified teacher and knowledgeable about educational processes, methodology strategies and designs. In addition, they are expert in planning the most effective use of media to make teaching and learning more effective, efficient, and rewarding. The *Media Specialist* is expected to have a wider range of qualifications than the school librarian <sup>(232)</sup>.



Nancy P. Zimmerman indicated that professional school librarians and other professional staff are defined as those who meet appropriate certification requirements <sup>(233)</sup>. Sandra Olen and Jan A. Kruger indicated the responsibilities of school library media centre staff. They stated that the school librarian is in charge of the school library media centre and carries out the managerial functions of planning, organising, staffing and controlling with the help of the media committee <sup>(234)</sup>.

“The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible...Therefore they must continue their professional training and development” <sup>(235)</sup>. Qualified school librarians can be seen as professional staff that have undertaken a course of study in librarianship and information studies to undergraduate degree or post-graduate level. Most states of the U.S.A. require school librarians to hold dual certification as a teacher and as a school librarian. They require school librarians to attain an undergraduate teaching degree and master’s degree in library and information studies particularly in the school libraries field <sup>(236)</sup>. On other hand, in Britain, although dual qualifications of school librarians have been endorsed by the LA and the SLA <sup>(237)</sup>, teacher-librarians with a single certification staff the majority of school libraries. Mostly they are classroom teachers on release time, but there are also many secondary school libraries that are managed by chartered librarians <sup>(238)</sup>.

Ken Haycock indicated that both terms ‘library media specialist’ and ‘teacher-librarian’ refer to a qualified teacher who has teaching experience and additional post-graduate education in the field of library and information studies <sup>(239)</sup>. Given this, IFLA defined the school librarian as “the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others” <sup>(240)</sup>.

Although James E. Herring in 1988 outlined the differences in the terms used in different countries as noted above, the current research literature uses all these mentioned terms to refer to one person who is in charge of the school library. For instance, “...in this document the phrase ‘school librarian’ refers to all terms such as teacher-librarian, media specialist, and information technologist” <sup>(241)</sup>.



#### 4.7.6.2 Role of the SLMS

Kruger recommends that school librarians must work as a full-time librarian without being given teaching commitments <sup>(242)</sup>. “A fundamental responsibility of the library media specialist is to provide the leadership and expertise necessary to ensure that the library media program is an integral part of the instructional program of the school” <sup>(243)</sup>. Traditionally, the school librarian is seen as a service provider <sup>(244)</sup>, and many school librarians work single-handed often in isolation from teachers <sup>(245)</sup>. In the information age, school librarians have become more than just information providers. They are partners in the instructional team and experts in the process that leads to information literacy. SLMSs as the resource experts with teachers can plan and teach collaboratively and can form a team to provide inquiry-based learning <sup>(246)</sup>.

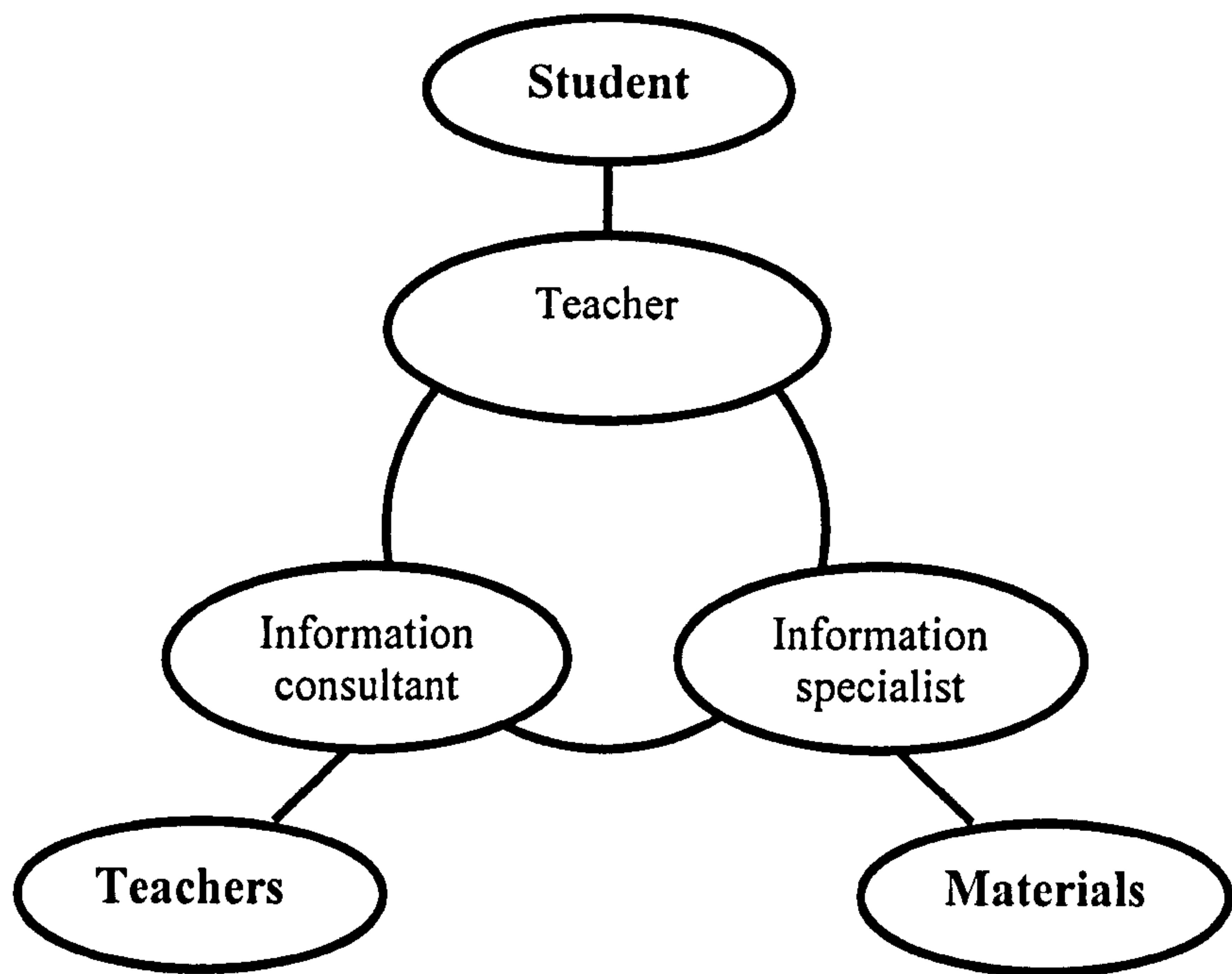
The SLMS does more than stamp out books, planning and service development is one of the most rewarding aspect of the job <sup>(247)</sup>. It is important that SLMSs work closely with teachers in schools, and so they need to know what materials teachers like to work with and what sources they need as well as understanding what is expected of the pupils, how and what is being taught <sup>(248)</sup>. SLMSs with their specialised knowledge enable the integration of information skills use into the curriculum <sup>(249)</sup>. SLMSs have an important role to play. However, they need to work to increase their own value and importance in the educational environment <sup>(250)</sup>. Further, they must be involved in teaching information skills <sup>(251)</sup>. As a result, because SLMSs play critical roles in the learning community, they can help students and teachers meet high standards of academic achievement <sup>(252)</sup>.

Barbara K. Stripling noted three roles as traditional roles for the school library media specialist as being a central figure in the library programme:

- As an **information specialist**, the librarian provides both physical and intellectual access to library resources.
- As a **teacher**, s/he broadens the scope of the traditional information curriculum to include skills of thinking, critical reading, viewing and listening, communication and lifelong learning.
- As an **instructional consultant**, s/he takes the SLMC beyond the library programme by collaborating on instructional units and consulting on curriculum development.

These roles are illustrated in the following figure:

Figure 4.7 Traditional roles of the school library media specialist <sup>(253)</sup>



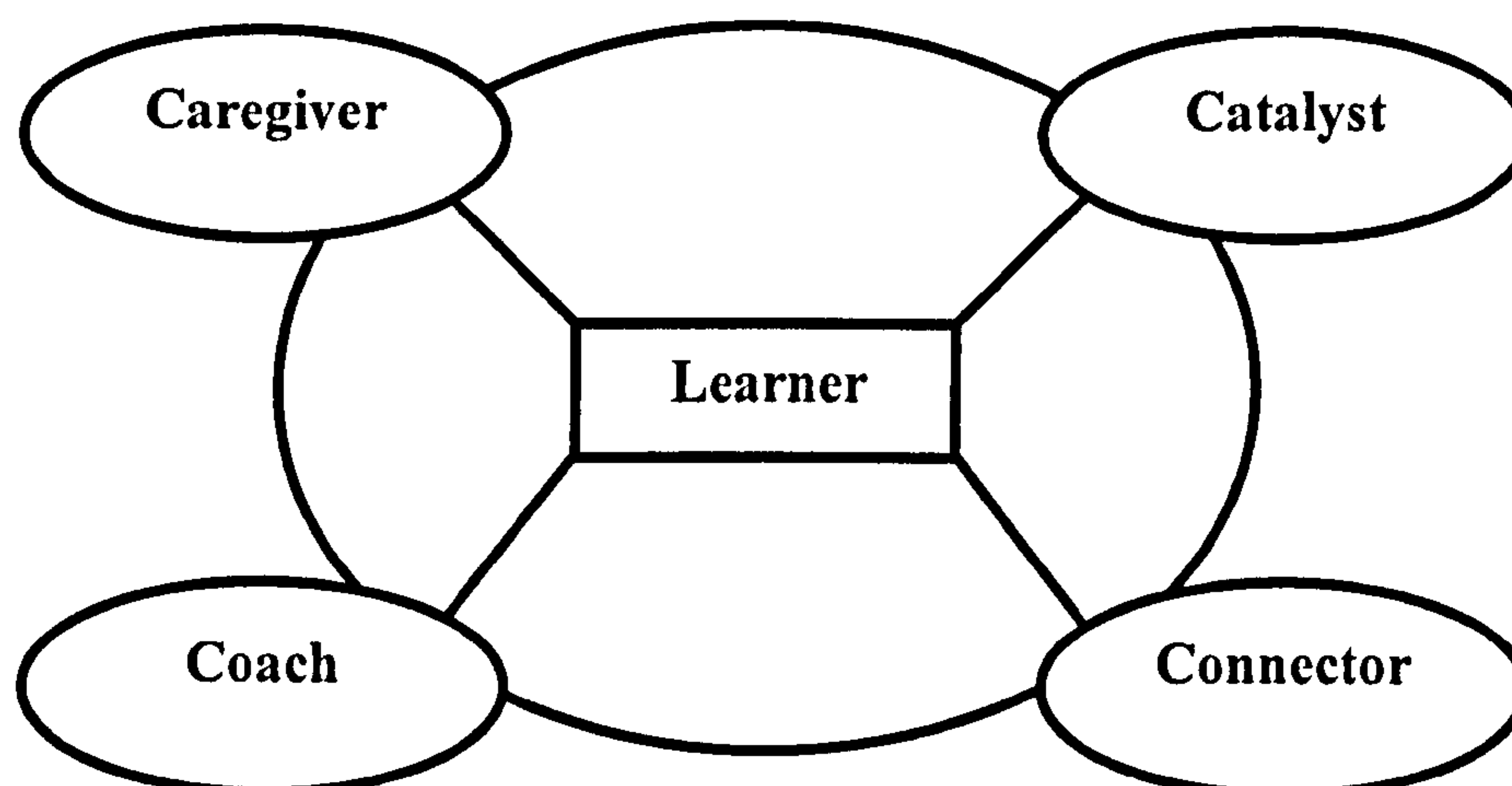
Stripling also argued that the role of the school library media specialist has changed due to changes in the learning process that emphasise student-centred learning and stresses that the learner should be at the centre of the instructional programme. The librarian has now also taken on the roles of:

- **Caregiver:** SLMSs and teachers share this role to provide the opportunities for student to develop their own areas of interest. They have to work together to meet students’ needs and make meaningful connections to learning.
- **Coach:** SLMSs and classroom teachers must support students when they become confused in constructing their own learning by discovering sources, and formulating strategies and solutions to students needs.
- **Connector:** The SLMS provides connections and collaboration with teachers to use the library and encourage co-operative learning among students as well as between students and teachers and with the world of information.
- **Catalyst:** SLMSs have a unique perspective because they understand the curriculum and can work with teachers and students and contribute to collaborative planning, curriculum development and the facilitation of learning. They can, thus, effect changes in teaching and learning.



These new roles can be illustrated in the following figure:

Figure 4.8 New roles of the school library media specialist <sup>(254)</sup>



Moreover, Jamie McKenzie, outlined that school library media specialists within the information technology environment have four different roles:

- **Pilots:** SLMSs work as navigators who lead students and teachers through huge amounts of information, to find certain needed information by sharpening students' and teachers' searching skills in networks and on the Internet.
- **Information Mediators:** SLMSs can assist information users (students and teachers) to identify, evaluate and apply the information needed.
- **Information Technology Manager:** SLMSs know how to design and can influence the design of local area networks and wide area networks systems of information technology to meet students and teachers needs.
- **Curators:** SLMSs have to protect different material forms in the library such as: pictures, objects and manuscripts and enrich its collections <sup>(255)</sup>.

Moreover, the Library Research Service endorsed the idea that the library media specialist plays an important role in schools and described them as: a **leader**, involved in regular meetings with administrators and other faculty; a **collaborator**, training teachers and teaching students information skills; and a **facilitator**, using technology to extend the reach of library media programmes beyond the walls of the school library media centre <sup>(256)</sup>.

Furthermore, The AASL and AECT indicated that the SLMS have three roles in order to link sources and services to students and teachers needs as follows:

- **Information Specialist:** The SLMS provides access to adequate resources, assistance in locating information, guiding in the selection of appropriate resources, and developing flexible policies, and retrieval systems.
- **Teacher:** The SLMS is responsible for teaching the information skills curriculum as an integral part of the school's curriculum.
- **Instructional consultant:** The SLMS offer assistance to teachers in using and implementing information technologies and teaching methodologies. <sup>(257)</sup>

Along similar lines, Mary Mabey in her prediction about the role of the school librarian in the new millennium stated that:

- The librarian will be responsible primarily for the support and encouragement of information handling using on line services as an integral curriculum tool.
- S/he will provide the vital link from the classroom to the global library.
- S/he will be the guide to a limitless range of electronic resources.
- S/he will retain an important role in the teaching of information skills. <sup>(258)</sup>

SLMSs can provide students with access expertise and guide them to select appropriate resources, as well teaching them how to use the resources they need. "It was expected that the school librarian would take the lead in introducing students and teachers to the use of the Internet and the WWW" <sup>(259)</sup>. Also the SLMS will be the key facilitator of whole curriculum delivery <sup>(260)</sup>.

Finally, James Herring, predicting the school librarian's role in the 21<sup>st</sup> century, stating: "The 21<sup>st</sup> century school librarian in the short term will have a role very similar to that of today's school librarian. As the century progresses, however, her [or his] role is likely to change radically as is the technology and the mode of learning for most pupils. What will not change is the need for the school librarian to be a flexible, adaptable lifelong learner and agent to positive change in the school, a person to whom both pupils and teachers turn in order to get professional, curricular and learning advice. The school librarian's role will be challenging, rewarding and, above all, extremely valuable in the school of the future" <sup>(261)</sup>.



#### 4.7.6.3 Collaboration with Teachers

“It has been demonstrated that when librarians and teachers work together, students achieve higher level of literacy, reading, learning, problem-solving, and information and communication technology skills” <sup>(262)</sup>. Collaboration, working with others, is defined as “a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal” <sup>(263)</sup>. It is an important activity that involves librarians and teachers developing an effective framework of coordination to benefit students by the utilisation of available resources. They should be involved to develop a curriculum of teaching methods integrating effectively and using a wide range of activities and resources <sup>(264)</sup>. Thus as a result of collaboration, authentic student learning occurs which involves using information to think critically and to create personal meaning.

SLMSs do not create learning connections alone; they work with others to bring necessary changes in the way that all agencies offer information resources to students <sup>(265)</sup>. Hence, the SLMS plans with teachers to develop programmes that ensure intellectual access to information by increasingly independent learners <sup>(266)</sup>. However, it is essential for librarians and teachers to become more central to the instructional missions of schools by increasing collaboration between them <sup>(267)</sup>. Ideally, the teacher and SLMS are actively involved in identifying the learning needs of the students, developing teaching school curriculum units and guiding their progress. The SLMS facilitates activities, which offer meaningful practice in using a variety of information resources <sup>(268)</sup>. “Collaboration is a means for expanding the resources in a school and for existing resources to be used more efficiently and effectively” <sup>(269)</sup>. The school librarian cannot implement the media programme successfully without the co-operation of all the school staff <sup>(270)</sup>.

In the meantime, library staff also have to support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic. The materials should complement and enrich textbooks and teaching materials and methodologies <sup>(271)</sup>. Graham Small asserted that the SLMCs should be staffed by accredited SLMSs who are involved not only in identifying and providing suitable materials for school community, but also in collaborating with teachers and others in developing curricula <sup>(272)</sup>.



It has been demonstrated that the school librarian can also play an important role in student achievement. According to one study, "Students whose school librarian plays an instructional role tend to achieve higher than average test scores" <sup>(273)</sup>. Also, the degree of collaboration between school librarians and teachers is affected by the ratio of teachers to pupils <sup>(274)</sup>.

#### 4.7.6.4 Training and Continuing Education

Training is an essential element of SLMC activities, hence there should be a planned and continuous programme of training to raise the perceived status of school librarians. The growth and changing uses of IT and the need to access modern electronic information resources means that staff must be continuously updating their knowledge. Marilyn Boyed mentioned that it is recommended that all secondary schools should have a full time librarian who will have access to continuing professional development <sup>(275)</sup>.

Moreover, in an increasingly networked environment, school librarians must be competent in planning and teaching different information handling skills to both teachers and students, therefore they must continue their professional training and development <sup>(276)</sup>. Therefore, educational authorities must make a commitment to make this aspect of school librarians' work possible and feasible. "Training programmes should be developed to make decision makers in developing countries aware of the opportunities that ITs offer as well as of their potential pitfalls" <sup>(277)</sup>.

SLMSs must have commitment to enhance their role in the educational setting through professional development and in-service training to achieve the desired outcomes <sup>(278)</sup>. Continuing Education (CE) programmes are provided to ensure that SLMSs keep informed of the latest developments in IT and resource-based learning. Kathy Latrobe and W. Michael Havener assert that SLMSs work in a technological environment requires continual professional growth, they have to rethink the ways in which they will fulfil their teaching, consulting and information service roles. CE takes two forms: formal activities such as courses, conferences and workshop that are provided by universities and professional organisations; and informal activities that includes memberships of professional organisations, visits to other libraries and networking with other librarians <sup>(279)</sup>.



The Nebraska Educational Media Association (NEMA) asserts that because the library media profession is often changing, it is important for SLMSs to regularly update their skills and competencies in the following suggested areas:

Information Power implementation-New literature-Deselection of materials-Vertical file-Bookbinding and repair-Equipment maintenance and minor repairs-Marketing and promoting-Emerging technologies-Copyright-Censorship-Visits to other library media centres-Interpersonal relationships-Flexible and creative scheduling-Collaborative planning-Curriculum integration-Automation-Information access-Leadership development-Telecommunications-Internet-Networks-Multimedia <sup>(280)</sup>.

Nancy P. Zimmerman also commented that CE for classroom teachers and school librarians continues to be a concern, therefore, they must be provided with abundant professional development opportunities especially considering the changes in the learning environment <sup>(281)</sup>. In fact, it has been reported that the majority of school librarians have little or no training programmes for their particular duties <sup>(282)</sup>.

CE courses for teachers, teacher-librarians and school librarians, and facilities for training should be encouraged by professional librarians and their professional associations at national, regional and local levels for the development of information skills through:

- Required or optional modules in teacher training courses.
- Required or optional modules in professional education and training courses.
- CE courses for teachers, teacher-librarians and school librarians. <sup>(283)</sup>

Professional organisations in the area of school librarianship have shown concern about the continuing education of school librarians within their proposed objectives, for instance:

- To promote the professional preparation and CE of SLMC personnel. <sup>(284)</sup>  
(International Association of School Librarianship)
- Promote the CE professional development of teacher librarians. <sup>(285)</sup>  
(Australian School Library Association)

#### 4.7.7 Information Technology in SLMCs

Information technology has transformed many of the aspects and activities of humans in the past decades. The nature, quantity, quality and media of knowledge have dramatically changed due to IT development. SLMCs have been affected by IT-led educational applications, particularly as their roles and services have expanded. School libraries have depended on printed sources as the backbone of library services. Recently, IT has influenced these libraries by introducing non-printed media such as audio-visual materials, slides, videotapes and transparencies. These tools have been useful in introducing information in a variety of formats, rather than just paper-based resources. Computers, networks and CD-ROMs have introduced yet more media.

SLMCs have also taken wider responsibility to introduce IT in the educational environment. “We anticipate that highly effective resource centres will handle a wide cross section of technologies to produce a media rich environment” <sup>(286)</sup>. IT increasingly plays an important role in the research process to achieve educational goals. Within the SLMC, IT has various applications such as Online Catalogues, CD-ROM databases, electronic reference sources, video-conferencing, newsgroups and Web access. All these are used, increasingly, to assist teaching and learning practices. Overall, with the efficient use of IT, students should have access to a wide range of interesting sources that support the school curriculum both within and beyond the school so they can be taught whenever and wherever convenient.

To meet the challenge of the effective use of IT for better-educated generations, the Department of Education in the U.S.A has identified five national goals for IT in education. They call upon all those within education to share the responsibility and work together to ensure continued development in using IT effectively including:

- Students and teachers will have access to IT in their classrooms, schools, communities and homes.
- Teachers will use IT effectively to help students achieve high standards.
- Students will have technology and information literacy skills.
- Research and evaluation will improve the next generation of IT applications for teaching and learning.
- Digital content applications will transform teaching and learning. <sup>(287)</sup>



Carol C. Kuhlthau argues, as do many commentators in the field, that IT has significantly changed the learning environment in the past decade and will probably change it more in the future due to continuous IT innovation. IT has transformed the approach to learning from a situation of scarcity of printed sources to one of teaching and learning with a wide range of digital resources <sup>(288)</sup>. “Without doubt IT has changed the life in the SLMC and will continue to do so in the future” <sup>(289)</sup>.

Graham Small asserts that the application of IT in teaching and learning must be recognised and supported. “ICT can be used for a wide range of purposes, including school administration and training students in skills, to provide access to information and communication outside the classroom, to support ‘teacher development’, and to support and potentially transform the learning/teaching process” <sup>(290)</sup>. Anthony Tilke argues that appropriate IT is fundamental in developing SLMC resources including, library management system, CD-ROM network and online access <sup>(291)</sup>. IT applications in schools can be improved by continued funding that reflect students’ educational needs, facilities and equal opportunities to access and use IT <sup>(292)</sup>.

Susan E. Gibson has also commented that IT offers benefits in information retrieval for both students and teachers. It offers an efficient way to deal with the current information explosion by providing quicker and easier access to information. Teachers and librarians will, however, need to assist students to use IT effectively to enhance the research process and to acquire information literacy skills <sup>(293)</sup>. In contrast, Elizabeth K. Goldfarb asserts that IT and computers in particular may actually be harmful for the developing child. Students have access to a variety of IT facilities and contact with different equipment and therefore need assistance in learning how to use IT equipment safely and effectively <sup>(294)</sup>. Judith Waters stress that IT resources should be selected carefully to support the school curriculum <sup>(295)</sup>.

IT applications not only offer opportunities in information acquisition, storage, retrieval and access but also in global information resource sharing <sup>(296)</sup>. Students worldwide can share with each other using different information sources and experience. Therefore, for example, Australia and the UK are recognising that IT is the reality of education today, and are supporting its developments through various initiatives such as the provision of Internet access to all schools, and an increased number of computers for students <sup>(297)</sup>.

In the U.K, the Government launched in 1998 the National Grid for Learning (NGfL) strategy for ICT in education and lifelong learning and huge investments were allocated to support new technology in schools. The NGfL aims to:

- Provide a gateway to educationally-valuable content on the Internet.
- Develop an infrastructure in school, libraries, colleges, universities, workplaces and homes to support access to the Internet.
- Provide a programme of training to develop ICT good practice. <sup>(298)</sup>

Access to a full range of information resources and services integrating the use of IT is essential for teaching and learning and complements the major principles of teaching and learning approved by AASL and AECT <sup>(299)</sup>. IT can create an opportunity for SLMSs to perform their role. IT can act as:

- A knowledge building medium for students and staff that extends far beyond a traditional delivery systems.
- A vehicle for improving learning by enabling teachers to engage students in an interactive learning environment that covers the spectrum from basic skills development to complex real world problem solving.
- A critical tool for providing and supporting professional development through an integral voice, data and video network.
- A vehicle to link students and staff to potential education, business, and community partners locally and around the world.
- A tool for managing and supervising the daily operations of all aspects of the classroom to media centre to support services to the central office. <sup>(300)</sup>

Implementing IT in schools has also changed school librarians' roles and expanded their importance in the learning process. IT has become an essential instrument through which the SLMS teaches, provides information and consults with classroom teachers <sup>(301)</sup>. The SLMS's role, with the influence of IT, has changed from that of a traditional library practitioner or resource manager into a kind of a technical assistant to users, helping users to help themselves search and find information via IT <sup>(302)</sup>. SLMSs are the crucial connection between learning and information resources <sup>(303)</sup> and effective application of IT enables students and teachers to locate appropriate and useful information resources in and beyond the school <sup>(304)</sup>.



#### 4.7.8 The Internet and SLMCs

The Internet is a global network where users can exchange information. It is “an essential information tool for the future that is revolutionising our work, leisure and ways of communicating” <sup>(305)</sup>. It is also a system that enables anybody to access information stored on computers worldwide via a telecommunications link to the computer <sup>(306)</sup>. It can be seen as another set of up-to-date information resources that are not available in books and media already located in the library <sup>(307)</sup>. Nancy Everhart argues that Internet access in schools should be provided through school library media centres <sup>(308)</sup>. Elspeth Scott also believes that the SLMC is the natural home of the Internet access in schools <sup>(309)</sup>. Because the library is a natural place to access networks and information resources, Alan Jervis and Torben Steeg recommended that schools should aim for a computer:pupil ratio of 1:20, while in fact this is about half the current total average in secondary schools <sup>(310)</sup>.

The Internet has become a major infrastructure for education <sup>(311)</sup>, because it has significantly opened up research opportunities for students <sup>(312)</sup>. Graham Small argues that the Internet can be used in schools as an accessible source and as a communication technology, providing opportunities for librarians and teachers to support their professional development <sup>(313)</sup>. Educators certainly appreciate the potential of the Internet as an effective tool for teaching and learning, therefore, schools should develop strategies that allow appropriate access to collaborate easily and quickly <sup>(314)</sup>. Students’ interest in the Internet has been mirrored in schools with developments such as web page creation and wider access to electronic communications <sup>(315)</sup>.

The National Educational Technology Standards (NETS) pointed out four roles that the Internet can play in school improvement and reform including:

- Digital Library Access: Students learn to make use of the Internet as an aid to retrieving information from multiple sources.
- Communication via the Internet: Students learn to use the Internet as an aid to communicating with and collaborating with people throughout the world.
- Developing Web Documents: Students learn to develop web materials.
- IT-Assisted Project-based Learning: The Internet plays a major supportive role for students’ learning. <sup>(316)</sup>

SLMSs have a central role to play in teaching and learning with the Internet. They can help teachers to use the Internet such as providing in-service training, consultation and help with locating beneficial electronic resources. In addition, SLMSs can help to teach the information skills that are necessary for using the WWW effectively. In other words, SLMSs have sets of skills that allow the connection to the Internet to be made such as experience in integrating IT in the teaching and learning process, identifying and evaluating information resources <sup>(317)</sup>.

The Internet has many useful services for classrooms. It provides up-to-date electronic information on a wide range of topics that is not available from other sources <sup>(318)</sup>. The Internet provides access to e-mail, discussion groups, video conferencing and easy information search tools <sup>(319)</sup>. “The Internet provides a valuable learning environment and can be a major vehicle for school improvement. The Internet provides students and teachers with improved access to people and information. This improved access can serve as an underpinning for significant changes in the school curriculum, instruction, and assessment. Ongoing professional development and substantial technical support at the school level are essential to achieving these educational improvements” <sup>(320)</sup>. Students can interact with each other worldwide using texts, sound and video. They can share school projects with national and international students <sup>(321)</sup>. Students therefore browse the Internet in order to:

- Communicate rapidly with others around the world.
- Locate and retrieve up-to-date information on topics studied in the classroom.
- Collaborate with others in different locations on topics of common interest.
- Become wary and wise consumers on the Internet. <sup>(322)</sup>

The Internet provides the World Wide Web, which is a hypertext-based system or distributed information system for finding and accessing Internet resources <sup>(323)</sup>. It is “a tool that empowers society to school the illiterate, bring job training to the unskilled, open a universe of images, and knowledge to all students, and enrich the understanding of the lifelong learner” <sup>(324)</sup>. In other words, it is one of the simplest and most exciting ways for students to access information, which contains a rapidly growing collection of text pages, colourful images, graphics and sound.



Currently, the WWW is one of the most common and fastest ways of information searching. Many educational agencies and others are developing educational sites to provide students with web-based sources that support their educational needs <sup>(325)</sup>. Inez L. Ramsey argues that the WWW can provide students with access to search engines and web-based databases such as electronic reference materials and online library catalogues. Further, she asserts that using electronic resources over the web will contribute to information literacy goals, and it is important that students in an information age should have the ability to locate, access, evaluate, utilise and publish information and that these are information skills for their lives <sup>(326)</sup>.

The WWW expands dramatically the up to date information that cannot be presented by any other media to students and teachers for school related work and projects. Therefore, students need to learn how to use information sources offered on the WWW effectively and it is the school library media specialist's responsibility to help students to become efficient information users <sup>(327)</sup>. James Herring asserts that the Web can provide SLMSs with a new range of resources, which can be used to support the school curriculum in the following ways:

- School librarians can support teachers by making them aware of Web sites, providing them with material relevant to their curricular area.
- School librarians can provide students with sites related to the curriculum.
- Suitable Web sites gives school librarians an opportunity to evaluate Web sites that are potentially useful in the classroom or the school library.
- SLMSs role in teaching information skills increasingly involves introducing pupils to the use of the Web at an early stage in the secondary school.
- Designing instructional Web sites: school librarians are working with teachers in creating new resources for the school. <sup>(328)</sup>

The Internet also provides an electronic mail 'e-mail' facility, which is the simplest, cheapest and quickest way to keep in touch with others and to exchange ideas through messaging with schools worldwide <sup>(329)</sup>. "Electronic mail has for some students been a window into other cultures" <sup>(330)</sup>. Students can benefit from using the electronic mail through exchanging information and ideas with teachers and other students for all kinds of curriculum work locally or worldwide. Using electronic mail can frequently improve students' writing and reading skills <sup>(331)</sup>.



Students can also develop communication skills and become familiar with IT applications that they will use commonly in higher education latter <sup>(332)</sup>. Recently, many schools have realised the value of e-mail as an educational concept and practical tool <sup>(333)</sup>. School librarians use e-mail to communicate in electronic discussion groups, share experiences and ideas with other librarians <sup>(334)</sup>. Teachers and students can easily obtain personal e-mail addresses, but to make sure of using this software effectively it requires adequate training <sup>(335)</sup>. Therefore, it is important to ensure that e-mail is a valuable educational tool to support effective learning <sup>(336)</sup>.

#### 4.7.9 CD-ROMs and SLMCs

IT has enabled libraries to provide access to information in different digital media. CD-ROM is one of the most common IT applications for non-printed electronic information retrieval. CD-ROM technology is a useful tool for teaching because of its facilities such as large storage capacity, simple interfaces, powerful search engines and relatively low cost <sup>(337)</sup>. Kathleen W. Craver asserts that CD-Rom technology has affected school libraries most, and recent studies in this field support CD-ROM use in SLMCs <sup>(338)</sup>. The LA found that nearly 89% of UK secondary school libraries had a CD-ROM player <sup>(339)</sup>.

CD-ROM technology has enabled schools to develop their library resources in a wide range of formats and to enhance computerised search services to support the curriculum and to meet learning and teaching needs <sup>(340)</sup>. “The CD-ROM provides the perfect research solution” <sup>(341)</sup>. Many developed SLMCs include attractive and interactive CD-ROM information resources for their students in many forms such as periodical indexes and databases, encyclopaedias, references and various specialised subject CDs to assist the school curriculum <sup>(342)</sup>. Geoff Dubber suggests that effective use of CD-ROMs with their exciting motion, sound, colourful graphics and streams of information, which can be printed, can be achieved by:

- Promoting jointly the book stock and CD-ROMs.
- Teaching careful planning.
- Teaching students to select and appraise information.
- Encouraging teaching staff to become familiar with CD-ROMs.
- Teaching students to process/reorder information.
- Requiring students to download relevant information to disk. <sup>(343)</sup>



Schools must recognise the teaching role of the librarians who can provide training for pupils in using IT. J. M. Wishart found that CD-ROMs, with information skills training including student-centred activities, were a motivating influence on UK secondary school pupils, and the installation of CD-ROMs had increased further the teaching role and status of the librarians and can therefore develop their teaching role in the use of IT <sup>(344)</sup>. As Laura Plummer asserts, schools will get the most benefit from CD-ROM technology where it is supported with advice and training <sup>(345)</sup>.

#### 4.8 School Library Services (SLS)

SLS are responsible for developing, supporting, promoting and enhancing teaching and learning within the school environment. "SLS were established to support libraries in school" <sup>(346)</sup>. SLS can effect student's academic achievement. Ken Haycock, for example, mentioned that there is a positive relationship between the level of SLS as an effective agent and student's academic achievement <sup>(347)</sup>.

In New Zealand, for example, these services include the School Advisory Services and the Curriculum Information Services; School Services Advisors support the development of school libraries and provide advice on aspects of school library management and information and communication technology development; and the Curriculum Information Service provides assistance and enhances learning and teaching by providing teachers with free loans of curriculum-related resources such as books, videos, CD-ROMs and kits <sup>(348)</sup>. Hitomi Nakayama also explained that SLS support schools and their libraries in different ways including advisory work for curriculum development, supporting teachers' training, providing exhibition collections and offering promotional services <sup>(349)</sup>. Peggy Heeks and Margaret Kinnell indicated the range of services offered by SLS authorities in 1989/90:

- **Loans of materials:** Long-term and short-term loans.
- **Advisory:** Advice on policy formulation, library management, library planning and refurbishment, and development programmes.
- **Support:** In-service, central purchasing scheme, exhibition collections, book lists and bibliographical aids.
- **Promotional:** Book weeks, publicity, network development and information skills programmes. <sup>(350)</sup>

Claire Creaser has indicated that SLS, depending on the way in which they are managed and funded, must have an effect on the range and quality of services offered <sup>(351)</sup>. Liz Knowles explained that, since the late 70s until the early 90s, there was significant development in SLS due to the growth of specialised education resource services and the increasing number of qualified librarians in schools, and she mentioned also that three optional models for SLS had been established by education authorities as follows:

- SLS is retained by the Education Department and responsible for the funding, management, services delivery and staff and curriculum development.
- SLS is part of public library services/Cultural Services Department.
- SLS is delivered by the public library and funded by the Education Dept. <sup>(352)</sup>

Margaret Smith discusses Cambridgeshire SLS that aims:

- To provide a comprehensive range of resources to support the delivery of the curriculum and to meet students' needs.
- To respond effectively to requests for information, advice and resources.
- To advise schools on the organisation and management of their resources.
- To help in the development of pupils' information handling skills and promotion of the enjoyment of reading.

Their services were successful because it was based on: the SLS was a part of the Education Services and not of the Public Library; SLS staff with their experience had the highest levels of commitment. The provided services included the following:

- Curriculum collections
- Library loan collections
- Fiction exchanges
- Group reading sets
- Audio-visual resources
- Library planning and design
- Resource evaluation, selection and management
- Library organisation and classification of resources
- Training school and library staff including information handling skills
- Book-buying visits
- Support the development of IT for libraries. <sup>(353)</sup>



SLS are an important contextual factor for schools to consider in the UK context and other developed systems. In the Saudi Arabia context, Learning Resources Administration is the main body that is responsible for providing school libraries with their needs, but to be more effective it could benefit from the experience of SLSs experience in developed countries to provide a wide range of services in school libraries that will assist the curriculum and learning process.

## 4.9 Professional Organisations

School library professional organisations, national or international have been established in developed countries to “communicate developments in the field and provide continuing education and professional development opportunities to the members” <sup>(354)</sup>. They can assist the development of the role of SLMCs in education. Developing guidelines, issuing standards, conducting surveys, holding conferences and publishing monographs and serials are among their activities.

In the U.S.A., leadership is exercised by specialised national professional organisations that are accepted as the voice of school librarianship. The AASL is the largest national association of SLMSs and has led the development of school librarianship. In the United Kingdom, leadership is spilt between a teacher-based organisation and a librarian-based organisation, the LA and the SLA <sup>(355)</sup>. There are also many of national school librarianship organisations worldwide such as Canadian School Library Association (CSLA) and Australian School Library Association (ASLA). Internationally, IFLA Section of School Libraries and Resource Centres is the global voice of the library and information profession <sup>(356)</sup>. The mission statements of the various organisations have been identified via the WWW <sup>(357)</sup>, for instance:

- “To advocate excellence, facilitate change, and develop leaders in the school library media field” (AASL) <sup>(358)</sup>.
- “To provide an international forum for those people interested in promoting effective school library media programmes as viable instruments in the educational process. Also provides guidance and advice for the development of school library programmes and the school library profession works in cooperation with other professional associations and agencies” (IASL) <sup>(359)</sup>.

- “To help schools make effective use of their library facilities by supplying appropriate and affordable professional support in library and information management to schools and local authority school library services. This support includes strategic consultancy, advisory services and training, including ICT training for school librarians” (The Library Doctor) <sup>(360)</sup>.
- “To influence the growth and development of teacher-librarians and school libraries nationally” (ATLC) <sup>(361)</sup>.
- “To promote high standards of delivery of library and information services: to encourage widespread understanding of the value and importance of high quality library and information services in the private, public and voluntary sectors: and to represent the interests of members throughout the world” (IFLA) <sup>(362)</sup>.

These listed mission statements and others show that these organisations generally are working to improve and assist school librarianship by supporting consultancy and advice work on school libraries nationally and internationally. Realising the importance and the role of school libraries in supporting the educational environment, professional organisations should:

- Encourage the formation of a school libraries sub-group in their association.
- Raise awareness in heads of schools on the importance of the library, sources, and the development of information skills in both teachers and students.
- Actively seek cooperation and support from other concerned organisations to influence all levels of government to provide school library services.
- Encourage the active cooperation of teachers, librarians, parents and teacher associations to promote the use of information resources. <sup>(363)</sup>

Professional organisations of school librarianship have had an important impact on the development of school libraries in the educational environment in developed countries. In Saudi Arabia, where no professional organisations related to school librarianship exist, the roles and activities of the international professional organisations are also not recognised or considered in the learning environment. The Ministry of Education alone decides changes to the educational sector. Utilising the experience of the professional organisations in the field is considered important by this study and has been considered closely.



#### 4.10 Previous Studies in Saudi Arabia

There have been some studies of school libraries conducted previously in the Kingdom of Saudi Arabia that can be summarised and presented in chronological order as follows,

In 1980, Nasser Alosaimi undertook an investigation of school library management in five public boys' secondary schools in Taif City. This survey-based study found that secondary school library services were weak, and that the school librarians of these schools were not specialised in library and information science, nor were they full time librarians <sup>(364)</sup>.

In 1984, Hashem abdo Hashem reviewed the school libraries in the western region of Saudi Arabia which included 34 secondary schools and 24 intermediate schools. This historical and survey-based study found that school libraries were not designed according to educational standards, and that part time librarians supervised them as well being responsible for teaching other subjects within the school <sup>(365)</sup>.

In 1986, Mohammed A. Marghalani analysed secondary school libraries managers' perceptions of school library development. This study found that the role of the school library was not recognised in the educational process and highlighted the weakness of school library information sources collections <sup>(366)</sup>.

In 1986, Iman Banajah undertook a study of 18 public secondary schools and four private secondary schools. This survey-based study found that the physical facilities of libraries did not meet school libraries service standards and that 34% of librarians were not specialised in the library science field <sup>(367)</sup>.

In 1987, Manal Alberican also investigated school libraries in girls' secondary school libraries. This study surveyed 100 teachers, 400 students, and 20 school librarians in 20 schools in Riyadh City. The study found that there was shortage in the libraries' budgets, weakness in the role of school management and that the school librarian had no power to insist that teachers and students should use the school library. In addition, there was no integration of the school library with the curriculum and its role was not recognised in the educational process <sup>(368)</sup>.

In 1996, Nasser Alswedan analysed the situation with regard to school libraries across the Arabian Gulf. This survey-based study aimed to explore school library provision in Arabian Gulf countries within which the Kingdom of Saudi Arabia is included. It was conducted on samples of public and private elementary, intermediate and secondary schools. The study found that the basic structure of school libraries was poor, school libraries did not exist in all schools and where they did exist, in general, they were traditional libraries with poor funding, a lack of qualified school librarians, and weak services and collections <sup>(369)</sup>.

In summary, the previous studies conducted in secondary schools in Saudi Arabia for the last two decades found the following general problems:

- Weakness in secondary school library services.
- Secondary school libraries were not considered central to the educational learning process.
- The school librarians in the libraries were not qualified nor specialised.
- School libraries' budgets were small.
- Rarity of collaboration between school librarians and teachers.
- The role of the school librarian was uncertain.

#### 4.11 Conclusion

The reviewed literature has described comprehensively different issues associated with the modern concepts of school library media centres in developed countries. In particular, the major development factors that influence the success of school libraries have been discussed. The information presented in this chapter will be compared with the data collected through the survey on the current position of secondary school libraries in Saudi Arabia.

The study aims to contribute to the literature on school libraries by providing knowledge of a little-understood situation and the perspective and experience of school libraries in Saudi Arabia as they strive to cope with developments in the educational system brought about by the information revolution. Therefore, the results will provide not only the researcher but also interested Government and official agencies with important evidence and information that could contribute to the development of school libraries in Saudi Arabia.



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## CHAPTER FIVE: FINDINGS

### 5.0 Introduction

This chapter analyses the current situation in boys' public secondary school libraries in Saudi Arabia. For the purpose of the study, data from 556 questionnaires were transferred to the Statistical Package for Social Sciences (SPSS) software package for analysis.

The chapter presents the data from four perspectives: first, the current position of secondary school libraries indicated by the school librarian respondents; second, school managers' attitudes toward planning for the establishment of new school libraries if their school does not currently have one; third, school managers' reasons for not planning the establishment of new school libraries; fourth, the administrative area managers' attitudes toward the current situation and issues currently affecting the development of school libraries.

### 5.1 Current Situation in Secondary School Libraries

The current situation in school libraries will be presented according to their school librarians' responses collected through the questionnaire. All percentages quoted in the text are valid percentages unless otherwise stated. This section is structured in the following way:

- General background data of secondary school libraries.
- School librarians' job status, qualifications, training and collaboration with classroom teachers.
- Location, facilities and furniture in school libraries.
- Equipment in school libraries.
- Information sources, their organisation, loans and interlibrary loan facilities.
- Educational activities involving the school library and its role in information skills teaching.
- Management and funding sources.
- Standards and policies.
- School librarians' attitudes towards different development issues.



5.1.1 Background

5.1.1.1 Student Enrolment

Table 5.1 shows that 433 secondary schools indicated school enrolment while 123 did not. The minimum enrolment was 14 students and the maximum was 1255 students. Given this, the average number of students in the boys’ secondary schools was 274.

Table 5.1 Student enrolment

|         |          |
|---------|----------|
| Valid   | 433      |
| Missing | 123      |
| Mean    | 274.3164 |
| Minimum | 14.00    |
| Maximum | 1255.00  |

Due to the wide variation in student enrolment, the figures were grouped into six groups (see table 5.2). Over half of the sample, 260 schools, had an enrolment of less than 250 students (60%). About a quarter, 112 schools, had an enrolment of between 251-500 students (25.9%). The vast majority (85.9%), therefore, had an enrolment of less than 500 students.

Table 5.2 Grouped student enrolments

|         |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid   | 1- 250    | 260       | 46.8    | 60.0          | 60.0               |
|         | 251-500   | 112       | 20.1    | 25.9          | 85.9               |
|         | 501-750   | 40        | 7.2     | 9.2           | 95.2               |
|         | 751-1000  | 18        | 3.2     | 4.2           | 99.3               |
|         | 1001-1250 | 2         | .4      | .5            | 99.8               |
|         | 1251-1500 | 1         | .2      | .2            | 100.0              |
|         | Total     | 433       | 77.9    | 100.0         |                    |
| Missing | System    | 123       | 22.1    |               |                    |
| Total   |           | 556       | 100.0   |               |                    |

5.1.1.2 The Existence of School Libraries

The majority of boys’ secondary schools, 522 of the 556 schools which responded, stated that they had school libraries (93.9%), while only 34 responding secondary schools did not have school libraries (6.1%).

Table 5.3 The existence of school libraries

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes   | 522       | 93.9    | 93.9          | 93.9               |
|       | No    | 34        | 6.1     | 6.1           | 100.0              |
|       | Total | 556       | 100.0   | 100.0         |                    |



5.1.2 The School Librarian

5.1.2.1 Job Status

Only 57 school librarians indicated they were working as full-time school librarians (10.9%), whereas the majority, 395 school librarians, were classroom teachers who were also in charge of the school library (75.7%). Sixty school librarians were part-time librarians (11.5%). Only four school librarians were volunteers (0.8%), and six school librarians were administrative employees who were also in charge of the school library (1.1%). Accordingly, the majority of the librarians (89.1%) were not full-time school librarians.

Table 5.4 Job status

|         |                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------------|-----------|---------|---------------|--------------------|
| Valid   | Full-time sch. librarian | 57        | 10.3    | 10.9          | 10.9               |
|         | Teacher & librarian      | 395       | 71.0    | 75.7          | 86.6               |
|         | Part-time sch. librarian | 60        | 10.8    | 11.5          | 98.1               |
|         | Volunteer                | 4         | .7      | .8            | 98.9               |
|         | Admin. Employee          | 6         | 1.1     | 1.1           | 100.0              |
|         | Total                    | 522       | 93.9    | 100.0         |                    |
| Missing | System                   | 34*       | 6.1     |               |                    |
| Total   |                          | 556       | 100.0   |               |                    |

\* Missing value (Schools without a library)

5.1.2.2 Qualifications

Just eight school librarians indicated that they had the General Secondary School Certificate (GSSC) qualification (1.5%), while the majority, 497 school librarians, indicated they had a Bachelors degree (95.2%). Only five school librarians had a Master of Arts degree (1.0%) and just 12 school librarians held other different qualifications from different educational institutions such as Special Diploma in Education, Library Diploma, Secondary Commercial Diploma and a certificate from Teachers' Preparation Institution (2.3%).

Table 5.5 Qualifications

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | GSSC   | 8         | 1.4     | 1.5           | 1.5                |
|         | BA     | 497       | 89.4    | 95.2          | 96.7               |
|         | MA     | 5         | .9      | 1.0           | 97.7               |
|         | Others | 12        | 2.2     | 2.3           | 100.0              |
|         | Total  | 522       | 93.9    | 100.0         |                    |
| Missing | System | 34        | 6.1     |               |                    |
| Total   |        | 556       | 100.0   |               |                    |



5.1.2.3 Specialised Area

Less than half of the school librarians were specialised in the field of library and information science (43.1%). Over half, therefore, (56.9%) were specialised in other different fields such as History, Accounting, Political Sciences, Business Administration, Arabic Language, Maths, Islamic Education and English Language.

Table 5.6 Specialised area

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Lib.&inf. science | 225       | 40.5    | 43.1          | 43.1               |
|         | Others            | 297       | 53.4    | 56.9          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.2.4 Monthly Salary

Only ten school librarians indicated they were earning less than 2000 Saudi Riyals (about £350) as a monthly salary (1.9%). One hundred and nineteen school librarians (22.8%) were earning 2000-4000 S.R. (£350-700), 132 school librarians (25.3%) were earning 4000-6000 S.R. (£700-1050), 138 school librarians (26.4%) were earning 6000-8000 S.R. (£1050-1400), and 99 school librarians (19%) were earning 8000-10,000 S.R. (£1400-1750). Only 24 school librarians (4.6%) were earning more than 10,000 (about more than £1750).

Table 5.7 Monthly salaries

|         |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid   | Less than 2000  | 10        | 1.8     | 1.9           | 1.9                |
|         | 2000-4000       | 119       | 21.4    | 22.8          | 24.7               |
|         | 4000-6000       | 132       | 23.7    | 25.3          | 50.0               |
|         | 6000-8000       | 138       | 24.8    | 26.4          | 76.4               |
|         | 8000-10000      | 99        | 17.8    | 19.0          | 95.4               |
|         | More than 10000 | 24        | 4.3     | 4.6           | 100.0              |
|         | Total           | 522       | 93.9    | 100.0         |                    |
| Missing | System          | 34        | 6.1     |               |                    |
| Total   |                 | 556       | 100.0   |               |                    |

5.1.2.5 Staffing

The majority of the respondents (505) indicated that only one person had responsibility for the school library, that is the person who works in the library (96.7%). Just 14 respondents indicated that a school librarian and one assistant were staffing their libraries (2.7%), and only three respondents indicated that a school librarian and two assistants were staffing their libraries (0.6%).



Table 5.8 Staffing

|         |                       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid   | School librarian      | 505       | 90.8    | 96.7          | 96.7               |
|         | Sch. Lib.+1 assistant | 14        | 2.5     | 2.7           | 99.4               |
|         | Sch. Lib.+2assistants | 3         | .5      | .6            | 100.0              |
|         | Total                 | 522       | 93.9    | 100.0         |                    |
| Missing | System                | 34        | 6.1     |               |                    |
| Total   |                       | 556       | 100.0   |               |                    |

5.1.2.6 Job Satisfaction

Most of the librarians (378) stated that they were satisfied with their job as school librarians (72.4%). In contrast, only 44 librarians were dissatisfied (8.4%).

Table 5.9 Job satisfaction

|         |                       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly satisfied    | 180       | 32.4    | 34.5          | 34.5               |
|         | Satisfied             | 198       | 35.6    | 37.9          | 72.4               |
|         | Neutral               | 100       | 18.0    | 19.2          | 91.6               |
|         | Dissatisfied          | 30        | 5.4     | 5.7           | 97.3               |
|         | Strongly dissatisfied | 14        | 2.5     | 2.7           | 100.0              |
|         | Total                 | 522       | 93.9    | 100.0         |                    |
| Missing | System                | 34        | 6.1     |               |                    |
| Total   |                       | 556       | 100.0   |               |                    |

5.1.2.7 Attendance at Training Events

One hundred and five school librarians attended training courses (20.1%). The majority, 417 school librarians, did not attend any courses (79.9%).

Table 5.10 Attendance at training events

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 105       | 18.9    | 20.1          | 20.1               |
|         | No     | 417       | 75.0    | 79.9          | 100.0              |
|         | Total  | 522       | 93.9    | 100.0         |                    |
| Missing | System | 34        | 6.1     |               |                    |
| Total   |        | 556       | 100.0   |               |                    |

Training course topics that school librarians had attended were grouped into the following aspects which are ordered according to most commonly attended.

- Organising the school library.
- Cataloguing and classifying the school library collection.
- School library automated cataloguing.
- School library management.
- Learning resources management.
- Teaching the ‘Library and Research’ course.



School librarians who did not attend any training courses (in-service training) mentioned several reasons that are grouped according to the frequency with which they were mentioned.

- “We do not have any details on training courses”.
- “I am not specialised in the library and information science field”.
- Teaching timetable was too intensive and would not allow for training.
- Training courses available are not very well run or presented.
- “School manager did not agree to my attendance at training course”.
- Cannot put training into practice because school library has not developed.

5.1.2.8 Collaboration with Teachers

Three hundred and eighty four school librarians indicated that they were collaborating with classroom teachers (73.6%), while 138 librarians stated that they were not collaborating (26.4%).

Table 5.11 Collaboration with teachers

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 384       | 69.1    | 73.6          | 73.6               |
|         | No     | 138       | 24.8    | 26.4          | 100.0              |
|         | Total  | 522       | 93.9    | 100.0         |                    |
| Missing | System | 34        | 6.1     |               |                    |
| Total   |        | 556       | 100.0   |               |                    |

The school librarian respondents also mentioned several reasons for not collaborating. Reasons were grouped according to the most frequently indicated, including,

- “The school library is not well prepared”.
- “The school library is very small”.
- “The school library’s collections are very poor and old”.
- “Teachers and students do not recognise the role of the school library”.
- “School managers do not consider the school library important”.
- “Teachers depend only on curriculum textbooks”.
- “The school library is not an active element within the school”.
- “Teachers do not direct students to undertake research projects”.
- “We do not have free time”.



5.1.2.9 Collaboration Methods

Of the 384 school librarians who collaborated with classroom teachers, only 38 librarians were collaborating on a formal basis (7.3%), and 346 librarians were collaborating informally (66.3%).

Table 5.12 Collaboration methods

|         |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------|-----------|---------|---------------|--------------------|
| Valid   | Formal           | 38        | 6.8     | 7.3           | 7.3                |
|         | Informal         | 346       | 62.2    | 66.3          | 73.6               |
|         | No collaboration | 138       | 24.8    | 26.4          | 100.0              |
|         | Total            | 522       | 93.9    | 100.0         |                    |
| Missing | System           | 34        | 6.1     |               |                    |
| Total   |                  | 556       | 100.0   |               |                    |

5.1.3 The School Library

5.1.3.1 Location

Over half of the libraries, 283, were located on the ground floor (54.2%).

Table 5.13 Location

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Ground floor      | 283       | 50.9    | 54.2          | 54.2               |
|         | 1st floor         | 120       | 21.6    | 23.0          | 77.2               |
|         | 2nd floor         | 63        | 11.3    | 12.1          | 89.3               |
|         | 3rd floor         | 30        | 5.4     | 5.7           | 95.0               |
|         | Separate building | 26        | 4.7     | 5.0           | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.3.2 Size

Over half of the school libraries, 322, were less than 50 m<sup>2</sup> (61.7%). The majority, 472 libraries, were less than 125 m<sup>2</sup> (90.4%).

Table 5.14 Size

|         |                              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------------|-----------|---------|---------------|--------------------|
| Valid   | Less than 25 m <sup>2</sup>  | 155       | 27.9    | 29.7          | 29.7               |
|         | 25-50 m <sup>2</sup>         | 167       | 30.0    | 32.0          | 61.7               |
|         | 50-75 m <sup>2</sup>         | 52        | 9.4     | 10.0          | 71.6               |
|         | 75-100 m <sup>2</sup>        | 46        | 8.3     | 8.8           | 80.5               |
|         | 100-125 m <sup>2</sup>       | 52        | 9.4     | 10.0          | 90.4               |
|         | More than 125 m <sup>2</sup> | 50        | 9.0     | 9.6           | 100.0              |
|         | Total                        | 522       | 93.9    | 100.0         |                    |
| Missing | System                       | 34        | 6.1     |               |                    |
| Total   |                              | 556       | 100.0   |               |                    |



5.1.3.3 School Library Rooms

The majority of school libraries, 436, were located in one room (83.5%), whereas only 86 libraries were larger than one room (16.5%).

Table 5.15 School library rooms

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | One room          | 436       | 78.4    | 83.5          | 83.5               |
|         | 2 rooms           | 63        | 11.3    | 12.1          | 95.6               |
|         | 3 rooms           | 17        | 3.1     | 3.3           | 98.9               |
|         | More than 3 rooms | 6         | 1.1     | 1.1           | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.3.4 Capacity

Over half, 313 school libraries, could accommodate fewer than 20 users at the same time (60%). The majority, 435 school libraries, accommodated less than 30 users (83.3%), whilst 87 libraries could accommodate more than 30 users (16.7%).

Table 5.16 Capacity

|         |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid   | Less than 10 users | 128       | 23.0    | 24.5          | 24.5               |
|         | 10-20 users        | 185       | 33.3    | 35.4          | 60.0               |
|         | 20-30 users        | 122       | 21.9    | 23.4          | 83.3               |
|         | More than 30 users | 87        | 15.6    | 16.7          | 100.0              |
|         | Total              | 522       | 93.9    | 100.0         |                    |
| Missing | System             | 34        | 6.1     |               |                    |
| Total   |                    | 556       | 100.0   |               |                    |

5.1.3.5 Shelf Space

Most of school libraries (82.2%) had fewer than 50 shelves. 17.8% of the school librarians did not respond to this question.

Table 5.17 Shelf space

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-10        | 200       | 36.0    | 38.3          | 38.3               |
|         | 11-20       | 170       | 30.6    | 32.6          | 70.9               |
|         | 21-30       | 46        | 8.3     | 8.8           | 79.7               |
|         | 31-40       | 9         | 1.6     | 1.7           | 81.4               |
|         | 41-50       | 4         | .7      | .8            | 82.2               |
|         | No response | 93        | 16.7    | 17.8          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |



5.1.3.6 Tables

Three hundred and seventy six school libraries had fewer than 10 tables (72%), while only 42 school libraries had between 11 and 50 tables (8.1%). 19.9% of the librarians did not respond to this question.

Table 5.18 Tables

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-10        | 376       | 67.6    | 72.0          | 72.0               |
|         | 11-20       | 25        | 4.5     | 4.8           | 76.8               |
|         | 21-30       | 12        | 2.2     | 2.3           | 79.1               |
|         | 31-40       | 3         | .5      | .6            | 79.7               |
|         | 41-50       | 2         | .4      | .4            | 80.1               |
|         | No response | 104       | 18.7    | 19.9          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.3.7 Chairs

Three hundred and ninety two school libraries, a cumulative percent of 75.1, had chairs, but their availability varied between one and 80 chairs. One hundred and thirty school librarians (24.9%) did not give any indication of numbers of chairs.

Table 5.19 Chairs

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-20        | 162       | 29.1    | 31.0          | 31.0               |
|         | 21-40       | 187       | 33.6    | 35.8          | 66.9               |
|         | 41-60       | 32        | 5.8     | 6.1           | 73.0               |
|         | 61-80       | 11        | 2.0     | 2.1           | 75.1               |
|         | No response | 130       | 23.4    | 24.9          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.4 Equipment in School Libraries

5.1.4.1 Audio-Visual Devices

A-V equipment includes different educational tools such as television, recorder, video, projector, radio, camera, kits and models. Table 5.20 shows that 28.2% of school libraries had A-V equipment, although availability varied. Almost 71.8% of librarians did not answer this question and this is likely to be because they did not have any kind of A-V equipment in the school library.



Table 5.20 A-V devices

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-5         | 112       | 20.1    | 21.5          | 21.5               |
|         | 6-10        | 24        | 4.3     | 4.6           | 26.1               |
|         | 11-15       | 6         | 1.1     | 1.1           | 27.2               |
|         | 16-20       | 3         | .5      | .6            | 27.8               |
|         | 26-30       | 2         | .4      | .4            | 28.2               |
|         | No response | 375       | 67.4    | 71.8          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.4.2 Computers

Only 29.3% of school libraries had computers, and most had between one and six of them. 70.7% of school librarians did not indicate whether they had computers or not, and it would seem that they did not have any.

Table 5.21 Computers

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-6         | 139       | 25.0    | 26.6          | 26.6               |
|         | 7-12        | 13        | 2.3     | 2.5           | 29.1               |
|         | 13-18       | 1         | .2      | .2            | 29.3               |
|         | No response | 369       | 66.4    | 70.7          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.4.3 Printers

Only 21.3% of school libraries had printers, and in most cases, one or two were provided. The majority (78.7%) did not respond and most likely they did not have printers.

Table 5.22 Printers

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | One         | 51        | 9.2     | 9.8           | 9.8                |
|         | Two         | 59        | 10.6    | 11.3          | 21.1               |
|         | Three       | 1         | .2      | .2            | 21.3               |
|         | No response | 411       | 73.9    | 78.7          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.4.4 Photocopiers

Table 5.23 shows that only 12.3% of school libraries had one, mostly, or two photocopiers. The 87.7% of school libraries that did not respond, presumably, did not have photocopiers at all.



Table 5.23 Photocopiers

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | One         | 60        | 10.8    | 11.5          | 11.5               |
|         | Two         | 4         | .7      | .8            | 12.3               |
|         | No response | 458       | 82.4    | 87.7          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.4.5 Microfilm Readers

Table 5.24 shows that few school libraries had microfilm readers, a cumulative percent of eight. The majority of the school librarians (92%) did not answer, most probably because they did not have a microfilm reader at all.

Table 5.24 Microfilm readers

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | One         | 28        | 5.0     | 5.4           | 5.4                |
|         | Two         | 10        | 1.8     | 1.9           | 7.3                |
|         | Three       | 4         | .7      | .8            | 8.0                |
|         | No response | 480       | 86.3    | 92.0          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.5 Information Sources

5.1.5.1 Book Stock

86.6% of school libraries had books in their collections. Over half (62.5%) of the libraries had fewer than 2000 books, and a relatively low percentage of 2.7 had between 5001 and 20000 books. Seventy school librarians did not answer this question (13.4%).

Table 5.25 Book stock

|         |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid   | 500 and less | 128       | 23.0    | 24.5          | 24.5               |
|         | 501-1000     | 87        | 15.6    | 16.7          | 41.2               |
|         | 1001-2000    | 111       | 20.0    | 21.3          | 62.5               |
|         | 2001-3000    | 52        | 9.4     | 10.0          | 72.4               |
|         | 3001-4000    | 32        | 5.8     | 6.1           | 78.5               |
|         | 4001-5000    | 28        | 5.0     | 5.4           | 83.9               |
|         | 5001-10000   | 10        | 1.8     | 1.9           | 85.8               |
|         | 10001-20000  | 4         | .7      | .8            | 86.6               |
|         | No response  | 70        | 12.6    | 13.4          | 100.0              |
|         | Total        | 522       | 93.9    | 100.0         |                    |
| Missing | System       | 34        | 6.1     |               |                    |
| Total   |              | 556       | 100.0   |               |                    |



5.1.5.2 General Reference Sources

72.2% of the school libraries had general references sources, whilst 145 school librarians did not respond to this question (27.8%).

Table 5.26 General reference sources

|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | 1-25          | 117       | 21.0    | 22.4          | 22.4               |
|         | 26-50         | 94        | 16.9    | 18.0          | 40.4               |
|         | 51-100        | 58        | 10.4    | 11.1          | 51.5               |
|         | 101-200       | 49        | 8.8     | 9.4           | 60.9               |
|         | More than 200 | 59        | 10.6    | 11.3          | 72.2               |
|         | No response   | 145       | 26.1    | 27.8          | 100.0              |
|         | Total         | 522       | 93.9    | 100.0         |                    |
| Missing | System        | 34        | 6.1     |               |                    |
| Total   |               | 556       | 100.0   |               |                    |

5.1.5.3 Periodicals

School librarians were asked to indicate the total number of periodicals held by the library, regardless of type or titles. That means the figures below represent the total number of periodicals in general and do not represent numbers of periodical titles. Table 5.27 shows that over half of school libraries had fewer than 100 periodicals and magazines (55.9%). One hundred and twenty two librarians (23.4%) did not answer this question, in all probability, because they did not have periodicals or because the person answering the questionnaire was not minded to count them.

Table 5.27 Periodicals

|         |                | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid   | 1-50           | 225       | 40.5    | 43.1          | 43.1               |
|         | 51-100         | 67        | 12.1    | 12.8          | 55.9               |
|         | 101-500        | 91        | 16.4    | 17.4          | 73.4               |
|         | 501-1000       | 9         | 1.6     | 1.7           | 75.1               |
|         | More than 1000 | 8         | 1.4     | 1.5           | 76.6               |
|         | No response    | 122       | 21.9    | 23.4          | 100.0              |
|         | Total          | 522       | 93.9    | 100.0         |                    |
| Missing | System         | 34        | 6.1     |               |                    |
| Total   |                | 556       | 100.0   |               |                    |

5.1.5.4 Audio-Visual Materials

Table 5.28 shows that about only a quarter (25.9%) of school libraries had a collection of Audio-Visual materials, while the majority, 387 school librarians did not reply to this question (74.1%), most likely, because they did not possess them or possibly because the librarians were not minded to count them.



Table 5.28 A-V materials

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-10        | 123       | 22.1    | 23.6          | 23.6               |
|         | 11-20       | 7         | 1.3     | 1.3           | 24.9               |
|         | 21-30       | 3         | .5      | .6            | 25.5               |
|         | 31-40       | 2         | .4      | .4            | 25.9               |
|         | No response | 387       | 69.6    | 74.1          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.5.5 Microforms

Only 2.1% of secondary school libraries had different microforms (microfilm/microfiche/microcard), while the vast majority did not reply (97.9%).

Table 5.29 Microforms

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-10        | 5         | .9      | 1.0           | 1.0                |
|         | 11-20       | 3         | .5      | .6            | 1.5                |
|         | 21-30       | 1         | .2      | .2            | 1.7                |
|         | 31-40       | 2         | .4      | .4            | 2.1                |
|         | No response | 511       | 91.9    | 97.9          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.5.6 CD-ROMs

Only 6.3% of school libraries had CD-ROMs. The great majority, 489 school librarians, did not indicate that they had CD-ROMs (93.7%).

Table 5.30 CD-ROMs

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | 1-25        | 21        | 3.8     | 4.0           | 4.0                |
|         | 26-50       | 11        | 2.0     | 2.1           | 6.1                |
|         | 76-100      | 1         | .2      | .2            | 6.3                |
|         | No response | 489       | 87.9    | 93.7          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.5.7 World Wide Web (WWW)

Table 5.31 shows that a low percent (12.5%) of school libraries were connected to the Internet. Over half of these libraries (6.9%) were connected with six computers to the World Wide Web. In contrast, the majority of school librarians did not reply, almost certainly, because they did not have access to the Internet (87.5%).



Table 5.31 WWW access

|         |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------|-----------|---------|---------------|--------------------|
| Valid   | One         | 10        | 1.8     | 1.9           | 1.9                |
|         | Two         | 1         | .2      | .2            | 2.1                |
|         | Four        | 2         | .4      | .4            | 2.5                |
|         | Five        | 10        | 1.8     | 1.9           | 4.4                |
|         | Six         | 36        | 6.5     | 6.9           | 11.3               |
|         | Seven       | 2         | .4      | .4            | 11.7               |
|         | Eight       | 1         | .2      | .2            | 11.9               |
|         | Nine        | 1         | .2      | .2            | 12.1               |
|         | Ten         | 2         | .4      | .4            | 12.5               |
|         | No response | 457       | 82.2    | 87.5          | 100.0              |
|         | Total       | 522       | 93.9    | 100.0         |                    |
| Missing | System      | 34        | 6.1     |               |                    |
| Total   |             | 556       | 100.0   |               |                    |

5.1.5.8 Classification Systems

School librarians were asked to indicate the classification system they used. Table 5.32 shows the majority (70.3%) of the librarians were using Dewey decimal classification system. Only 13.2% of school libraries were using other different classification systems. 16.5% of the school librarians did not respond suggesting that they either did not use a classification system, or perhaps they used an informal, local system or possibly they did not know which classification system they used.

Table 5.32 Classification systems

|         |                | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid   | Dewey          | 367       | 66.0    | 70.3          | 70.3               |
|         | Other          | 69        | 12.4    | 13.2          | 83.5               |
|         | Not classified | 86        | 15.5    | 16.5          | 100.0              |
|         | Total          | 522       | 93.9    | 100.0         |                    |
| Missing | System         | 34        | 6.1     |               |                    |
| Total   |                | 556       | 100.0   |               |                    |

5.1.5.9 Cataloguing Rules

School librarians were asked to indicate the cataloguing rules that they used in order to create a catalogue for the library. 25.7% of school libraries used Anglo-American Cataloguing Rules (AACR), and 6.1% were using other cataloguing rules. Most school libraries (68.2%) were not using any cataloguing rules at all.

Table 5.33 Cataloguing rules

|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | AACR          | 134       | 24.1    | 25.7          | 25.7               |
|         | Other         | 32        | 5.8     | 6.1           | 31.8               |
|         | Not cataloged | 356       | 64.0    | 68.2          | 100.0              |
|         | Total         | 522       | 93.9    | 100.0         |                    |
| Missing | System        | 34        | 6.1     |               |                    |
| Total   |               | 556       | 100.0   |               |                    |



5.1.5.10 Students’ and Teachers’ Loan Facilities

The majority of the schools, 511, provided students with a loan facility (97.9%), while only 11 school libraries did not allow students to borrow resources (2.1%). The majority, 516 libraries, enabled teachers to borrow materials (98.9%), whereas only 6 libraries did not provide teachers with a loan facility (1.1%).

Table 5.34 Students’ and teachers’ loan facilities

| Valid   |        | Frequency |     | Percent |       | Valid Percent |       | Cumulative Percent |       |
|---------|--------|-----------|-----|---------|-------|---------------|-------|--------------------|-------|
|         |        | S         | T   | S       | T     | S             | T     | S                  | T     |
|         | Yes    | 511       | 516 | 91.9    | 92.8  | 97.9          | 98.9  | 97.9               | 98.9  |
|         | No     | 11        | 6   | 2.0     | 1.1   | 2.1           | 1.1   | 100.0              | 100.0 |
|         | Total  | 522       | 522 | 93.9    | 93.9  | 100.0         | 100.0 |                    |       |
| Missing | System | 34        | 34  | 6.1     | 6.1   |               |       |                    |       |
| Total   |        | 556       | 556 | 100.0   | 100.0 |               |       |                    |       |

5.1.5.11 Students’ and Teachers’ Interlibrary Loan Facility

In contrast to the above, table 5.35 shows that only 78 school libraries provided students with interlibrary loans (14.9%). The majority, 444, did not (85.1%). Also, only 81 libraries provided teachers with interlibrary loans (15.5%), whereas again the majority, 441 school libraries, did not provide teachers with interlibrary loans (84.5%).

Table 5.35 Students’ and teachers’ interlibrary loan facility

| Valid   |        | Frequency |     | Percent |       | Valid Percent |       | Cumulative Percent |       |
|---------|--------|-----------|-----|---------|-------|---------------|-------|--------------------|-------|
|         |        | S         | T   | S       | T     | S             | T     | S                  | T     |
|         | Yes    | 78        | 81  | 14.0    | 14.6  | 14.9          | 15.5  | 14.9               | 15.5  |
|         | No     | 444       | 441 | 79.9    | 79.3  | 85.1          | 84.5  | 100.0              | 100.0 |
|         | Total  | 522       | 522 | 93.9    | 93.9  | 100.0         | 100.0 |                    |       |
| Missing | System | 34        | 34  | 6.1     | 6.1   |               |       |                    |       |
| Total   |        | 556       | 556 | 100.0   | 100.0 |               |       |                    |       |

5.1.6 Educational Activities

Three hundred and seventy school libraries provided educational activities (70.9%), while 152 school libraries did not provide any educational activity (29.1%).

Table 5.36 Educational activities

| Valid   |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
|         |        |           |         |               |                    |
|         | Yes    | 370       | 66.5    | 70.9          | 70.9               |
|         | No     | 152       | 27.3    | 29.1          | 100.0              |
|         | Total  | 522       | 93.9    | 100.0         |                    |
| Missing | System | 34        | 6.1     |               |                    |
| Total   |        | 556       | 100.0   |               |                    |



5.1.6.1 Types of Educational Activities

Table 5.37 shows that 182 school libraries did not provide library tours (34.9%), 407 school libraries did not provide library instruction (78%), 455 school libraries did not provide information skills teaching (87.2%), 419 school libraries did not provide lectures (80.3%).

Table 5.37 Types of educational activities

| Activity types              | Yes       |               | No        |               |
|-----------------------------|-----------|---------------|-----------|---------------|
|                             | Frequency | Valid Percent | Frequency | Valid Percent |
| Library tours               | 340       | 65.1          | 182       | 34.9          |
| Library instruction         | 115       | 22.0          | 407       | 78.0          |
| Information skills teaching | 67        | 12.8          | 455       | 87.2          |
| Lectures                    | 103       | 19.7          | 419       | 80.3          |
| Other activities            | 1         | .2            | 521       | 99.8          |

Despite this, the educational activities offered were various and ranged from straightforward library tours to other educational activities. As the table shows, as the level of complexity of the activity increased, so the number of school libraries participating decreased so that while 65.1% offered library tours, only 22% provided instruction on how to use the library and even fewer, just 12.8%, taught information skills. 18.5% provided lectures, whereas only 0.2% provided another activity such as student competitions and quizzes. ‘Library and Research’ instruction was not included because it is considered as a compulsory subject in the curriculum. Those school libraries, which did not participate in any educational activities, were asked to state the reasons why not. Reasons included the following:

- Full-time school librarian is not available
- Specialised school librarian is not available
- The school library is very small with insufficient space
- The school library service is very limited and poor
- The school library is not prepared adequately and it is not considered appropriate
- No information technology equipment or Audio-Visual materials
- No up-to-date information sources
- Limited funds
- Teaching timetable is very loaded
- The school building is rented and very limited



5.1.6.2 The Use of Information Skills

Sixty seven school librarians indicated that students were using information skills to solve problems (12.8%), while the majority, 455, indicated that students were not using information skills in their schooling (87.2%).

Table 5.38 The use of information skills

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 67        | 12.1    | 12.8          | 12.8               |
|         | No     | 455       | 81.8    | 87.2          | 100.0              |
|         | Total  | 522       | 93.9    | 100.0         |                    |
| Missing | System | 34        | 6.1     |               |                    |
| Total   |        | 556       | 100.0   |               |                    |

5.1.6.3 Methods of Information Skills Teaching

Of the 67 who stated that information skills were being used, 33 indicated that separate classes were dedicated to information skills teaching (49.3%). The remaining 34 indicated that they were incorporated into other classes (50.7%).

Table 5.39 Methods of information skills teaching

|         |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------|-----------|---------|---------------|--------------------|
| Valid   | Separate classes     | 33        | 5.9     | 6.3           | 6.3                |
|         | Incorporated classes | 34        | 6.1     | 6.5           | 12.8               |
|         | Not offered          | 455       | 81.8    | 87.2          | 100.0              |
|         | Total                | 522       | 93.9    | 100.0         |                    |
| Missing | System               | 34        | 6.1     |               |                    |
| Total   |                      | 556       | 100.0   |               |                    |

5.1.7 School Library Management

School libraries were usually managed by the school librarian, teaching staff or the school management and occasionally by a library committee. Thus, while 194 libraries were managed by the school librarian (37.2%), 114 libraries were managed by a member of the teaching staff (21.8%), and 189 libraries were managed by the school management (36.2%), just 25 libraries were managed by a committee (4.8%).

Table 5.40 School library management

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | School librarian  | 194       | 34.9    | 37.2          | 37.2               |
|         | Teaching staff    | 114       | 20.5    | 21.8          | 59.0               |
|         | Committee         | 25        | 4.5     | 4.8           | 63.8               |
|         | School management | 189       | 34.0    | 36.2          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |



5.1.8 School Library Funding

Table 5.41 shows that over half of the respondents, 282 school libraries or 54%, received between 75% and 100% of their funding from the Government whereas fewer than a quarter, 110 school libraries, received less than 25% of their funding from the government. Just 19 school libraries did not receive any government funds (3.6%). Almost a quarter, 133 school libraries, received less than 25% of their funding from donations. Three hundred and seventy two school libraries did not receive any donations (71.3%).

Generally, the private sector did not fund school libraries. Only 96 school libraries received funds from the private sector (19.4%). The majority, 436 school libraries, did not receive any funds from parents (83.5%). Just four school libraries were funded by between 25% and 50% by parental donations (0.8%). Seventeen school libraries received funding through other funding sources such as the school cafeteria, teachers, school manager, and the school librarian (3.3%).

Table 5.41 School library funding

| Funding Source | A   |      | B  |      | C  |      | D   |      | E   |      |
|----------------|-----|------|----|------|----|------|-----|------|-----|------|
|                | F.  | V.P. | F. | V.P. | F. | V.P. | F.  | V.P. | F.  | V.P. |
| Government     | 110 | 21.1 | 46 | 8.8  | 65 | 12.5 | 282 | 54.0 | 19  | 3.6  |
| Private Sector | 84  | 16.1 | 4  | .8   | 2  | .4   | 6   | 1.1  | 426 | 81.6 |
| Parents        | 82  | 15.7 | 4  | .8   |    |      |     |      | 436 | 83.5 |
| Donations      | 133 | 25.5 | 14 | 2.7  | 3  | .6   |     |      | 372 | 71.3 |
| Other          | 11  | 2.1  | 5  | 1.0  |    |      | 1   | .2   | 505 | 96.7 |

(F.) Frequency, (V.P.) Valid Percent  
(A) <25%, (B) 25-50%, (C) 50-75%, (D) 75-100%, (E) No funding

5.1.9 Policy and Standards

5.1.9.1 School Library Guidance

Table 5.42 shows the majority of school libraries were guided by policies and standards (71.6%).

Table 5.42 School library guidance

| Valid   |        |           |         |               |                    |
|---------|--------|-----------|---------|---------------|--------------------|
|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|         | Yes    | 374       | 67.3    | 71.6          | 71.6               |
|         | No     | 148       | 26.6    | 28.4          | 100.0              |
|         | Total  | 522       | 93.9    | 100.0         |                    |
| Missing | System | 34        | 6.1     |               |                    |
| Total   |        | 556       | 100.0   |               |                    |



5.1.9.2 Type of Policy and Standards

Table 5.43 shows that of those who followed policies and standards, 369 school libraries were guided by the Ministry of Education’s policy and standards (70.7%), while only four school libraries used the policy and standards of professional international organisations to guide their school libraries (0.8%), and just one school library used another policy and standards (0.2%).

Table 5.43 Type of policy and standards

|         |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------|-----------|---------|---------------|--------------------|
| Valid   | MOE                  | 369       | 66.4    | 70.7          | 70.7               |
|         | International policy | 4         | .7      | .8            | 71.5               |
|         | Others               | 1         | .2      | .2            | 71.6               |
|         | Not used             | 148       | 26.6    | 28.4          | 100.0              |
|         | Total                | 522       | 93.9    | 100.0         |                    |
| Missing | System               | 34        | 6.1     |               |                    |
| Total   |                      | 556       | 100.0   |               |                    |

5.1.10 Attitudes Towards the Development of School Libraries

Secondary school librarians were asked to indicate the extent to which they agreed or disagreed with a series of eight statements concerning the development of secondary school libraries.

5.1.10.1 The Importance of the Role of the School Library

It is clear from table 5.44 that a majority of school librarians (84.1%) agreed that the school library should be involved in the teaching and learning activities of the school. In fact, the highest percentage of school librarians (44.8%) strongly agreed that the school library plays a vital role in this respect. Just 2.1% disagreed, with only three librarians of the 522 surveyed (0.6%) strongly disagreeing.

Table 5.44 School librarians’ agreement with statement, “The school library has a vital role to play in teaching and learning within the school”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 3         | .5      | .6            | .6                 |
|         | Disagree          | 8         | 1.4     | 1.5           | 2.1                |
|         | Neutral           | 72        | 12.9    | 13.8          | 15.9               |
|         | Agree             | 205       | 36.9    | 39.3          | 55.2               |
|         | Strongly agree    | 234       | 42.1    | 44.8          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |



5.1.10.2 The Importance of the Role of the School Librarian

Table 5.45 shows the majority of school librarians (71.3%) agreed that the school librarian should be involved in the teaching and learning activities and curriculum development. Actually, the highest percentage of librarians (48.3%) agreed with the involvement of the school librarian in these activities. Only 6.7% disagreed, with just six librarians of the 522 surveyed (1.1%) strongly disagreeing.

Table 5.45 School librarians’ agreement with statement, “The school librarian plays an important role in the educational process and in curriculum development within the school”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 6         | 1.1     | 1.1           | 1.1                |
|         | Disagree          | 29        | 5.2     | 5.6           | 6.7                |
|         | Neutral           | 115       | 20.7    | 22.0          | 28.7               |
|         | Agree             | 252       | 45.3    | 48.3          | 77.0               |
|         | Strongly agree    | 120       | 21.6    | 23.0          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.10.3 School Librarians’ Collaboration with Teachers

The vast majority of respondents (94.1%) agreed that school librarians should collaborate with teachers to ensure the integration of school library into the curriculum. The highest percentage of the librarians (50.2%) strongly agreed in this respect. Just 1.5% disagreed, with 0.4% strongly disagreeing.

Table 5.46 School librarians’ agreement with statement, “The school librarian should plan with classroom teachers for the integration of school library services into the curriculum”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 2         | .4      | .4            | .4                 |
|         | Disagree          | 6         | 1.1     | 1.1           | 1.5                |
|         | Neutral           | 23        | 4.1     | 4.4           | 5.9                |
|         | Agree             | 229       | 41.2    | 43.9          | 49.8               |
|         | Strongly agree    | 262       | 47.1    | 50.2          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.10.4 Student-Centred Learning

A majority of school librarians (70.3%) also agreed that the student-centred approach was important in the teaching and learning process. The highest percentage of school librarians (43.9%) agreed in this respect. Only 13.6% disagreed, with only 14 school librarians (2.7%) strongly agreeing.



Table 5.47 School librarians’ agreement with statement, “Teaching and learning methods should be student-centred rather than teacher-led”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 14        | 2.5     | 2.7           | 2.7                |
|         | Disagree          | 57        | 10.3    | 10.9          | 13.6               |
|         | Neutral           | 84        | 15.1    | 16.1          | 29.7               |
|         | Agree             | 229       | 41.2    | 43.9          | 73.6               |
|         | Strongly agree    | 138       | 24.8    | 26.4          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.10.5 Information Skills Teaching

Table 5.48 shows that the majority of school librarians (92.7%) agreed that students should be taught information skills for problem solving and undertaking school projects. The highest percentage of school librarians (47.3%) agreed and nearly the same level (45.4%) strongly agreed. Only 1.6% disagreed, with just three school librarians (0.6%) strongly disagreeing.

Table 5.48 School librarians’ agreement with statement, “Students should be taught information skills for problem solving and for undertaking school projects”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 3         | .5      | .6            | .6                 |
|         | Disagree          | 5         | .9      | 1.0           | 1.5                |
|         | Neutral           | 30        | 5.4     | 5.7           | 7.3                |
|         | Agree             | 247       | 44.4    | 47.3          | 54.6               |
|         | Strongly agree    | 237       | 42.6    | 45.4          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.10.6 The Integration of IT into the School Curriculum

It is clear from table 5.49 that a majority of school librarians (93.9%) agreed that information technology should be integrated into the school curriculum. The highest percentage of school librarians (50%) strongly agreed in this respect, while just 0.8%, four school librarians, disagreed.

Table 5.49 School librarians’ agreement with statement, “Information technology should be integrated into the school curriculum”

|         |                | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid   | Disagree       | 4         | .7      | .8            | .8                 |
|         | Neutral        | 28        | 5.0     | 5.4           | 6.1                |
|         | Agree          | 229       | 41.2    | 43.9          | 50.0               |
|         | Strongly agree | 261       | 46.9    | 50.0          | 100.0              |
|         | Total          | 522       | 93.9    | 100.0         |                    |
| Missing | System         | 34        | 6.1     |               |                    |
| Total   |                | 556       | 100.0   |               |                    |



5.1.10.7 The Importance of Digital Information Sources

The majority of school librarians (91.4%) agreed that digital information sources were important in supporting the school curriculum. The highest percentage of school librarians (51.7%) strongly agreed with the statement. Just 0.8% of school librarians disagreed, with only 0.2% of librarians strongly disagreeing.

Table 5.50 School librarians’ agreement with statement, “Digital information is a significant information resource that supports the school curriculum”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | .2            | .2                 |
|         | Disagree          | 3         | .5      | .6            | .8                 |
|         | Neutral           | 41        | 7.4     | 7.9           | 8.6                |
|         | Agree             | 207       | 37.2    | 39.7          | 48.3               |
|         | Strongly agree    | 270       | 48.6    | 51.7          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.1.10.8 The Importance of the SASN Project

It is clear from table 5.51 that the majority (92.7%) of school librarians felt that the Saudi Arabian Schools’ Net project would be significant in developing the learning environment. The highest percentage of school librarians (52.3%) strongly agreed in this respect, whereas only 1.4% of school librarians disagreed, and just two school librarians strongly disagreed (0.4%).

Table 5.51 School librarians’ agreement with statement, “The Saudi Arabian Schools’ Net Project will be significant in developing the learning environment in schools”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 2         | .4      | .4            | .4                 |
|         | Disagree          | 5         | .9      | 1.0           | 1.3                |
|         | Neutral           | 31        | 5.6     | 5.9           | 7.3                |
|         | Agree             | 211       | 37.9    | 40.4          | 47.7               |
|         | Strongly agree    | 273       | 49.1    | 52.3          | 100.0              |
|         | Total             | 522       | 93.9    | 100.0         |                    |
| Missing | System            | 34        | 6.1     |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.2 Planning for the Establishment of a School Library

In secondary schools that did not have libraries but would like to establish one, school managers were asked about their plans. This section will present planning issues. The results, from school managers, are presented below where all percentages of statistics results are valid. The following points are addressed:



- The establishment of a new school library
- Suggested location of the school library
- Size of the planned school library
- School library standards and policies
- Staffing of the school library
- Management responsibility
- Funding sources
- Information sources
- School managers' attitudes towards the development of the school libraries

5.2.1 The Establishment of a New School Library

Table 5.52 shows that, of the 34 secondary schools (6.1%) without a school library, 27 of the school managers would like to establish a new library (79.4%).

Table 5.52 The establishment of a new school library

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 27        | 4.9     | 79.4          | 79.4               |
|         | No     | 7         | 1.3     | 20.6          | 100.0              |
|         | Total  | 34        | 6.1     | 100.0         |                    |
| Missing | System | 522*      | 93.9    |               |                    |
| Total   |        | 556       | 100.0   |               |                    |

\* Missing Value (Schools with a library)

5.2.2 Suggested Location

Nineteen school managers recommended establishing the school library on the ground floor of the school (70.4%), while four school managers suggested it should be located on the first floor (14.8%). Two school managers suggested it should be located on the third floor (7.4%), and two school managers suggested it should be located in a separate building (7.4%).

Table 5.53 Suggested location

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Ground floor      | 19        | 3.4     | 70.4          | 70.4               |
|         | First floor       | 4         | .7      | 14.8          | 85.2               |
|         | Third floor       | 2         | .4      | 7.4           | 92.6               |
|         | Separate building | 2         | .4      | 7.4           | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529*      | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

\* Missing value (Schools with a library + Schools not planning to establish a new library)



### 5.2.3 Size of the Planned School Library

Five school managers (18.5%) responded that their new library would be less than 25 m<sup>2</sup>. Almost half of managers indicated that it would be between 25 and 50 m<sup>2</sup> (48.1%). Only one manager indicated that it would be between 50 and 75 m<sup>2</sup> (3.7%), and four managers indicated that it would be between 75 and 100 m<sup>2</sup> (14.8%). Four managers indicated that it would be more than 125 m<sup>2</sup> (14.8%).

**Table 5.54 Size of the planned school library**

|         |                              | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------------|-----------|---------|---------------|--------------------|
| Valid   | Less than 25 m <sup>2</sup>  | 5         | .9      | 18.5          | 18.5               |
|         | 25-50 m <sup>2</sup>         | 13        | 2.3     | 48.1          | 66.7               |
|         | 50-75 m <sup>2</sup>         | 1         | .2      | 3.7           | 70.4               |
|         | 75-100 m <sup>2</sup>        | 4         | .7      | 14.8          | 85.2               |
|         | More than 125 m <sup>2</sup> | 4         | .7      | 14.8          | 100.0              |
|         | Total                        | 27        | 4.9     | 100.0         |                    |
| Missing | System                       | 529       | 95.1    |               |                    |
| Total   |                              | 556       | 100.0   |               |                    |

### 5.2.4 Standards and Policies

Fourteen managers (51.9%) responded that they had consulted standards in the process of planning for a new school library, while the remaining 13 had not (48.1%). Thirteen of the managers who had consulted standards, had consulted the MOE standards (92.9%), whereas only one manager consulted professional international organisation standards (7.1%). Only seven managers indicated that they have a school library policy (25.9%) which was based on that issued by the MOE.

### 5.2.5 Staffing of the School Library

Eight school managers indicated that a qualified school librarian would be in day-to-day charge of the library (29.6%). Only one manager indicated that a school librarian and an assistant would be in charge of the library (3.7%). Over half, 18 managers, indicated that teaching staff would be in charge of the library (66.7%).

**Table 5.55 Staffing of the school library**

|         |                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------------|-----------|---------|---------------|--------------------|
| Valid   | Qualified sch. librarian | 8         | 1.4     | 29.6          | 29.6               |
|         | Sch. Lib. +1 assistant   | 1         | .2      | 3.7           | 33.3               |
|         | Teaching staff           | 18        | 3.2     | 66.7          | 100.0              |
|         | Total                    | 27        | 4.9     | 100.0         |                    |
| Missing | System                   | 529       | 95.1    |               |                    |
| Total   |                          | 556       | 100.0   |               |                    |



### 5.2.6 Management Responsibility

Twelve school managers responded that the school librarian would be responsible for managing the school library (44.4%). Nine managers indicated that a member of teaching staff would be responsible for the management (33.3%), while just four managers indicated that the school manager would be responsible for the management, (14.8%%). Only one manager indicated that a school library committee (3.7%) would be responsible for the management, and another indicated that administrative staff would be responsible for the management (3.7%).

**Table 5.56 Management responsibility**

|         |                        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------------|-----------|---------|---------------|--------------------|
| Valid   | School librarian       | 12        | 2.2     | 44.4          | 44.4               |
|         | School manager         | 4         | .7      | 14.8          | 59.3               |
|         | Sch. library committee | 1         | .2      | 3.7           | 63.0               |
|         | Teaching staff         | 9         | 1.6     | 33.3          | 96.3               |
|         | Administrative staff   | 1         | .2      | 3.7           | 100.0              |
|         | Total                  | 27        | 4.9     | 100.0         |                    |
| Missing | System                 | 529       | 95.1    |               |                    |
| Total   |                        | 556       | 100.0   |               |                    |

### 5.2.7 Funding Sources

Table 5.57 shows that 11 school managers indicated that the school library would be funded from the Ministry of Education budget directly (40.7%), while 16 school managers indicated that the Ministry of Education would not contribute (59.3%). All school managers indicated that the school library would not be funded by the private sector. Ten school managers indicated that the school library would be funded from the educational district management budget directly (37%), and six school managers indicated that the school library would be funded by donations (22.2%). Only one school manager indicated that parents would fund the school library (3.7%). Also, just one school manager indicated that the school library would be funded by other sources (3.7%).

**Table 5.57 Funding sources**

| Funding Sources      | Yes       |               | No        |               |
|----------------------|-----------|---------------|-----------|---------------|
|                      | Frequency | Valid Percent | Frequency | Valid Percent |
| MOE                  | 11        | 40.7          | 16        | 59.3          |
| Private Sector       |           |               | 27        | 100.0         |
| Educational district | 10        | 37.0          | 17        | 63.0          |
| Donations            | 6         | 22.2          | 21        | 77.8          |
| Parent               | 1         | 3.7           | 26        | 96.3          |
| Other                | 1         | 3.7           | 26        | 96.3          |



### 5.2.8 Information Sources

Table 5.58 shows that all school managers indicated that the school library would hold printed materials. Just 11 managers indicated that they would provide the school library with Audio-Visual materials (40.7%). Only one school manager indicated that he would provide the school library with CD-ROMs (3.7%). Also, two managers indicated that the school library would have access to the Internet (7.4%). Finally, all the school managers indicated that they would not provide the library with any information sources other than those mentioned.

**Table 5.58 Information sources**

| Information sources         | Yes       |               | No        |               |
|-----------------------------|-----------|---------------|-----------|---------------|
|                             | Frequency | Valid Percent | Frequency | Valid Percent |
| Printed materials           | 27        | 100.0         |           |               |
| Audio-Visual materials      | 11        | 40.7          | 16        | 59.3          |
| CD-ROMs                     | 1         | 3.7           | 26        | 96.3          |
| Internet access             | 2         | 7.4           | 25        | 92.6          |
| Other information resources |           |               | 27        | 100.0         |

### 5.2.9 School Managers' Attitudes

Secondary school managers were also asked to indicate the extent to which they agreed or disagreed with a series of eight statements concerning the development of secondary school libraries.

#### 5.2.9.1 The Importance of the School Library

It is clear from table 5.59 that a majority of school managers (92.6%) agreed with the school library should be involved in the teaching and learning activities of the school. In fact, the highest percentage of school managers (55.6%) strongly agreed that the school library plays a vital role in this respect. Only one school manager strongly disagreed (3.7%).

**Table 5.59 School managers' agreement with statement, "The school library has a vital role to play in teaching and learning within the school"**

| Valid   |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
|         |                   |           |         |               |                    |
|         | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Neutral           | 1         | .2      | 3.7           | 7.4                |
|         | Agree             | 10        | 1.8     | 37.0          | 44.4               |
|         | Strongly agree    | 15        | 2.7     | 55.6          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |



### 5.2.9.2 The Importance of the School Librarian

Table 5.60 shows that a majority of school managers (66.6%) agreed that the school librarian should be involved in the teaching and learning activities and the development of the school curriculum. The highest percentage of school managers (48.1%) agreed with the involvement of the school librarian in these activities, while only two managers (7.4%) disagreed. Seven school managers were not sure (25.9%).

**Table 5.60 School managers' agreement with statement, "The school librarian plays an important role in the educational process"**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Disagree          | 1         | .2      | 3.7           | 7.4                |
|         | Neutral           | 7         | 1.3     | 25.9          | 33.3               |
|         | Agree             | 13        | 2.3     | 48.1          | 81.5               |
|         | Strongly agree    | 5         | .9      | 18.5          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

### 5.2.9.3 School Librarians' Collaboration with Teachers

The majority of school managers (92.6%) agreed that school librarians should collaborate with classroom teachers to ensure the integration of school library services into the school curriculum. The highest percentage of school managers (70.4%) strongly agreed in this respect. Just one manager (3.7%) strongly disagreed.

**Table 5.61 School managers' agreement with statement, "The school librarian should plan with teachers for the integration of school library services into the curriculum"**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Neutral           | 1         | .2      | 3.7           | 7.4                |
|         | Agree             | 6         | 1.1     | 22.2          | 29.6               |
|         | Strongly agree    | 19        | 3.4     | 70.4          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

### 5.2.9.4 Student-Centred Learning

Under half of the managers (48.1%) agreed that the student-centred approach was important in the teaching and learning process. Although 25.9% strongly agreed in this respect, seven managers disagreed (25.9%), but only two managers (7.4%) strongly disagreed. Seven managers were not sure of the importance of student-centred approach in the learning process (25.9%).



**Table 5.62 School managers' agreement with statement, "Teaching and learning methods should be student-centred rather than teacher-led"**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 2         | .4      | 7.4           | 7.4                |
|         | Disagree          | 5         | .9      | 18.5          | 25.9               |
|         | Neutral           | 7         | 1.3     | 25.9          | 51.9               |
|         | Agree             | 6         | 1.1     | 22.2          | 74.1               |
|         | Strongly agree    | 7         | 1.3     | 25.9          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

### 5.2.9.5 Information Skills Teaching

Table 5.63 shows the majority of secondary school managers (92.6%) agreed that students should be taught information skills for problem solving and for undertaking school projects. The highest percentage of school managers (59.3%) strongly agreed.

**Table 5.63 School managers' agreement with statement, "Students should be taught information skills for problem solving and for undertaking school projects"**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Neutral           | 1         | .2      | 3.7           | 7.4                |
|         | Agree             | 9         | 1.6     | 33.3          | 40.7               |
|         | Strongly agree    | 16        | 2.9     | 59.3          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

### 5.2.9.6 The Integration of IT into the School Curriculum

Table 5.64 shows the majority of secondary school managers (92.6%) felt that information technology should be integrated into the school curriculum. The highest percentage of school managers (55.6%) strongly agreed in this respect. Just one school manager strongly disagreed.

**Table 5.64 School managers' agreement with statement, "Information technology should be integrated into the school curriculum"**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Neutral           | 1         | .2      | 3.7           | 7.4                |
|         | Agree             | 10        | 1.8     | 37.0          | 44.4               |
|         | Strongly agree    | 15        | 2.7     | 55.6          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |



5.2.9.7 The Importance of Digital Information Sources

The majority of managers (88.9%) agreed that digital information sources were important in supporting the curriculum. The highest percentage of managers (63%) strongly agreed in this respect. Just one manager strongly disagreed (3.7%).

Table 5.65 School managers’ agreement with statement, “Digital information is a significant information resource that supports the school curriculum”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Neutral           | 2         | .4      | 7.4           | 11.1               |
|         | Agree             | 7         | 1.3     | 25.9          | 37.0               |
|         | Strongly agree    | 17        | 3.1     | 63.0          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.2.9.8 The Importance of the Schools’ Net Project

As table 5.66 indicates, the majority (88.9%) of school managers agreed that the Saudi Arabian Schools’ Net project would be significant in developing the learning environment. Actually, the highest percentage of school managers (51.9%) strongly agreed in this respect. Only one school manager strongly disagreed (3.7%).

Table 5.66 School managers’ agreement with statement, “The Saudi Arabian Schools’ Net Project will be significant in developing the learning environment in schools”

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly disagree | 1         | .2      | 3.7           | 3.7                |
|         | Neutral           | 2         | .4      | 7.4           | 11.1               |
|         | Agree             | 10        | 1.8     | 37.0          | 48.1               |
|         | Strongly agree    | 14        | 2.5     | 51.9          | 100.0              |
|         | Total             | 27        | 4.9     | 100.0         |                    |
| Missing | System            | 529       | 95.1    |               |                    |
| Total   |                   | 556       | 100.0   |               |                    |

5.3 Respondents Not Planning to Establish a School Library

As detailed in table 5.52, only seven respondents out of 34 indicated that they would not be establishing a library. They were asked to explain why. Table 5.67 shows that by far the most important reason is lack of space in the school. Only one respondent mentioned the absence of qualified school librarian (14.3%). None felt that there was no need for a library and only one mentioned the absence of school libraries’ policies and standards (14.3%). Furthermore, only one mentioned the lack of recognition of the role of the school library in the educational process (14.3%). Two managers indicated there was insufficient financial support (28.6%).



**Table 5.67 Reasons for not establishing a school library**

| Reasons                                      | Yes       |            | No        |            |
|--|-----------|------------|-----------|------------|
|  | Frequency | V. Percent | Frequency | V. Percent |
| Space is not enough                          | 7         | 100.0      |           |            |
| Absence of qualified school librarian        | 1         | 14.3       | 6         | 85.7       |
| No need for school library                   |           |            | 7         | 100.0      |
| Absence of standards and policies            | 1         | 14.3       | 6         | 85.7       |
| Role of the school library is not recognised | 1         | 14.3       | 6         | 85.7       |
| Lack of funding                              | 2         | 28.6       | 5         | 71.4       |

#### 5.4 Area Managers' Interviews/Semi-Structured Questionnaire

In this section, because a statistical analysis was not possible due to format of the questions of the interview and semi-structured questionnaire, qualitative techniques were used to analyse the data. Some of the data could be counted and grouped, however, and this is done where appropriate.

##### 5.4.1 The Existence of School Libraries

Thirteen managers were asked to state whether all secondary schools in their areas have libraries or whether only some do. Seven managers indicated that all schools had libraries, whilst two managers indicated that only some of the schools in their areas had school libraries. Four managers did not respond.

##### 5.4.2 The Role of the School Library

The managers were asked to indicate their opinions of the role of school libraries in the educational process. School libraries were seen as having, in general, an educational and cultural responsibility to participate in the educational process and to support the educational reform movement. The managers' responses can be grouped and categorised as shown in table 5.68 which presents a breakdown of the school library's role as viewed by the administrative area managers.

**Table 5.68 The role of the school library**

| School library's roles                | Number of mentions (n=9) |
|---------------------------------------|--------------------------|
| Encourage reading, viewing, searching | 7                        |
| Support the curriculum                | 6                        |
| Research skills development           | 4                        |
| Individual learning                   | 3                        |
| The school library use                | 2                        |
| Students' training                    | 2                        |
| Students' habits and interests        | 2                        |
| Lessons preparation                   | 1                        |



Within these broad categories, the school managers gave detailed examples of the roles and responsibilities of the school library, including the following:

#### Support the curriculum

- Support teaching subjects.
- Support the educational curriculum.

#### Encourage reading, viewing, searching

- Encourage students to read and view resources.
- Assist students to search for knowledge.
- Encourage students to practice information searching, understanding and working out.
- Develop students' thinking and understanding.

#### Research skills development

- Develop students' understanding of the scientific research process.
- Assist students to undertake school projects.
- Develop students' information and research skills.

#### Individual learning

- Help students to become independent information searchers.
- Develop students' individual learning.
- Develop exchanging information and experience.

#### The school library use

- Utilise students' free time.
- Develop students' library skills so they can use their school library effectively.

#### Students' training

- Train students to use learning resources.
- Give students experience of a range of learning resources.

#### Students' habits and attitudes

- Improve students' behaviour and interests.
- Encourage and develop students' interests.

#### Lessons preparation

- Assist classroom teachers in their lesson preparation.



### 5.4.3 The Role of the School Librarian

The respondents were asked to indicate to what extent they agreed or disagreed with the statement, “It is necessary to employ just professionally qualified school librarians to work in secondary school libraries”. The majority, eight managers, strongly agreed and supported staffing school libraries with qualified librarians and only one just agreed. School librarians were seen as having a range of responsibilities within the educational process. The managers referred to the school librarian as an agent which serves students, teachers and the curriculum. Table 5.69 presents a breakdown of the school librarian’s role in the educational process as viewed by the administrative area managers.

**Table 5.69 The role of the school librarian**

| School librarian’s role | Number of mentions (n=9) |
|-------------------------|--------------------------|
| Promotion of services   | 8                        |
| Resource management     | 4                        |
| Collaboration           | 3                        |
| Skills development      | 2                        |

The following are detailed examples of the administrative area managers’ responses within the four categories above.

#### Promotion of services

- Providing users with directions to find and use information sources.
- Encouraging students to use and visit the school library.
- Confirm school library’s objectives.
- Encourage students and teachers to contribute to the library’s activities.

#### Resource management

- Cataloguing and classifying the school library’s collection.
- Support the educational curriculum with learning sources.
- Determine and supply school library needs.

#### Collaboration

- Collaboration with teachers and school manager for competition activities.

#### Skills development

- Encouraging students towards individual learning.
- Helping students to undertake school projects.



5.4.4 School Library Funding

The managers were asked to indicate how school libraries were funded. They explained that they were funded by different funding sources including the government, private sector, parents, and donations. Table 5.70 presents a breakdown of school library funding as viewed by respondents. Eight managers commented that school libraries received over half (50-100%) of their funding from the Government, while only one manager indicated that school libraries received less than 25% from this source. Four respondents indicated that school libraries received less than 50% of their funding from parents. Only three respondents commented that school libraries received less than 50% of their funding from the private sector. Also, three respondents commented that school libraries received less than 25% of their funding from donations.

Table 5.70 School libraries' funding

| Funding sources categories | Number of mentions (n=9) for less than 25% | Number of mentions (n=9) for 25-50% | Number of mentions (n=9) for 50-75% | Number of mentions (n=9) for 75-100% |
|----------------------------|--|-------------------------------------|-------------------------------------|--------------------------------------|
| Government                 | 1  |                                     | 4                                   | 4                                    |
| Private sector             | 2  | 1                                   |                                     |                                      |
| Parents                    | 3  | 1                                   |                                     |                                      |
| Donations                  | 3  |                                     |                                     |                                      |

5.4.5 School Librarians' Training

The administrative area managers were in strong agreement with the statement that secondary school librarians should receive in-service training and supported it without exception. They also indicated currently available training opportunities including:

- School library services
- Classification/cataloguing
- School library automation
- Circulation and references services
- Information organising
- School library management
- Learning resource centre management



#### 5.4.6 Policies and Standards

The managers were asked to indicate whether they have written policies and standards issued by the MOE or a professional organisation to guide secondary school libraries. Seven managers indicated that they have written policies, while two managers did not, stating that school libraries were guided by the school librarians' actions and decisions alone. Respondents were asked, also, to indicate the extent to which they agreed or disagreed with the necessity of policies and standards to guide school libraries. Six administrative area managers strongly agreed and one agreed that they were important, while two administrative area managers were not sure.

#### 5.4.7 The Student-Centred Approach to Learning

Five managers strongly agreed and four agreed with the statement that the modern educational approach of student-centred learning instead of teacher-centred learning should be endorsed. They then gave explanations for supporting the statement including:

- The student should be at the centre of the educational process to cope with the modern learning methods which rely on good communication between teachers and learners.
- Student-centred learning is important to deal with the new communication and learning technologies that are widespread in the community.
- Student-centred learning is important to enhance students' individual thinking and self-learning skills.
- Student-centred learning is important to develop students' searching and viewing abilities, and to undertake school projects.
- The curriculum textbooks and teachers are not the only information sources that are available currently.

#### 5.4.8 Current Applications of IT in School Libraries

The respondents were asked to indicate how ICT was being applied in secondary school libraries. They explained that ICT was being used in a very limited capacity in school libraries, and generally just involved:



- Some Audio-Visual materials such as videocassette recorder, cassette recorder, projector, display screen and camera.
- Special software (Alyaseer) for classification and cataloguing as recommended by the Ministry of Education.
- Some use of computers with very limited access to the Internet.

#### 5.4.9 Integration of Information Skills into the Curriculum

The administrative area managers were given a brief description of the major component of information skills process (Task definition- Information seeking strategies- Location and access- Use of information- Synthesis- Evaluation) and were asked the extent to which they agreed or disagreed with the statement: “Information skills should be integrated into the school curriculum to help students solve research problems and undertake school projects”. Four managers strongly agreed and three agreed with the statement. Only one mentioned that these skills exist within the ‘Library and Research’ instruction that is taught to literary secondary school students, and one respondent was not sure. The seven managers who supported the integration of information skills into the school curriculum indicated why they felt this was important:

- Stimulates the use of learning resources centres.
- Helps students to gather information and enriches students’ knowledge.
- Prepares students for the individual learning method.
- Stimulates students’ thinking and invention.
- Develops students’ scientific research skills.
- Helps students to deal with the information explosion and ICT.
- Enhances teaching and learning approaches.

#### 5.4.10 Developing School Libraries into SLMCs

All managers strongly agreed with the statement, “It is important to develop traditional secondary school libraries into school library media centres that use information technology to support the school curriculum within modern concepts of learning”. They explained their supportive attitudes thus:



- Provides different information sources.
- Deals with the information explosion in the information age.
- Follows up information technology innovation.
- Utilises IT to develop learning method and teaching styles.
- Assists students to undertake individual information searches.
- Saves students' time when information searching.

#### 5.4.11 Schools' Net Project

Three managers strongly agreed and six agreed with the statement that the Saudi Arabian Schools' Net Project, which aims to connect schools with wide area network, would affect the educational environment. They explained reasons for responding positively thus, commenting that the SASN Project would:

- Ease communication and encourage the exchange of experience.
- Provide users with immediate access to a wide variety of information.
- Save time in searching for information and statistics.
- Enhance cooperation between schools.
- Improve teaching styles.
- Improve the content of the school curriculum.

### 5.5 Summary

#### 5.5.1 Current Situation in Secondary School Libraries

The average number of students in the responding schools was 274. Most of secondary schools had an enrolment of less than 500 students, and the majority had libraries. Most school librarians were not full-time librarians and the majority had Bachelors degree but over half were not specialised in library and information science. The average monthly salary is between 4000 and 6000 Saudi Riyals (£700-1050). Only one person had responsibility for the library in most school libraries and most were satisfied with their job. Most of the librarians were collaborating with teachers informally, while about a quarter were not collaborating at all. The majority did not attend any training courses.



Less than half the school libraries were not located on the ground floor. The majority of school libraries was less than 125 m<sup>2</sup> in size, located in one room and accommodated less than 30 users. About 20% of the school librarians did not respond to questions with regard to the availability of shelves, tables and chairs. Most probably, the majority of school libraries did not have A-V equipment, computers, printers, photocopiers and microfilm readers. Most school libraries had books but about 25% of school libraries did not have general reference materials or periodicals, while the majority apparently did not have Audio-Visual materials, microforms, CD-ROMs and access to the Internet.

It appears that about 15% of school libraries did not classify the library collections and the majority did not use any cataloguing rules. The majority of school libraries provided student and teachers with a loan facility. In contrast, the majority did not provide an interlibrary loan facility. Generally, about 30% of school libraries did not provide any educational activities. About 35% of school libraries did not provide library tours and the majority did not provide library instruction, information skills teaching, lectures and indicated that students were not using information skills.

One person managed the majority of the libraries. The level of Government funding varied and about 70% of school libraries did not receive donations. Generally, the private sector and parents did not fund school libraries. About 30% of school libraries were not guided by a policy or standards and the majority did not use any professional international organisations' policies or standards.

The majority of school librarians agreed that the school library should be involved in the teaching and learning activities of the school and the development of the school curriculum. The majority also agreed that school librarians should collaborate with classroom teachers to ensure the integration of school library services into the school curriculum. Most of the librarians felt the student-centred approach is important in the teaching and learning process and that students should be taught information skills for problem solving and undertaking school projects. The librarians were also keen to expand the use of ICT within their libraries, agreeing that information technology should be integrated into the school curriculum, digital information sources were important in supporting the school curriculum and that Saudi Arabian Schools' Net project is important in developing the learning environment.



### 5.5.2 Planning for Establishing a School Library

The majority of school managers whose schools were without libraries would like to establish a new library. About 70% of the managers recommended establishing the library on the ground floor and the majority considered less than 125 m<sup>2</sup> for the library size was appropriate. About half of the managers had not consulted any standards when considering their new library and the majority of the rest had consulted the MOE standards. Over half of the managers indicated that a member of teaching staff would be in charge of the library whereas about 30% recommended a qualified librarian. The majority supported managing the library individually. More than half of the managers stated that the MOE would not be funding their new libraries. About 40% of the managers mentioned that the funding would come from the educational district management. The majority of the managers stated that the private sector and parents would not be funding the library and that they would not receive donations. Predominantly, printed materials would be provided in the new libraries. More than half of school managers would not provide A-V materials and the majority would not provide the library with CD-ROMs or access to the Internet.

The majority of the managers agreed that the school library and the librarian should be involved in the teaching and learning activities and the development of the curriculum. The managers also felt that the librarians should collaborate with teachers to ensure the integration of the library into the curriculum. Less than half of the managers agreed that the student-centred approach is important in the teaching and learning process, although the majority agreed that students should be taught information skills for problem solving and undertaking school projects. They also agreed that IT should be integrated into the curriculum, that digital information sources are important in supporting the curriculum and that the Schools' Net project is important in developing the learning environment.

### 5.5.3 Respondents Not Planning to Establish a School Library

Lack of space was the most common barrier preventing schools from establishing a new library. Lack of financial support, the absence of a qualified librarian, the absence of school libraries' policies and standards and a lack of recognition for the role of the school library were also obstacles for establishment.



#### 5.5.4 Administrative Area Managers Interviews

The majority of secondary schools had school libraries where the role of the school library in the educational process, as viewed by the administrative area managers, was to encourage reading, viewing, searching; to support the curriculum; to develop students' research skills; to promote individual learning; to encourage school library use; to develop students' habits and interests; and to help teachers prepare for lessons. The role of the school librarian in the educational process, according to the administrative area managers, was to promote services; manage resources; collaborate with teachers; and skills development.

All managers supported staffing secondary school libraries with qualified school librarians and strongly agreed that school librarians needed training. The majority of schools receive over half of their funding from the government and about 30% of school libraries received fewer than 25% donations. The private sector and parents funded school libraries at less than 50%.

About 30% of the managers did not have written policies and standards, and school libraries were guided by the school librarians' actions alone. The majority of managers agreed with the necessity of policies and standards to guide school libraries. They also favoured the modern educational approach of student-centred learning instead of teacher-centred learning. They supported the integration of information skills into the school curriculum, stressed the importance of the development of traditional secondary school libraries into school library media centres, and recognised the importance of the Saudi Arabian Schools' Net Project in the educational environment. They commented, however, that ICT was being used in a very limited capacity in school libraries.

#### 5.6 Conclusion

Results have shown that the majority of secondary school librarians, school managers and administrative area managers agreed with the positive concepts associated with school library media centres introduced in the survey (see table 5.71), however their attitudes do not reflect the actual situation in school libraries as shown by the survey data. This contradiction will be explored in greater detail in Chapter Six.



Table 5.71 School librarians', school managers' and administrative area managers' attitudes

| No. | Statements  | School Librarians | School Managers | Administrative Area Managers |
|-----|---|-------------------|-----------------|------------------------------|
| 1   | "The school library has a vital role to play in teaching and learning within the school"  | 84.1%             | 92.6%           | Full support                 |
| 2   | "The school librarian plays an important role in the educational process and in curriculum development within the school"   | 71.3%             | 66.6%           | Full support                 |
| 3   | "It is necessary to employ just professional qualified school librarians to work in secondary school libraries"   |                   |                 | Full support                 |
| 4   | "The school librarian should plan with classroom teachers for the integration of school library services into the curriculum"   | 94.1%             | 92.6%           |                              |
| 5   | "Teaching and learning methods should be student-centred rather than teacher-led"   | 70.3%             | 48.1%           | Full support                 |
| 6   | "Students should be taught information skills for problem solving and for undertaking school projects"  | 92.7%             | 92.6%           | Majority support             |
| 7   | "Information technology should be integrated into the school curriculum"  | 93.9%             | 92.6%           | Full support                 |
| 8   | "Digital information is a significant information resource that supports the school curriculum"   | 91.4%             | 88.9%           |                              |
| 9   | "The Saudi Arabian Schools' Net Project will be significant in developing the learning environment in schools"  | 92.7%             | 88.9%           | Full support                 |
| 10  | "Secondary school librarians should receive in-service training"  |                   |                 | Full support                 |
| 11  | "It is important to develop traditional secondary school libraries into school library media centres that use information technology to support school curriculum within modern concepts of learning" |                   |                 | Full support                 |



CHAPTER SIX: DISCUSSION

6.0 Introduction

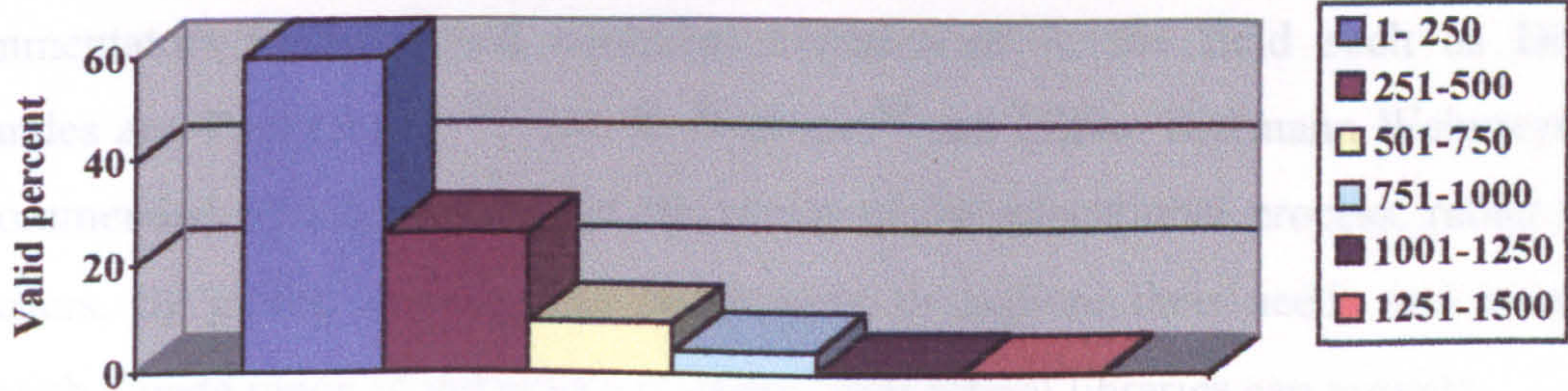
This chapter discusses the results of the study, explaining in more depth the data collected through the questionnaire and interviews conducted in Saudi Arabia. The results are discussed in the light of the original aims and objectives of the study and in relation to the literature. The discussion is divided into three main sections. The first section deals with aspects of the learning environment in Saudi Arabian boys' secondary schools. The second section concerns the current situation in boys' secondary school libraries, while the third section deals mainly with issues relating to the employment of secondary school librarians. In general, these sections will explore issues raised by secondary school librarians, secondary school managers, and administrative area managers.

6.1 The Learning Environment

6.1.1 Background

Student enrolment in Saudi Arabian boys' secondary schools ranged between 14 and 1255 students and the average number of student was 274. Obviously, most of the urban secondary schools had a higher student enrolment than rural schools due to population density in cities. Figure 6.1 shows that the vast majority of secondary schools (85.9%) had an enrolment of less than 500 students and the rest (14.1%) had more than 500 students enrolled. One hundred and twenty three schools did not indicate their student enrolment, in most cases because they had elementary, intermediate and secondary levels on one site. These were probably rural schools where usually student enrolments were low.

Figure 6.1 School enrolments





The vast majority of secondary schools had libraries, suggesting that schools feel they should have a library whether it is recognised as a key factor in educational success or not. Even though the number of schools without a library is low, it is not appropriate for any school not to have a library, particularly at the secondary stage. IFLA stressed the importance of the school library in teaching and learning as it provides fundamental information, ideas and equips students with lifelong skills enabling them to live as responsible citizens <sup>(1)</sup>. The data suggests, however, that these schools believe that students do not need to use the library due to the didactic learning approach which depends on a limited number of textbooks rather than denying the importance of school libraries.

Only two schools out of the 522 responding schools mentioned that they had already had retitled their school library as a learning media centre, which could indicate an attempt to draw attention to its importance in the learning process, drawing on new concepts of school libraries. It could also be considered as a starting point for the realisation of the importance of developing school libraries into school library media centres and greater recognition of the role they play in the educational process.

### 6.1.2 Approach to Learning and Teaching

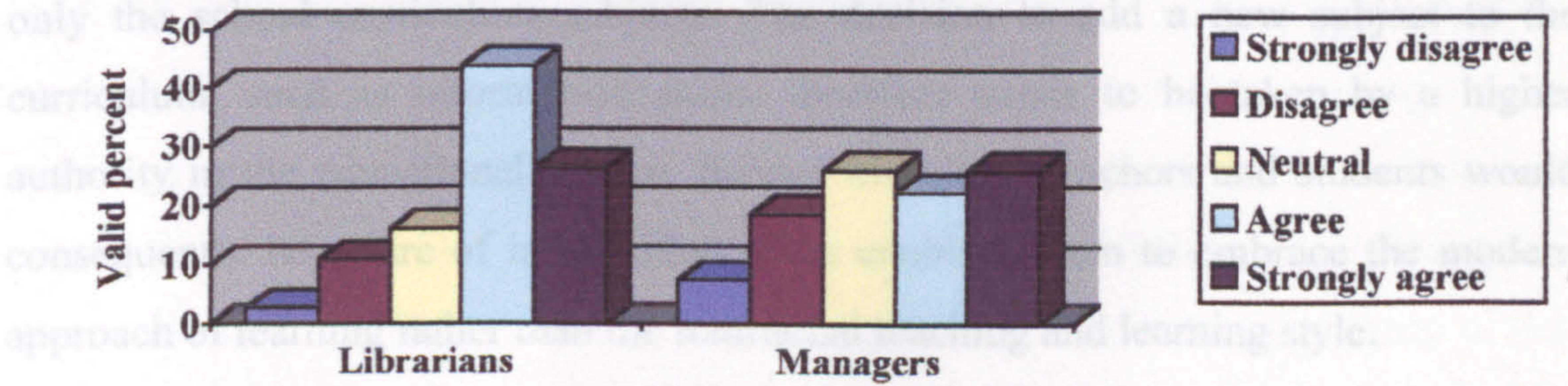
It was mentioned above that the teaching approach in secondary schools depended only on a limited number of textbooks and information delivered by teachers. This traditional method epitomises teacher-centred learning and depends on teachers transferring the curriculum content into the students' minds in order to pass their exams, whereas the need for students to independently explore different information sources effectively was ignored <sup>(2)</sup>.

Student-centred learning, on the other hand, which puts learners first, gives students the confidence to satisfy their own needs and to develop their information skills and learn how to learn, to be literate as a lifelong learner. Accordingly, many commentators in developed countries experienced in the field such as Donna Brandes and Paul Ginnis <sup>(3)</sup>, Ann K. Symons <sup>(4)</sup> and Lillian Biermann Wehmeyer <sup>(5)</sup> recommended placing students at the centre of the educational process, rather than teachers, by giving students the opportunity to explore their needs and interests through a wide range of information sources that school libraries can provide.



The study findings did show nevertheless that 70.3% of the school librarians, 48.2% of the school managers, and all administrative area managers share the same opinion and they believed in the importance of student-centred rather than the teacher-centred approach in the teaching and learning process (see figure 6.2). However, although there is a general agreement on the importance of modern learning approach concepts, it is not reflected in the educational system in Saudi Arabia where the teaching approach is still traditional in terms of style of teaching. This is clear from school librarians' responses with regard to information skills teaching. The majority of the librarians did not teach information skills and the majority of students therefore did not use information skills for undertaking school projects or to solve problems, whereas, presumably, the student-centred approach expects students to be familiar with the purpose of information skills utilising a abundant range of up-to-date, printed and electronic, information sources which can be delivered through school libraries.

Figure 6.2 Agreement with statement: "Teaching and learning methods should be student-centred rather than teacher-led"



Only (29.7%) of the school librarians and about half (51.8%) of the school managers were not sure or disagreed with the importance of the student-centred approach in the learning environment, possibly because they did not recognised or understand the modern approach and concepts of learning and therefore did not practice this approach. Therefore, they need to be informed about the modern learning approaches and its useful contribution to students' development and the implications for the learning environment. Moreover, transforming the learning approach needs a strategic decision to be taken by the MOE so that student-centred learning will be applied systematically in schools and this will need to take into account the need for changes in the teaching process and the learning environment infrastructure that could be developed through school libraries.



### 6.1.3 Information Skills

Many commentators such as Anthony Tilke <sup>(6)</sup>, Claire Drury <sup>(7)</sup> and Blanche Woolls <sup>(8)</sup> agree that students should develop their information skills in order to solve problems and to encourage effective learning. Cathy Ashton also believes that students should become independent users for information, therefore, they should be provided with the skills of learning how to find and use information <sup>(9)</sup>. Information skills frameworks such as the Big Six Skills by Michael B. Eisenberg and Robert Berkowitz <sup>(10)</sup>, The Nine-Step Model by Anne Irving <sup>(11)</sup> and I-Search Process by Marilyn Z. Joyce and Julie I. Tallman <sup>(12)</sup>, have been explored in developed countries where they can be applied in the learning process to determine students' needs.

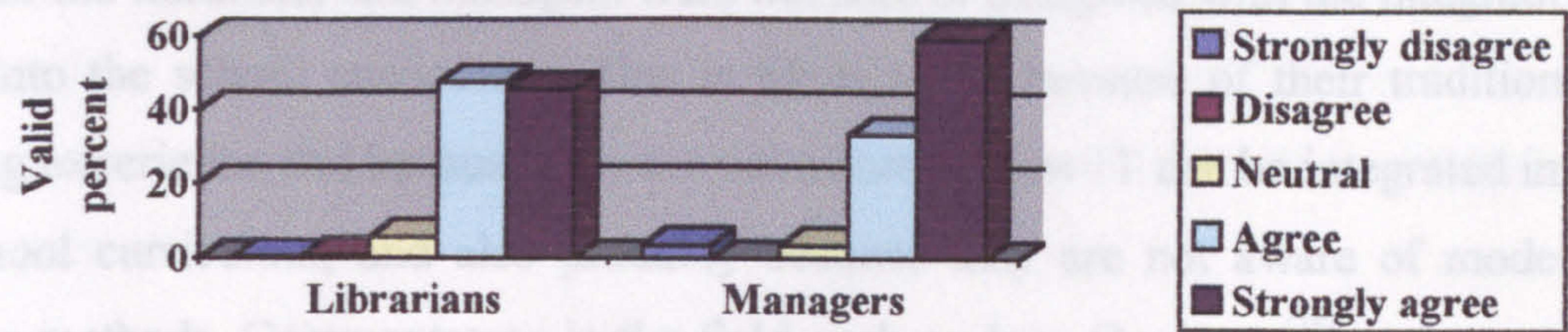
This study found that the majority (87.2%) of the school librarians did not teach information skills, therefore, students did not use these skills at all for undertaking school projects or to solve problems. It would seem that librarians are not aware of these skills and their importance in current educational practice in developed countries. In addition, the teaching timetable in secondary schools is restricted to only the school curriculum subjects. The decision to add a new subject to the curriculum, such as information skills, therefore needs to be taken by a higher authority in the educational system. School librarians, teachers and students would consequently be aware of information skills enabling them to embrace the modern approach of learning rather than the traditional teaching and learning style.

Surprisingly, the findings showed that 12.8% of the librarians stated that they taught information skills, when in fact the teaching timetable did not include any separate or incorporated courses on information skills. One possible explanation could be that the librarians, as well as one area manager, thought that information skills was the same as teaching mechanically the steps associated with the research process, which are included under the 'Library and Research' instruction, discussed in chapter two, that explains only the steps of undertaking a research project. Despite the lack of information skills teaching, the findings showed that the majority of the school librarians and school managers believed in the importance of information skills teaching for students to solve problems and to undertake school projects, whilst a few were not sure or disagreed, possibly because they did not recognise information skills or understand what they are (see figure 6.3).



Therefore it is necessary to introduce the whole educational community in secondary schools to information skills concepts, models, applications, uses and benefits in the light of developed countries' experience. Students, teachers and school librarians in particular, therefore, will have the ability to use information skills for better learning in the information age.

Figure 6.3 Agreement with statement: “Students should be taught information skills for problem solving and for undertaking school projects”



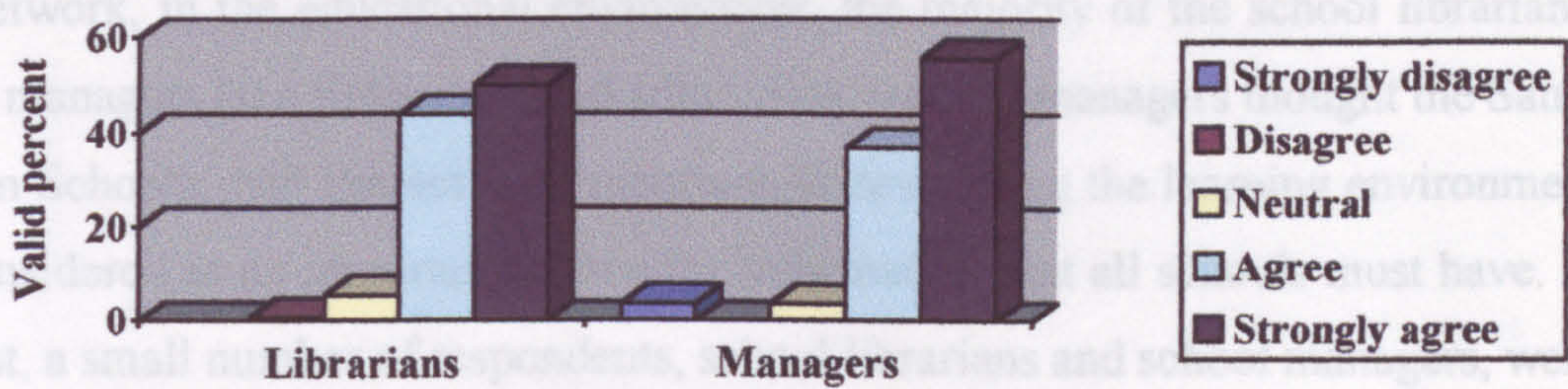
6.1.4 Information Technology

Commentators in developed countries such as Carol C. Kuhlthau <sup>(13)</sup>, Graham Small <sup>(14)</sup>, and Susan E. Gibson <sup>(15)</sup> agree that information technology should be integrated into the school curriculum because this would include providing a wide variety of up-to-date digital information sources in addition to traditional printed information sources. The study found that the majority of the school librarians, school managers and administrative area managers believed in the importance of the integration of information technology into the school curriculum to help students solve problems and undertake school projects (see figure 6.4). However, the actual present situation in secondary school libraries does not reflect this view. Administrative area managers clearly stated that information technology was being used in a very limited way in secondary school libraries with usually only Audio Visual materials being used and with few computers and very limited access to the Internet.

This may be because secondary schools do not get enough financial support to implement information technologies since the current educational process does not depend on these technologies for teaching and learning. The limited use and inadequate availability of information technology in secondary schools will be discussed in more depth later in this chapter.

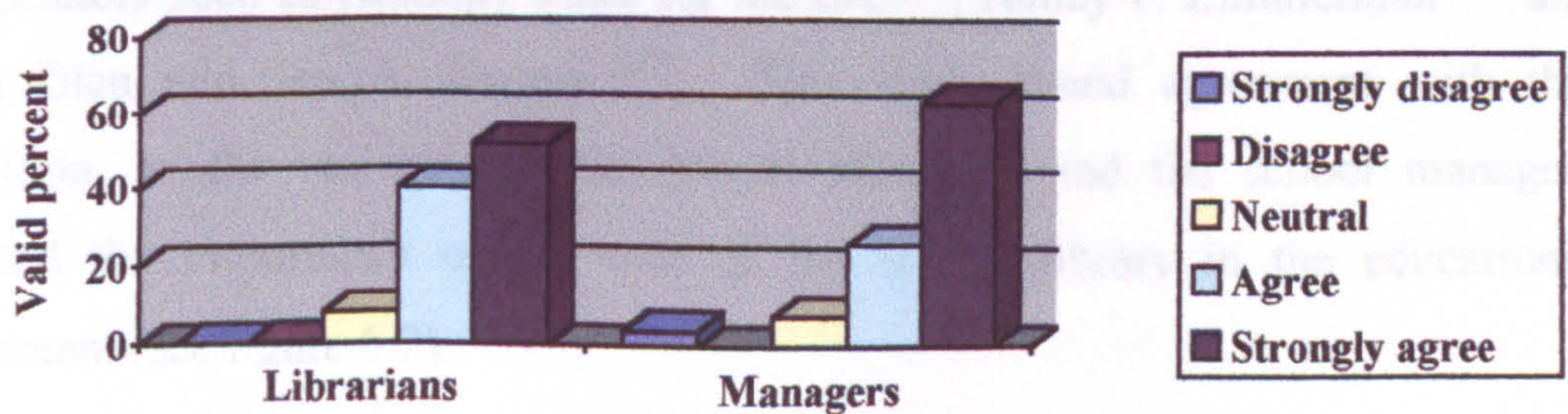


Figure 6.4 Agreement with statement: “Information technology should be integrated into the school curriculum”



A few of the librarians and managers were not sure or disagreed with the integration of IT into the school curriculum. This is likely to be because of their traditional teaching experience and because they are not aware of how IT can be integrated into the school curriculum, and also probably because they are not aware of modern learning methods. Commentators in the field such as Jean Donham<sup>(16)</sup> and Ann K. Symons<sup>(17)</sup> and others believe that the digital information sources currently available to support the curriculum are an important source of information. Moreover, students prefer to use computer-based materials more than printed to satisfy their information needs<sup>(18)</sup>. The study found that although the majority of the librarians and school managers recognised the importance of digital information sources to support the curriculum (see figure 6.5), a small number were not sure or disagreed and this is likely to be because they did not know what the uses of digital information sources are and how they can be useful in the learning process. Consequently, librarians and managers should be made aware of the importance of digital information sources and recognise that the curriculum needs to stress the use of IT alongside printed materials to enrich the curriculum content and improve the educational process. Because information is increasingly being made available in an electronic form, students need to be familiar with this medium to prepare them for the contemporary world of work.

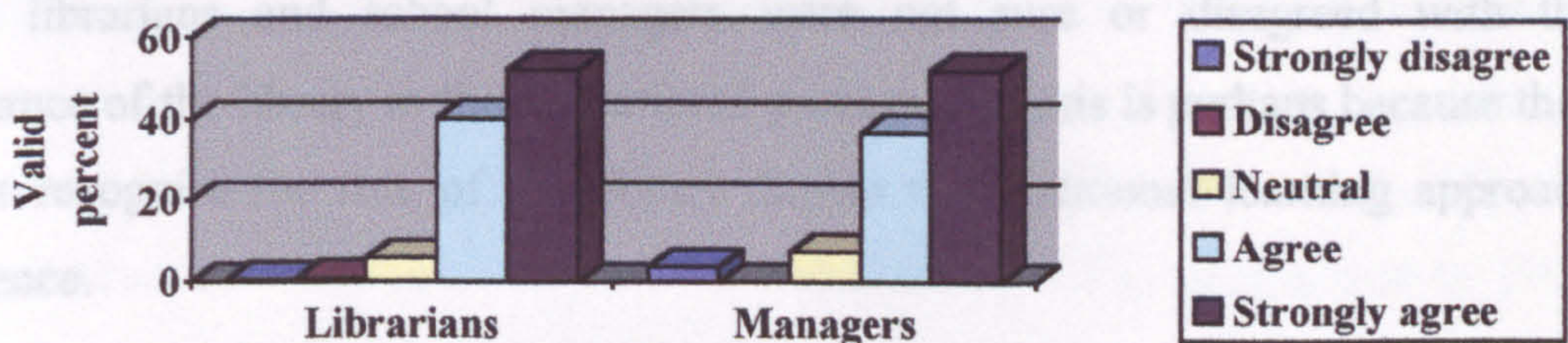
Figure 6.5 Agreement with statement: “Digital information is a significant information resource that supports the school curriculum”





In response to the question in the questionnaire with regard to the importance of the Schools' Net Project, which aims to connect all Saudi Arabian schools with a wide area network, in the educational environment, the majority of the school librarians, school managers (see figure 6.6) and administrative area managers thought the Saudi Arabian Schools' Net Project was important in developing the learning environment and considered as an important source for information that all schools must have. In contrast, a small number of respondents, school librarians and school managers, were not sure or disagreed. An explanation for this pattern could be due to the expectation that unsuitable materials may be available digitally, which are obviously against the cultural ethics and education system's moral principles. However, that seems to be due to misunderstanding and lack of awareness of the digital information advantages that the project can provide.

Figure 6.6 Agreement with statement: "The Saudi Arabian Schools' Net Project will be significant in developing the learning environment in schools"



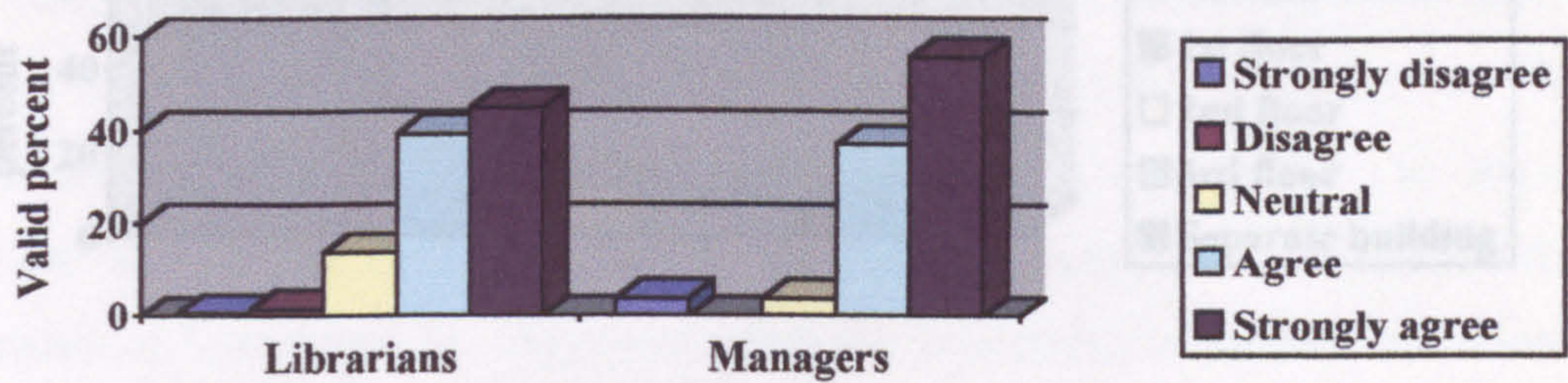
6.2 Secondary School Libraries

6.2.1 Role of the School Library

The school library, as an integral part of learning, has an important role to play in the learning and teaching process to raise the quality of learning. IFLA <sup>(19)</sup>, IASL <sup>(20)</sup> and other professional organisations in the field have recognised the importance of school libraries in the educational process, as well as many commentators such as Anthony Tilke for the LA <sup>(21)</sup>, Nancy P. Zimmerman <sup>(22)</sup> and Sandra Olen and Jan A. Kruger <sup>(23)</sup>. This study found agreement with this recognition, as the majority of the school librarians and the school managers supported the importance of the role of the school library in the educational environment (see figure 6.7).



Figure 6.7 Agreement with statement: “The school library has a vital role to play in teaching and learning within the school”



The administrative area managers’ views also clarified some of the educational and cultural responsibilities of the school library in the educational process, but in general there is a contradiction between these views and the actual situation on the ground. School libraries were not recognised as an important integral part of the teaching and learning process. The school librarians noted that their libraries were small and poor, and had inadequate collections. Further, because their school buildings were rented and they did not belong to the Government, they did not have sufficient space or the possibility of expansion. Furthermore, a small number of the school librarians and school managers were not sure or disagreed with the importance of the library in the educational process, and this is perhaps because they did not recognise the role of the library due to the traditional learning approach experience.

The fact that should be noted is that the learning approach in secondary schools is still traditional and therefore the value of the library in the educational environment is often not recognised. Therefore, in Saudi Arabia it is important to highlight the role of the school library in the learning and teaching process and emphasise that it should be integrated into the curriculum and should be provided with adequate infrastructure to enhance the learning environment and raise the quality of learning.

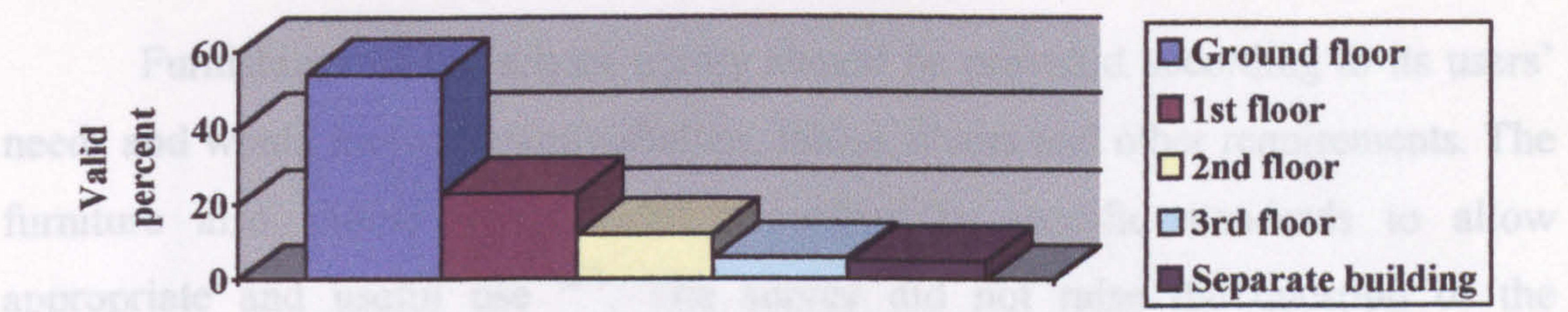
6.2.2 Accommodation

According to the LA <sup>(24)</sup>, SLA <sup>(25)</sup> and other professional organisations, the school library should be located on the ground floor to allow easy and frequent access to meet users’ needs. The study found that about 40% of the libraries were not located on the ground floor (see figure 6.8). This would again reflect a misunderstanding of the importance of the library in the school setting.



6.2.3 Furniture

Figure 6.8 Location of the school libraries



Many respondents mentioned that school buildings were rented, which would seem to suggest that, it had not been considered at the construction stage that these buildings would be used for educational purposes, consequently, expansion or reconstruction is difficult. Consideration of the location of the school library should be made at an early stage of planning, and the 30% of secondary school managers who suggested establishing the library somewhere other than the ground floor of the building, should take into account placing the library in a central position, accessible to all users and on the ground floor in order to be convenient for classrooms.

The literature review showed a wide variation in the size standards for school libraries due to the lack of uniform international guidelines. The study found that in Saudi Arabia the size of secondary school libraries also varied. Commonly, libraries were less than 125 m<sup>2</sup>, and 61.7% were less than 50 m<sup>2</sup> in comparison to IFLA recommendation (the minimum total of the school library media centre area should be 159.2 m<sup>2</sup>). The majority were also located in one room only. The study found also that about 60% of the libraries accommodated less than 20 users at the same time. Moreover, the majority of school managers who ran schools without a library suggested less than 100 m<sup>2</sup> for the library, while 66.6% among them suggested less than 50 m<sup>2</sup>. It appears that the size and capacity of planned libraries were not considered according to particular standards. Consideration of the size of the library should be taken in the light of professional organisation standards at an early stage in order to accommodate and to provide users with its services and facilities effectively. Therefore, each school should determine the library capacity according to the total number of students in the school. The LA, for instance, recommends that the library should accommodate 10% of the school's students at any one time <sup>(26)</sup>. It is also preferable to have a number of areas to grant more privacy and to provide a wider range of services than can be provided at present, and take into account future possible improvements especially considering Government initiatives in this respect.

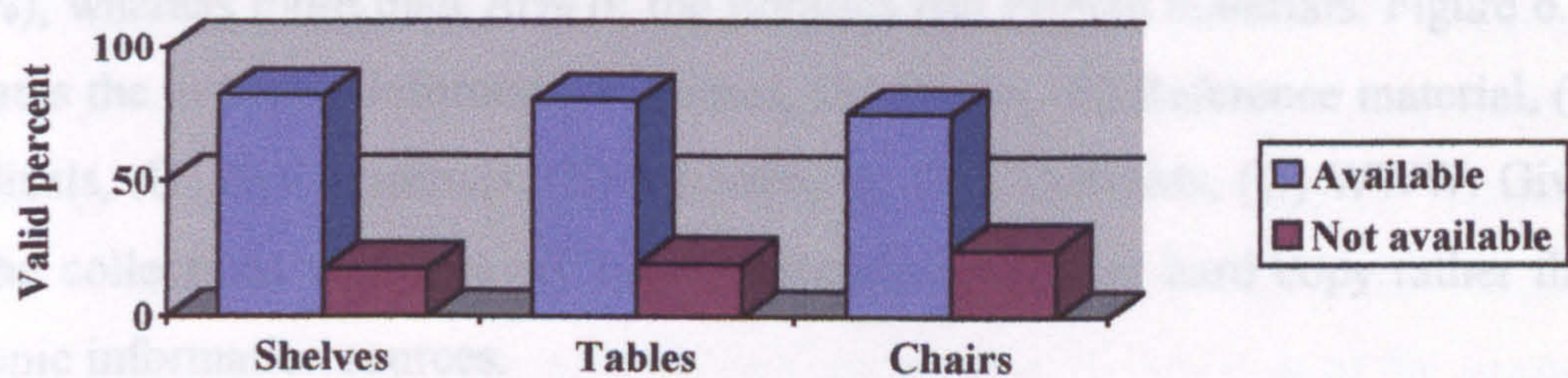


6.2.3 Furniture

Furnishings of the school library should be provided according to its users' needs and would include mainly shelves, tables, chairs and other requirements. The furniture also should be provided according to specific standards to allow appropriate and useful use <sup>(27)</sup>. The survey did not raise the question of the specification of furnishings but concentrated on the availability of some main items.

The findings showed that about 75% of secondary school libraries had shelves, tables and chairs, and the remaining did not indicate possessing these items, most probably, because they didn't have any or could be that the person answering the questionnaire was not minded to count them (see figure 6.9). Lack of funding could be one obstacle in providing these items and another could possibly be due to the fact that the school library was not considered an important element for the learning environment and the school library was not among the school's priorities.

Figure 6.9 Furniture availability

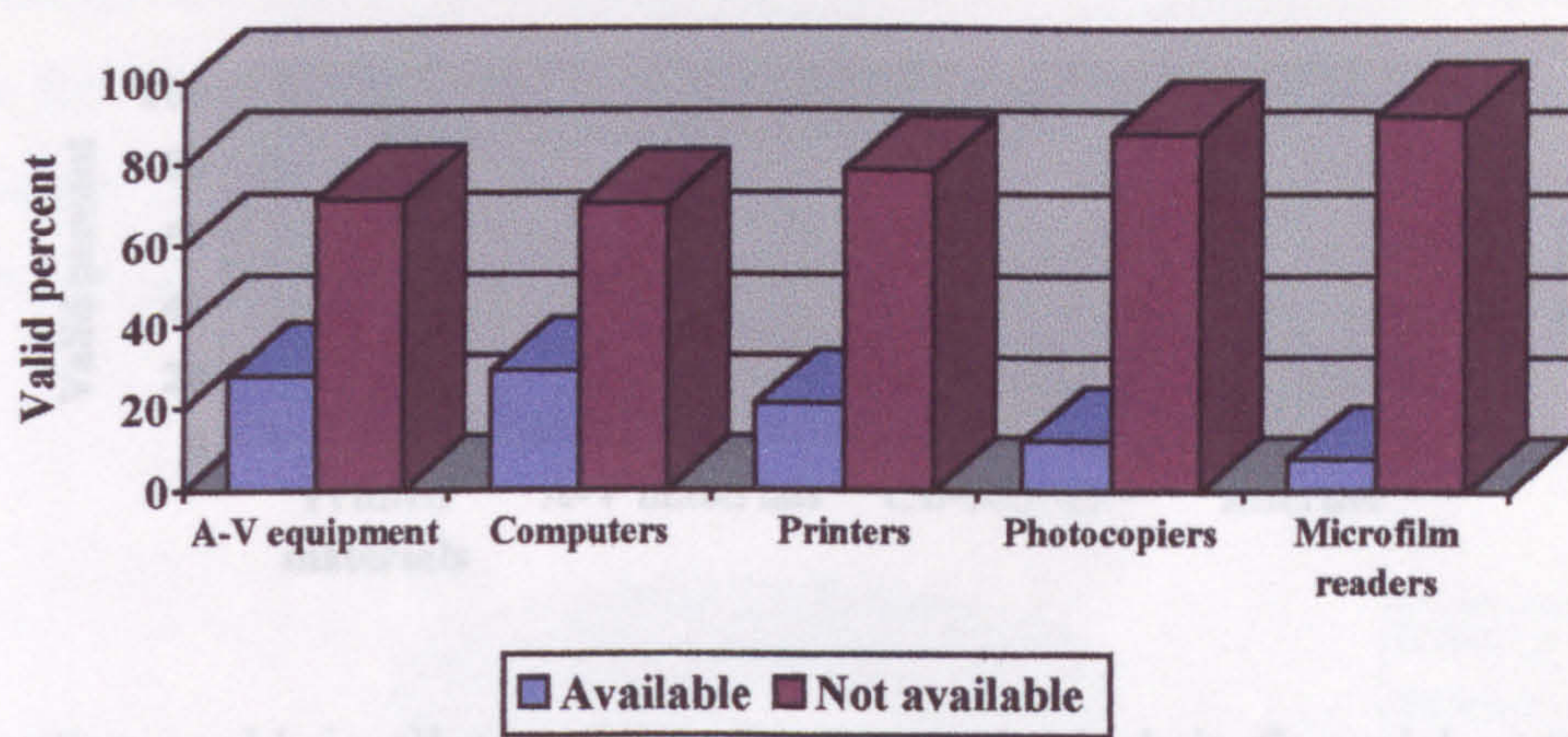


6.2.4 Collection

According to AASL/AECT, “Access to the full range of information resources and services through the library media program is fundamental to learning” <sup>(28)</sup>, therefore it is important that the school library should have a wide range of equipment and information sources which should support the curriculum and the learning and teaching process. Unfortunately, the study found that the majority of school libraries did not indicate possessing different types of equipment that are supposed to be available in the library according to most commentators in the field (e.g. Anthony Tilke <sup>(29)</sup>, Michael Dewe <sup>(30)</sup> and Leonore Charlton <sup>(31)</sup>) such as Audio-Visual equipment, computers, printers, photocopiers and microfilm reader. Figure 6.10 illustrates the available equipment in secondary school libraries.

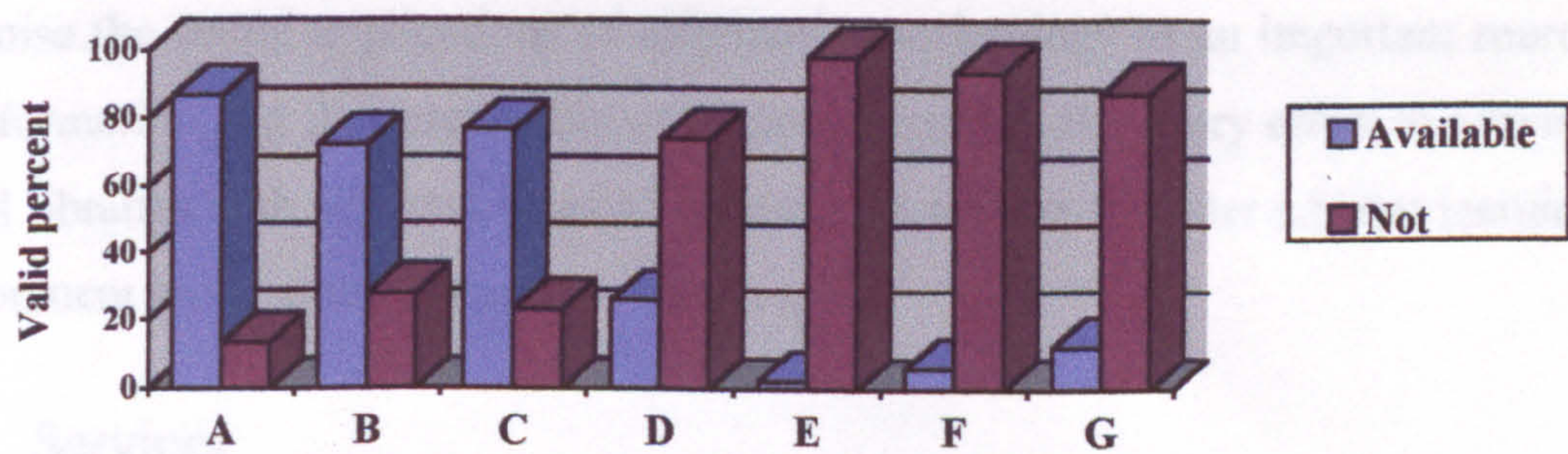


Figure 6.10 Available equipment



The study also found that the majority of the libraries did not specify having adequate information sources. Printed materials such as books, reference materials and periodicals were more likely to be available than other information sources whereas few libraries had information sources such as A-V materials, microforms, CD-ROMs or connection to the WWW. The majority of the libraries did not state possessing access to the Internet (87.5%), CD-ROMs (93.7%) and A-V materials (74.1%), whereas more than 70% of the libraries had printed materials. Figure 6.11 illustrates the available information sources, (A) Books, (B) Reference material, (C) Periodicals, (D) A-V materials, (E) Microforms, (F) CD-ROMs, (G) WWW. Given this, the collections were heavily biased towards traditional hard copy rather than electronic information sources.

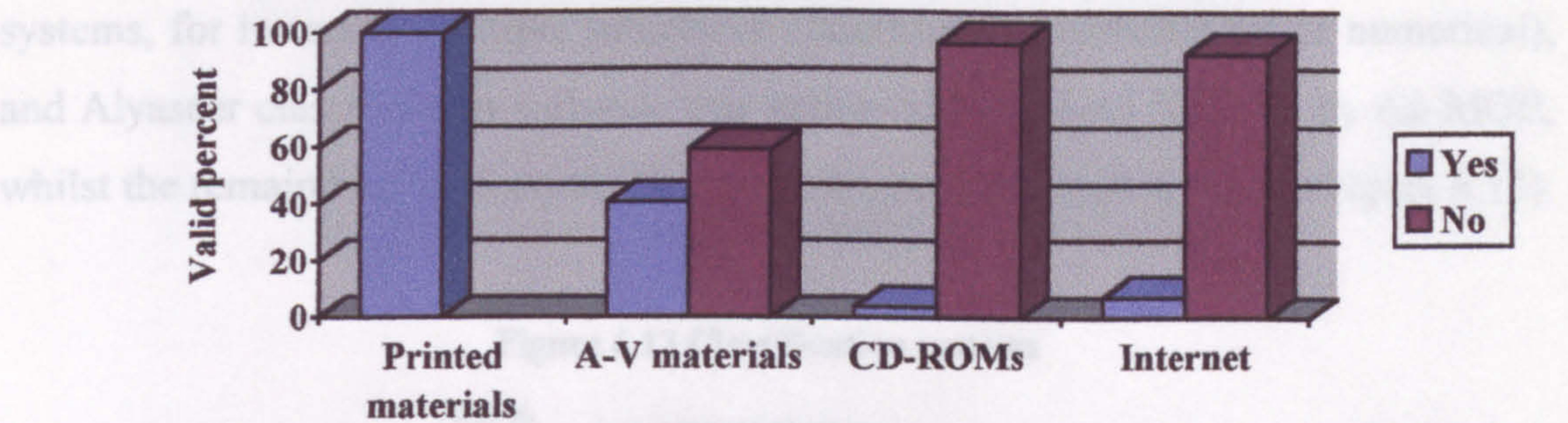
Figure 6.11 Available information sources



In addition, the findings showed that all school managers whose schools were currently without a library would mostly provide the library with only printed materials, whereas non-printed information sources were not among the majority of the managers' concerns, particularly CD-ROMs and the Internet (see figure 6.12).



Figure 6.12 Suggested information sources



This situation could, in all probability, be due to the lack in financial support, and probably from doubt or lack of awareness of the importance of these equipment and information sources in the learning and teaching process. The teaching process that restricts the curriculum to the study of compulsory textbooks almost certainly mitigates against providing the library with other information sources because they would not have an obvious use.

According to the LA recommendation, information sources should encompass a range of different forms of sources, both printed and non-printed <sup>(32)</sup>. Although different printed materials are important information sources, it is important to consider providing the library with digital information sources that are currently enjoying widespread use worldwide such as the Internet. Students would educate themselves, develop their retrieval skills and learn more <sup>(33)</sup>. Students in the learning process would then benefit from various information sources that make learning more attractive and interesting. This requires the whole educational community to recognise the useful applications of information technology as an important source for information and the responsible candidates should make every effort to provide school libraries with different types of information sources to foster a better learning environment more suited to the information age.

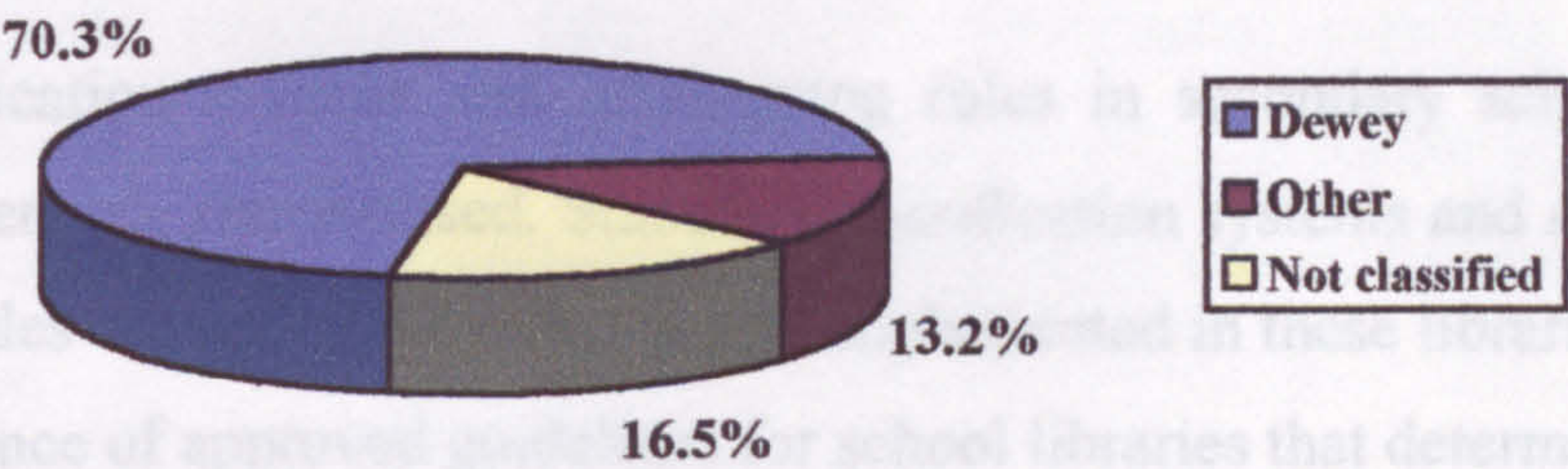
6.2.5 Services

In order to complete the general picture of the current secondary school libraries in Saudi Arabia, the study determined the services that secondary school libraries should provide such as classification systems, cataloguing rules, loans and interlibrary loan facilities.



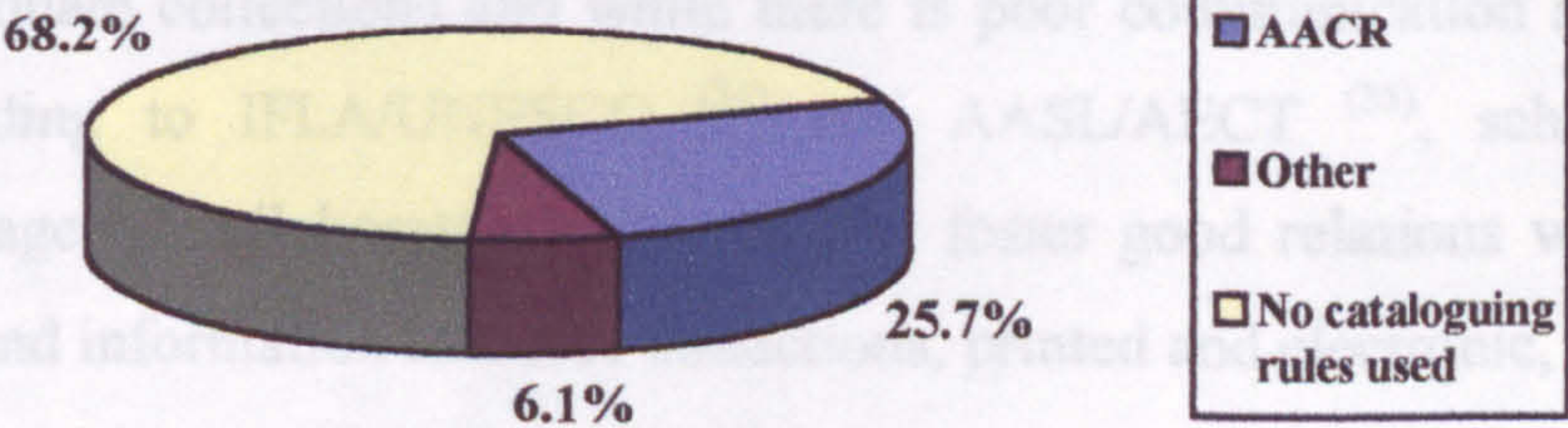
The study found that 70.3% of the libraries were using Dewey Decimal Classification to classify their collections, and a few were using other classification systems, for instance, a simple subjective classification (alphabetical or numerical), and Alyaseer classification software that approved for school libraries by the MOE, whilst the remainders' collections (16.5%) were not classified at all (see figure 6.13).

Figure 6.13 Classification systems



68.2% of the libraries were not using any cataloguing rules, while 25.7% of the libraries used Anglo-American Cataloguing Rules (AACR) and only few were using other cataloguing rules such as KFNL cataloguing rules (see figure 6.14).

Figure 6.14 Cataloguing rules



The majority of the libraries provided students and teachers with a loan facility (see figure 6.15). In contrast, most of the libraries did not provide them with interlibrary loan facility. Where interlibrary loan did occur it was seen as borrowing information sources from other school libraries occasionally (see figure 6.16).

Figure 6.15 Loan facility

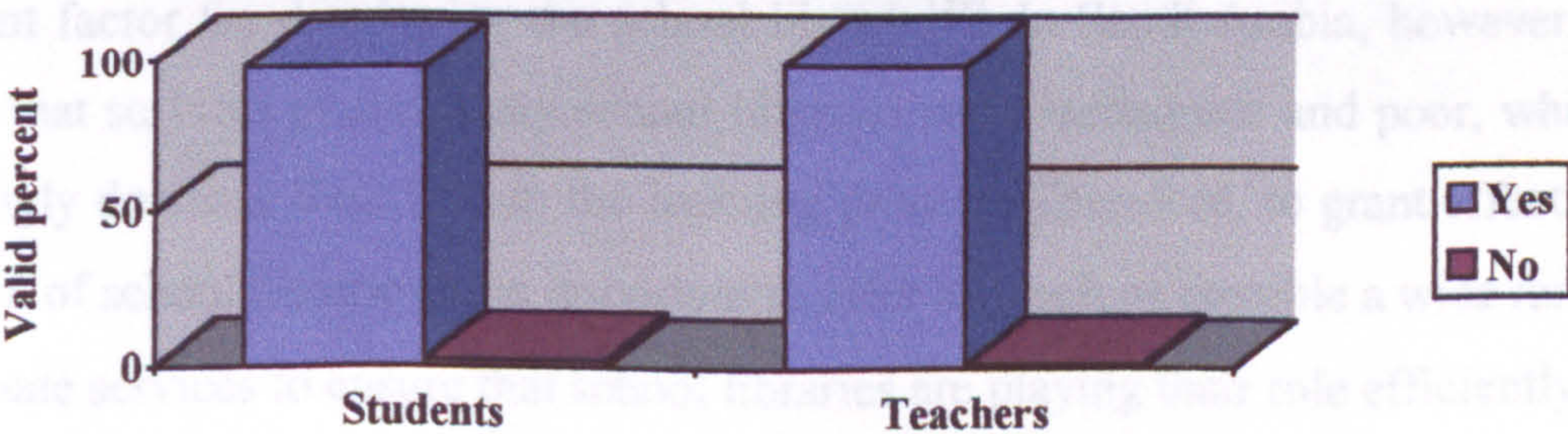
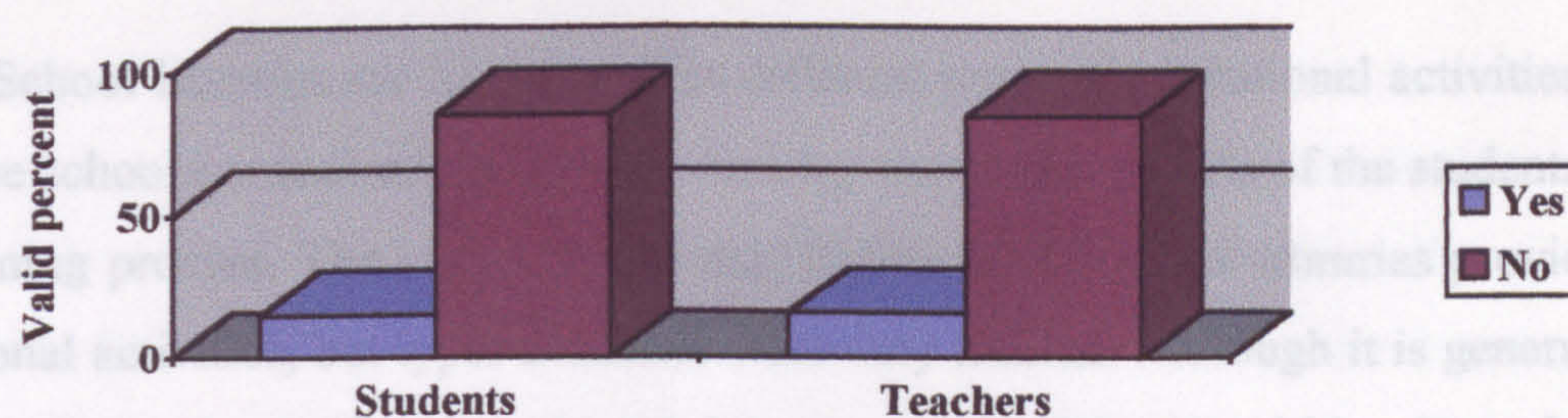




Figure 6.16 Interlibrary Loan facility



It appears that classification systems and cataloguing rules in secondary school libraries were not, in general, standardised. Standard classification systems and also standard cataloguing rules were not comprehensively implemented in these libraries. It is likely that the absence of approved guidelines for school libraries that determine school libraries' duties is the primary reason behind this inadequate situation. It is also probably because over half of the school librarians were not specialised in librarianship so that they did not have a specialised background in technical services.

It appears also that interlibrary loan facility in school libraries is lacking. School libraries cannot provide users with an interlibrary loan facility, however, as long as they do not have adequate collections and while there is poor communication and collaboration. According to IFLA/UNESCO <sup>(34)</sup> and AASL/AECT <sup>(35)</sup>, school librarians should engage in collaborative activities and foster good relations with other libraries to expand information resource collections, printed and electronic, for students to support curriculum needs and to meet the modern concepts of learning.

To conclude, commentators in the field such as Marilyn L. Miller and Marilyn L. Shontz <sup>(36)</sup> and Elspeth Scott <sup>(37)</sup> identified a wide range of services that school libraries should provide to assist an effective learning process. 'Start with the child' also stressed improving the quality of activities including displays, exhibitions, publicity and marketing of services <sup>(38)</sup>. Hickford also indicated that promotion of the library throughout displays, competitions, book fairs, posters and announcements an important factor for developing the school library <sup>(39)</sup>. In Saudi Arabia, however, it appears that services in secondary school libraries were inadequate and poor, which accordingly decrease their role in the learning process. Therefore, to grant effective operation of school libraries, it is important to offer as much as possible a wide range of adequate services to ensure that school libraries are playing their role efficiently.

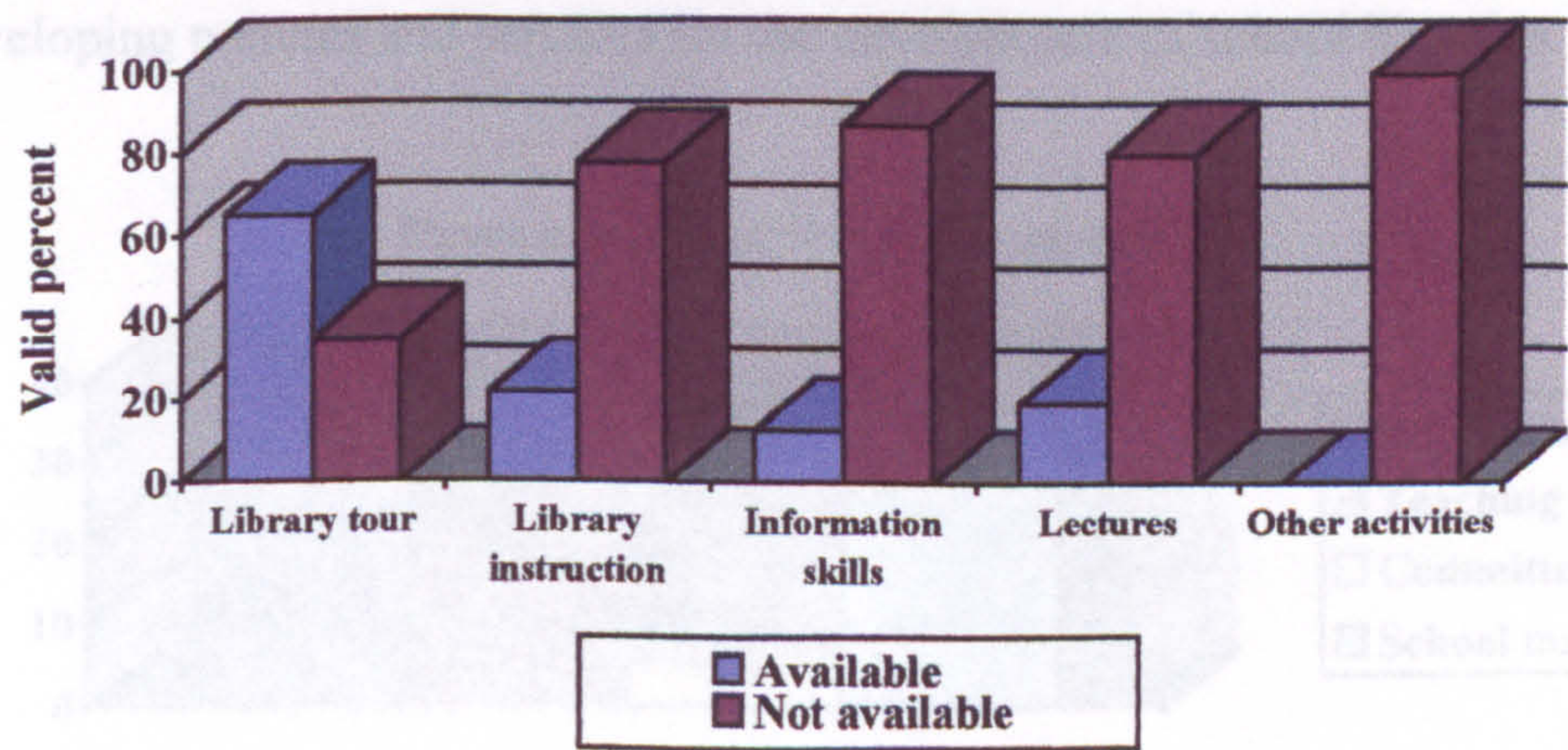


6.2.6 Educational Activities

School libraries are likely to offer different types of educational activities to assist the school curriculum and help to develop the learning skills of the students in the learning process. The survey found that 70.9% of the school libraries provided educational activities, but types available were very limited. Although it is generally assumed that school libraries should be an active element within the school environment, providing its community with different educational activities to support the learning and teaching process effectively, unfortunately, the results of the study show that these educational activities were not evident in secondary school libraries in Saudi Arabia.

The findings showed that the majority of the librarians did not teach students information skills and they were not familiar with these skills. Instruction on how to use the library was provided in just 22% of the libraries, 19.7% offering lectures, and very few (0.2%) provided students with competition activities and quizzes. 65.1% of the librarians intended to invite students to visit the library. Obviously, these activities were not provided adequately, probably because school librarians do not consider the importance of information skills and the possible role of the school library. Surprisingly, 12.8% of the librarians mentioned that they taught information skills. An explanation for this pattern could be that, as mentioned earlier, they merely teach the students the steps of the research that included in the ‘Library and Research’ instruction, which is not the same as the information skills process (see figure 6.17).

Figure 6.17 Educational activities

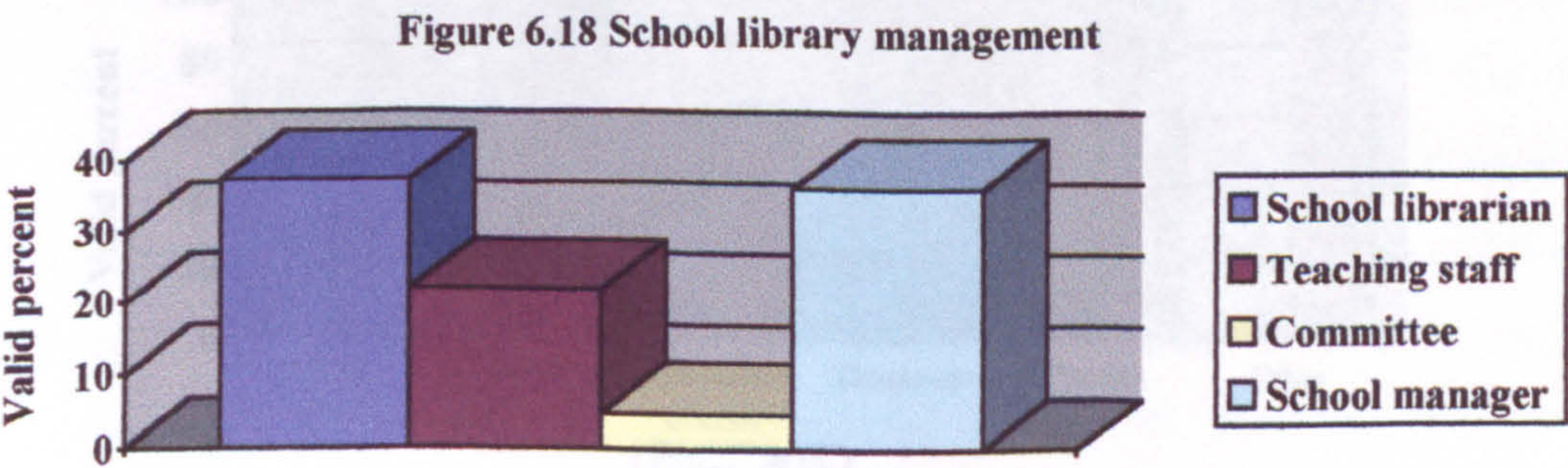




6.2.7 Management

Effective management is essential to confirm the school library’s aims and objectives and to ensure that its services are meeting the school curriculum and users’ needs and that services can be accessed adequately <sup>(40)</sup>. The school librarian is responsible for managing the library, but selecting an advisory committee is essential and useful to consider school library development <sup>(41)</sup>, which should include administrators, classroom teachers, students and parents <sup>(42)</sup>. The study found that the school librarian or a member of the teaching staff or the manager is solely responsible for the overall management of the library in the majority of cases, for instance, 37.2% of the libraries were managed by a librarian, 21.8% were managed by a teaching staff, and 36.2% were managed by the school manager, whereas only 4.8% of the libraries had a committee to manage the library (see figure 6.18).

The results showed that the school manager or a teaching staff would manage the library, whereas they have their own responsibilities within which managing the library would not be successful. The findings also found that in planning to establish a new library, only 3.7% of the school managers suggested that a library committee would manage the school library. Evidently, therefore, a school library committee is not a principal concern for the majority of the school managers. This is probably because the current situation with regard to school libraries, which are generally small and poor, means that there is no need to have a committee to manage the school library and can be managed solely. It is probably also because the majority of the librarians were not full-time school librarians who could take on responsibility of managing the library and have the opportunity to select an advisory committee to consider curriculum needs, users’ needs, budget expenditures, development plans, and developing policies and services for the development of school libraries.





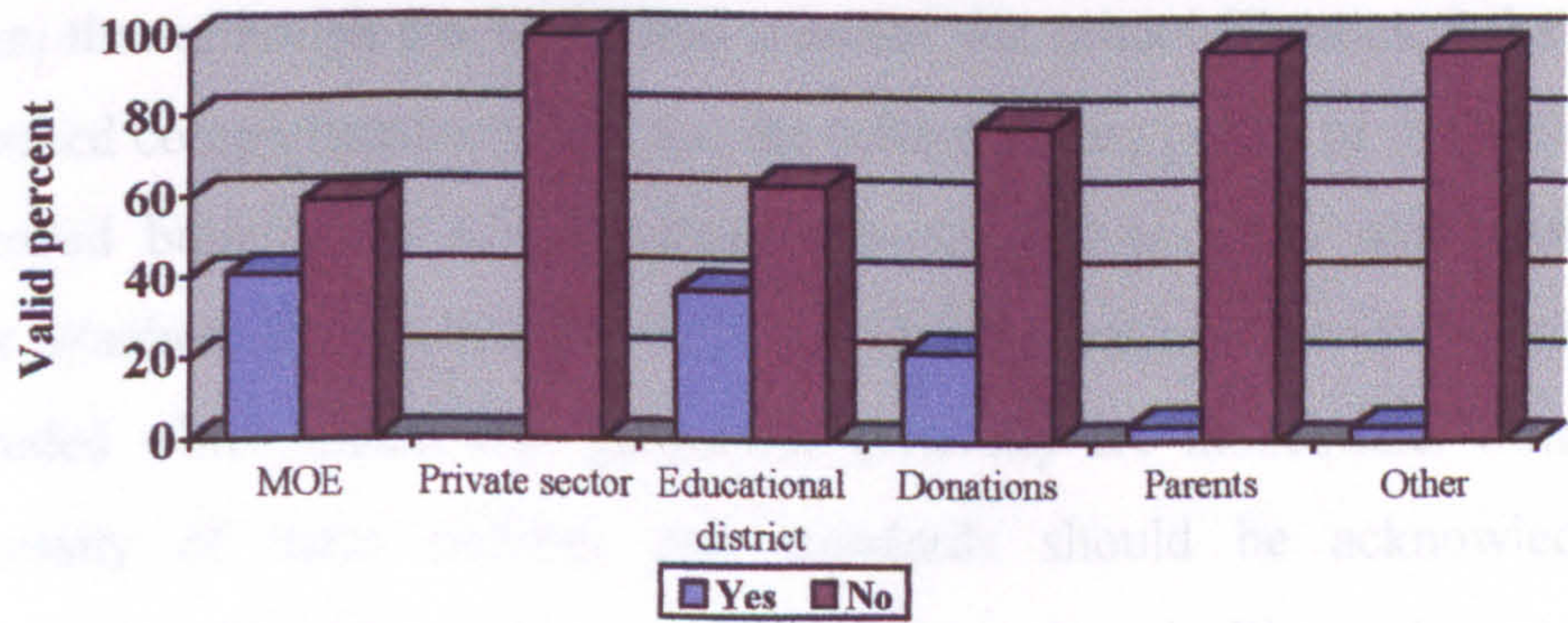
6.2.8 Funding

An adequate level of funding is important for the success of school libraries so that it can fulfil its role in the educational process. Nancy P. Zimmerman indicated that school libraries are likely to have financial support from the private sector, parents and donations and school districts and Government agencies should fund school libraries <sup>(43)</sup>. The study found a large variation in the amount of funds received from different sources. For instance, 54% of school libraries received 75-100% of funds from the Government, whereas 21.1% of the libraries received less than 25% of their funding from this source and only 3.6% of the libraries did not receive Government funds at all. The majority of the libraries did not receive donations while just 25.5% received less than 25% of their funding from donations. The private sector and parents generally also did not fund school libraries while few libraries received funds through other sources such as the school cafeteria, classroom teachers and school managers.

In addition, the majority of school managers of schools without a library indicated that they would not receive funds from the private sector, parents, donation or other sources, while 40.7% of the school libraries would be funded from the Ministry of Education budget directly and 37% would be funded from the Educational District Management budget directly (see figure 6.19).

On other hand, administrative area managers stated that the private sector, parents, and donations did fund school libraries, but generally by less than 25% of their needs, while the majority stated that the Government funded school libraries with 50-100% of their needs.

Figure 6.19 Suggested funds





It appears that secondary school libraries actually did not have constant equal funding. Over half of the libraries received reasonable Government funds, but the remaining did not obtain adequate funds. This is probably because urban school libraries are likely to gain funds from the Government more than rural school libraries as a result of location of schools in the major cities. Although the results showed generally that the private sector, parents and donation did not contribute to school libraries funding, they showed that they supply limited funds, usually not more than 25% of their needs. Therefore, recognition of the important role of school libraries in the learning and teaching should be accepted in the educational system and the community in order to get more sufficient support. School libraries, urban and rural, should be equally supported by adequate Government aid.

### 6.2.9 Policies and Standards

School library policy and standards are considered important guidelines to help evaluate the quality of service that school libraries provide. Therefore, IFLA, for instance, recommend that educational authorities should be encouraged to develop policy for school libraries and introduce necessary legislation <sup>(44)</sup>. Professional organisations such as the AASL <sup>(45)</sup> and SLA <sup>(46)</sup> have published a variety of guidelines that can be used to direct the work of the school library. The study found that 28.4% of the libraries, and 74.1% of the school managers whose schools were without a library, did not have any policy or standard to guide the library. In contrast, the majority of the remainder had a policy that had been formulated by the MOE. A few used international organisations guidelines. Moreover, in the process of planning for a new school library, about half of the managers did not consult any standards, while the remaining had consulted the MOE policy. Very few had consulted international organisations standards.

It appears that although the MOE had a policy for school libraries, it has not been implemented comprehensively. In fact, the school library policy of the MOE was just an approved bulletin for school libraries, published in 1973 with some official circulars attached, to organise the work in school libraries. Specific standards were not included which meant that guidelines generally are inadequate. Consequently, the necessity of these policies and standards should be acknowledged and, importantly, should be formulated to define their goals, priorities and services.



The majority of administrative area managers agreed with the necessity of the written policies and standards, but it is more important they should know how policies and standards should be translated into real action and a practical framework in all school libraries. Therefore, the MOE school libraries policy should be up-dated and reviewed regularly, and should take advantage of the advice of international professional organisations in the field for acceptable adequate policy and standards formulation.

#### 6.2.10 The Establishment of a New School Library

The majority of secondary school managers whose schools were without a library would like to establish a new library. Accordingly they must take into account the important role of the school library in the educational process as well as the different related aspects which were discussed earlier to develop the correct form of school libraries. In fact, with the ambitious changes in the educational environment that are taking place in Saudi Arabia such as the Schools' Net Project, establishing new learning resources centres and the perceived need of teaching the 'Library and Research' instruction, school managers should recognise these changes as positive for school libraries as is the increased emphasis on resources-based learning. These changes require sufficient support services including an adequately resourced school library.

On the other hand, the remaining respondents whose schools were without a library and did not want to establish a library, generally because they did not have enough spaces and did not have adequate financial support, need to realise that the school library is an essential element in the educational environment that should be exist in the school. Relocating school facilities could be a solution to provide suitable central space for the school library.

It is more likely for school managers to consider appropriate funding sources that are necessary for establishing a new library and providing adequate wide range of information sources, which actually will assist resource-based learning and develop the educational environment. Therefore, establishing new school libraries within these concepts should be schools' main concern for the development of school libraries in Saudi Arabia.



### 6.2.11 Developing School Libraries into SLMCs

The study results showed that school librarians, school managers and administrative area managers strongly agreed with the importance of developing present secondary school libraries into school library media centres that stress the use of information technology to support the curriculum within modern concepts of student-centred learning. This represents a supportive official view from stakeholders. The Government and the Ministry of Education in Saudi Arabia also have the determination to develop resource-based learning especially integrating ICT as evidenced through SNP, LRCP and teaching the 'Library and Research' instruction (discussed in more detail in chapter 2). In all, it is clear that the official vision acknowledge the needs to develop the learning environment in Saudi Arabian schools. This support is important and can be built upon.

However the practice on the ground regarding the actual position of school libraries did not reflect the official concerns. Secondary school libraries in general were very limited and insufficient. Inadequate funding, the lack of information skills, the absence of information technology and importantly the lack of information sources were the clearest conflicts. Obviously, with these current major obstacles, school libraries cannot play their important role in the educational environment and translate the official attitudes into real practice.

School libraries, in order to develop Saudi Arabian educational concerns, need essential improvements in their infrastructure and services, based on a concerted effort for change, and an adequate strategy for development as well as provision of a wide range of adequate information resources including ICT. Previous studies in Saudi Arabia partially identified the weakness of school libraries, and the results of this national comprehensive study also complete the general picture of school libraries, stressing the need for development.

The Government and the MOE with these findings will have concrete evidence on which to base future decisions, policies and strategies. They now have a clear picture of the scale of the problem and task ahead. On the other hand, to ensure successful development for school libraries, it is important that strong leadership is therefore needed to transfer these attitudes into real practice.

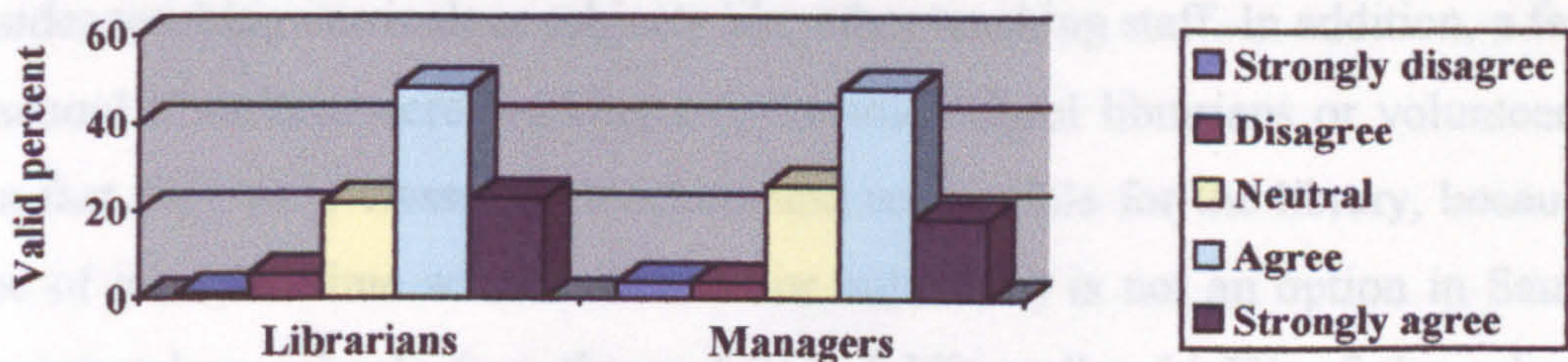


6.3 The School Librarian

6.3.1 Role of the School Librarian

The school librarian has an important role to play in the learning process. According to Stripling, the school librarian’s traditional role, as a service and information provider, has developed to have more responsibility that emphasise student-centred learning, as caregiver, coach, connector and catalyst <sup>(47)</sup>. The AASL/AECT also determined the role of the school librarian as information specialist, teacher and instructional consultant <sup>(48)</sup>. In addition, to develop a meaningful and useful library, the librarian should have a wide range of skills and competencies such as listening, watching, understanding and flexibility <sup>(49)</sup>. These concepts stress that the librarian should provide the leadership and expertise necessary to ensure that the library is an integral part of the instructional activities. The study found that about 70% of the school librarians and school managers recognised the role of the school librarian in the educational process, while the remaining respondents disagreed or were not sure (see figure 6.20).

Figure 6.20 Agreement with statement: “The school librarian plays an important role in the educational process”



Area managers also viewed the librarian as an agent who serves students, teachers, and the curriculum and has responsibility for participating in the educational process including promotion of services, collaboration and resource management. Although the findings showed mostly a positive belief in the role of the librarian, practice did not reflect this. Poor services, poor collections, rarity of educational activities and lack of understanding of information skills make it obvious that the librarians were not playing their full role. In addition, the remaining who disagreed or were not sure of the important role of the school librarian, probably answered this way because librarians were not given attention in the learning approach except as teachers.

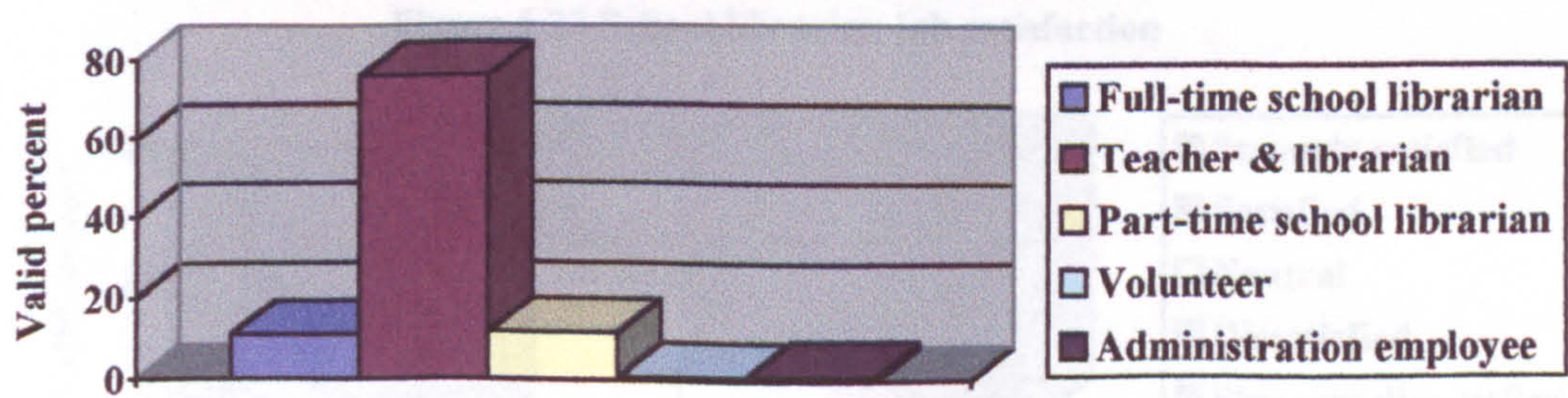


School librarians can collaborate with teachers and provide them with materials and sources they need, offering opportunities for student to access information and develop their own areas of interest, and enabling the integration of information skill use into the curriculum. Therefore, the important role of the school librarian in the educational environment should be recognised as a part of the total educational team and should be supported to contribute in the learning process because they can provide with a variety of up-to-date information sources that would assist the learning process.

6.3.2 Job Status

Commentators such as Marilyn Boyed <sup>(50)</sup> and Jan A. Kruger <sup>(51)</sup>, and professional organisations such as the AASL/AECT <sup>(52)</sup> and the LA <sup>(53)</sup> recommend that all secondary schools should have a qualified full-time school librarian who is specialised in library and information studies and must work without being given teaching commitments. The study found that only 10.9% of school librarians were working as full-time librarians and were in charge of the school library entirely and not given any teaching classes or administrative tasks. The majority of the school librarians were classroom teachers, who were employed as teaching staff mainly and not as school librarians. They were responsible for the school library as an additional task besides teaching curriculum subjects like other teaching staff. In addition, a few of the school librarians were working as part-time school librarians or volunteers, while in fact they were classroom teachers and responsible for the library, because this type of job (part-time school librarian or volunteer) is not an option in Saudi Arabian secondary schools (see figure 6.21). Additionally, 66.7% of the school managers whose schools were without a library suggested their new school library should be staffed by a member of teaching staff.

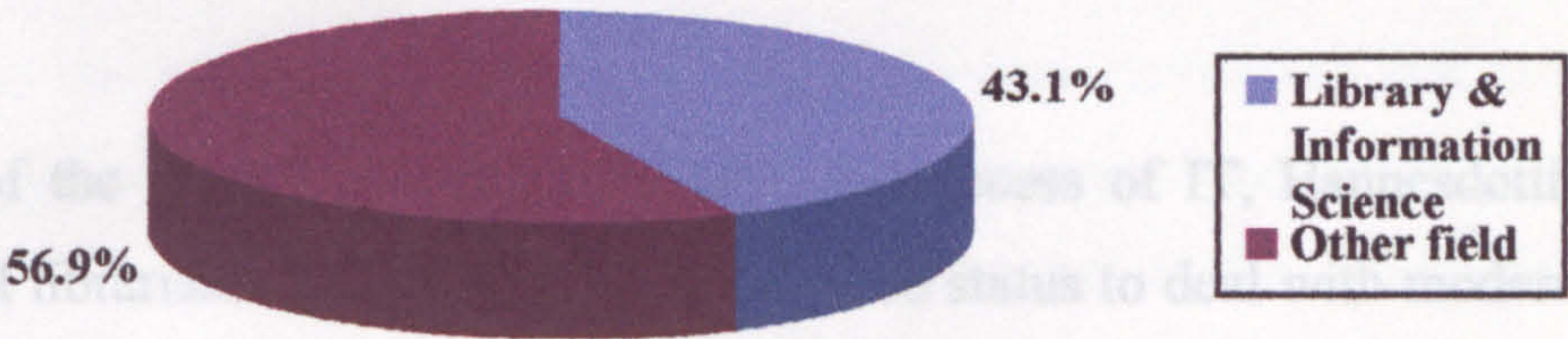
Figure 6.21 Job status





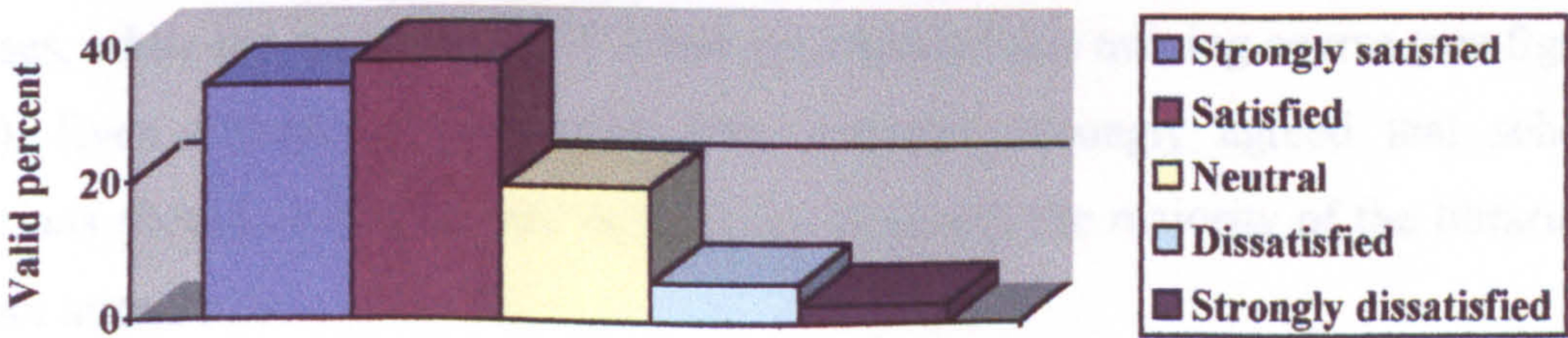
The study found that the majority of secondary school librarians held a B.A degree, but less than half (43.1%) of the librarians were specialised in the Library and Information Science field, while the remaining were specialised in different subjects such as History, Accounting, Political Sciences, Business Administration, Arabic Language, Math, Islamic Education and English Language (see figure 6.22). This meant that more than 50% of secondary school librarians did not have any specialised background in librarianship and yet were in charge of secondary school libraries. Results of the study showed also that a school librarian staffed the great majority of secondary school libraries. A few school libraries (3.3%) had an assistant or two assistants. In all, secondary school libraries were operated solely.

Figure 6.22 Specialised field



Although the majority (72.4%) of the school librarians were satisfied with their job as school librarians, the remaining school librarians were not sure or dissatisfied with their job (see figure 6.23). One explanation for satisfaction could be that because they were not engaged in the teaching process like classroom teachers completely or they had a lower teaching load than other teaching staff, therefore, they were satisfied with this kind of less responsibility job that does not need hard work or more effort to spend. The remaining were dissatisfied, in all probably because they were not being given attention in the school community such as classroom teachers and were not considered as important staff. This is obviously due to the current didactic learning approach which relies on classroom teachers only and the role of the school librarian in the learning process is ignored.

Figure 6.23 School librarian job satisfaction



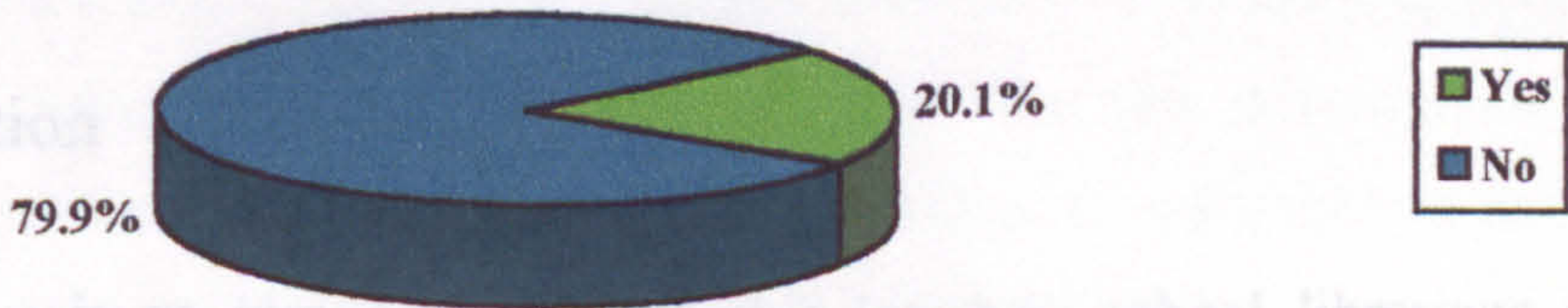


On the whole, although the majority of the librarians had an undergraduate degree, it seems essential that school librarians should have a degree in Library and Information Science. In the mean time, library schools in S.A., with the educational reform movement by the Government and the MOE, should give this issue more attention. School librarians without professional qualifications cannot develop their potential role in the learning process and cannot work as full-time school librarians, as a result, they would not be satisfied. Graduates who would like to work in school libraries must be prepared adequately through identified programme dedicated for school librarianship to cope with current demands. Thus, school librarians with professional expertise will be able to promote their status in schools and can activate their roles and the role of the school library appropriately.

6.3.3 Training

Because of the growth and changing uses and access of IT, Hannesdottir asserts that school librarians should raise their perceived status to deal with modern electronic information resources through in-service training <sup>(54)</sup>. The New Opportunities Fund (NOF) recommends also that school librarians and teachers should be trained to ensure that they are equipped with the necessary knowledge, understanding and skills to utilise ICT effectively in the teaching process and provided funding for this training <sup>(55)</sup>. Hence, educational authorities should provide school librarians with the opportunity to enhance their role in the educational setting through formal and informal activities <sup>(56)</sup>.

Figure 6.24 School librarian training attendance



The study found that although only 20.1% of the librarians had attended training courses, while the majority (79.9%) had not attended any training course (see figure 6.24). Even though administrative area managers strongly agreed that school librarians should receive in-service training, in reality the majority of the librarians did not attend training courses.



Shortage of training courses, inadequate schedules, attendance approval, an intensive teaching timetable and the absence of excellent school libraries were the most common reasons for not attending training courses. Area managers stated that the MOE provides school librarians with training opportunities, but in fact these courses did not meet recent development demands and they seem to be traditional mostly, for instance, organising the school library, cataloguing and classifying, automated cataloguing, school library management and the teaching of 'Library and Research' instruction. Therefore, training topics should encompass present development demands as well as traditional needs. They should concentrate on the important role that school libraries and librarians could play to meet modern educational demands effectively. Importantly, attention should be drawn on information skills applications to develop students' individual learning skills to solve problems as lifelong learners.

Training in school librarianship specifically is potentially important given that most of those working in school libraries are not qualified librarians, therefore, they are unlikely to have a good grasp of modern developments in the educational environment as well as ICT. Even those with qualifications were not certain to have acquired knowledge because library schools in S.A. do not include as many curricula in school librarianship as a field of specialisation. Training policy needs to acknowledge that all school librarians should have full opportunity to attend training course. Aims and objectives of training should be explicit and, notably, should be provided to all equally. A scheduled training with full opportunity to attend training courses is the most effective way of continuing school librarians' education. As a result, librarians will be aware of modern concepts in learning and IT applications in the learning environment to achieve current educational reform demands.

#### 6.3.4 Collaboration

Collaboration is an important activity that involves school librarians and classroom teachers to develop an effective framework of collaborative planning. Students will benefit from available resources in the school library and a curriculum of teaching methods integrated effectively with a wide range of activities and resources can be developed <sup>(57)</sup>. The School Library Manifesto by IFLA stated that when librarians and teachers work together, students achieve higher level of literacy, reading, learning, problem solving, and ICT skills <sup>(58)</sup>.



Many commentators also believed that collaboration between school librarians and teachers is an important factor. For instance, Sarah McNicol and Judith Elkin stated, “Collaboration, both within the school and between the school library and the wider community, has been found to have an impact on teaching, learning and attainment levels” <sup>(59)</sup>. This study found that the majority of the school librarians and school managers believed in collaboration of school librarians with classroom teachers in order to ensure the integration of school library services with the school curriculum, while a few were not sure or disagreed. But in reality although informal collaboration took place with teachers, very few were collaborating formally. Many respondents stated that they do not collaborate due to the circumstances which make collaboration impossible. They include, for instance, poor and small libraries, teaching commitments, poor information sources, a traditional approach to teaching, the absence of school project tasks and the role of the school library and its importance is not recognised.

The researcher believes that with these common barriers, which exist in the majority of secondary schools, school librarians cannot collaborate with classroom teachers. Therefore, formal awareness for collaboration need to be implemented by the Ministry of Education that can ease collaboration programmes and also raise quality of education.

## 6.4 Conclusion

This chapter has highlighted the key issues associated with the development of the learning environment, school libraries and the role of the school librarian. Current problems and barriers concerning their increased role in the learning process were highlighted. Suggestions and recommendations for the development of secondary school libraries in Saudi Arabia into school library media centres will be detailed in the following chapter.



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## **CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS**

### **7.0 Review**

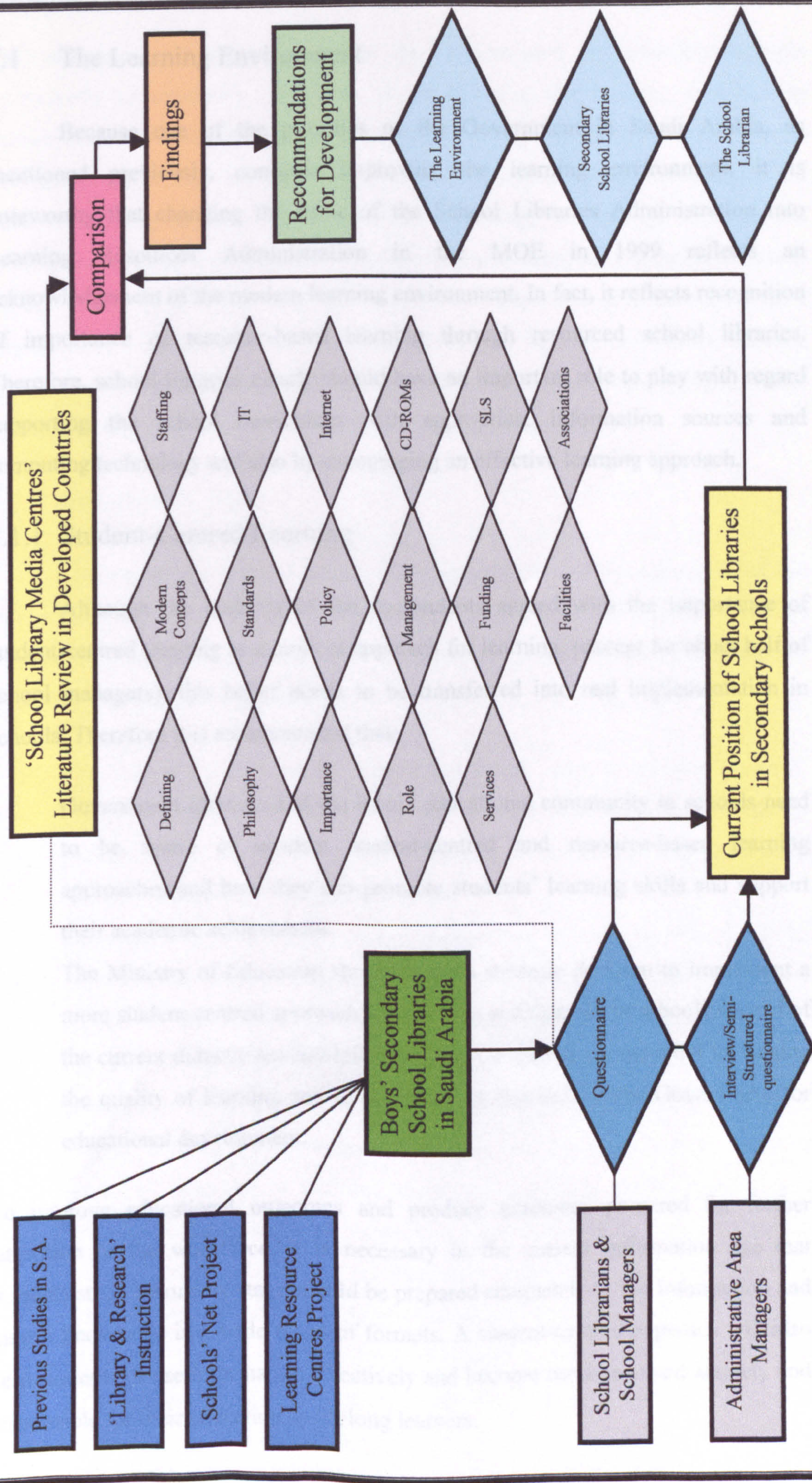
The overall aim of this study was to undertake a comprehensive investigation of the models of SLMCs in developed countries and also the present position of boys' secondary school libraries in Saudi Arabia and to compare the two. On the basis of this comparison, recommendations for establishing an appropriate form of SLMCs are made. This approach was taken because of the underlying assumption that school libraries in developed countries are more appropriate for the education and development of students for the current and future work environment.

Changes in Saudi Arabia including: teaching the 'Library and Research' subject which aims to introduce students to library skills and information sources as a movement towards resource-based learning; the Schools' Net Project which has been introduced to connect schools with a wide area network; and the Learning Resource Centre Project which was launched by the MOE to establish resourced libraries in schools which would offer a suitable educational environment by providing students with a wide range of information sources within a resource-based learning environment, reflect the current Government concerns to reform education. School libraries, as the usual place in schools for providing information resources and support resource-based learning, need to respond to support these changes.

Previous studies in Saudi Arabia concerning school libraries were smaller in scale, they identified some general problems but could not reflect the general situation. Therefore, to build a general picture of secondary school libraries, this study (the first national survey in the field) was undertaken to determine the role of SLMCs and SLMSs in developed countries, to determine the current situation in school libraries in S.A. including the physical infrastructure, facilities, services and IT, and to determine school librarians', schools managers' and administrative area managers' attitudes towards modern concepts of SLMCs, as well as school librarians' preparation for an expanded role. This chapter summarises the key results of the study, and provides guidelines for the development of school libraries in Saudi Arabia, as well as for the learning environment and school librarians (see figure 7.1). Limitations of the study and suggestions for further research are also listed.



Figure 7.1 The Overview Framework of the Study





## 7.1 The Learning Environment

Because one of the priorities of the Government in Saudi Arabia, as mentioned previously, concerns improving the learning environment, it is noteworthy that changing the name of the School Libraries Administration into Learning Resources Administration in the MOE in 1999 reflects an acknowledgement of the modern learning environment. In fact, it reflects recognition of importance of resource-based learning through resourced school libraries. Therefore, school libraries clearly should have an important role to play with regard supporting the school curriculum with appropriate information sources and computing technology and also by encouraging an effective learning approach.

### 7.1.1 Student-Centred Learning

Although the majority of the respondents agreed with the importance of student-centred learning as a modern approach for learning, (except for about half of school managers), this belief needs to be transferred into real implementation in schools. Therefore it is recommended that:

- Government officials and the whole educational community in schools need to be aware of modern student-centred and resource-based learning approaches and how they can promote students' learning skills and support their academic achievement.
- The Ministry of Education should make a strategic decision to implement a more student-centred approach for teaching and learning in schools instead of the current didactic teacher-led and recognise that this is essential for raising the quality of learning and to meet current demands of the Government for educational development.

To improve educational outcomes and produce graduates prepared for further education or the workforce, it is necessary in the current information age that students at the secondary stage should be prepared adequately to use information and master knowledge in a wide range of formats. A student-centred approach will also help students to use information effectively and become more involved actively and responsible for their education as lifelong learners.



The student-centred approach cannot be implemented in secondary schools individually or optionally, therefore, as transforming the teaching approach in schools needs to take into account fundamental changes in the educational system and school curriculum. However, it would be beneficial to first understand the modern learning approach and determine a strategy for change that can be systematically applied in schools. With the current development demands in Saudi Arabia including the SNP and the LRCP, it is important to ensure that these improvements should also be implemented in the light of a modern learning approach within which students would be able to explore different types of media and benefit from provided information sources and the use of ICT.

### 7.1.2 Information Skills

The majority of the respondents who respond to the survey, clearly stated that information skills were not recognised in secondary schools and students therefore did not use information skills for undertaking school projects or to solve problems. Therefore this study recommends that:

- The ‘Library and Research’ instruction which aims to develop students’ library skills needs to be restructured to meet current learning needs by placing more attention on modern learning concerns that aim to develop students’ learning and information skills.
- Information skills concepts, models, applications, uses and benefits should be introduced to students, teachers and school librarians in schools as a new subject in the school curriculum syllabus taking into consideration the integration of these skills with the teaching of curriculum subjects.
- Information skills must be emphasised as a basic part of each curriculum subject, utilising a wide range of accessible information resources. Students would be involved in defining tasks and particular needs, locating and selecting all possible useful information sources, engaging with information sources and extracting the relevant data, organising and presenting the obtained information creatively, evaluating and sharing their experience with others. As a result, students will be trained to solve problems, undertake school projects, draw conclusions, make decisions and construct their own understanding for lifelong learning.



### 7.1.3 Information Technology

Although the majority of the respondents agreed with the importance of the integration of information technology into the school curriculum in order to help students to solve problems and to undertake school projects, the current situation in secondary schools in Saudi Arabia did not reflect this. Administrative area managers explained clearly that ICT was being used in a very limited capacity in schools and the survey results showed that the vast majority of school libraries did not have IT such as computers or CD-ROMs or access to the Internet. Therefore, it is recommended that:

- IT including computers and CD-ROMs, which would provide access to a wide range of interesting information sources plus useful applications such as encyclopaedias, references and dictionaries as well as Internet access should be used as an effective tool for information delivery.
- IT in secondary school libraries should be provided adequately and should be also accessed equally to support the school curriculum and to assist teaching and learning effective practices. Therefore, planners should ensure providing school libraries with sufficient equipment and applications to support the school population.
- Digital information sources should be recognised as an important source of information to support the school curriculum subjects. Therefore, school librarians, teachers and school managers should be made aware of the importance of digital information sources and should work to provide them alongside printed materials to enrich the curriculum content and to improve the learning and teaching process.
- The Schools' Net Project, which aims to provide computers to schools in Saudi Arabia, should take into consideration that IT must be provided through school libraries as the natural place to provide information in schools. Preferably, the project should cooperate with the Learning Resource Centres Project and develop strategy framework to ensure appropriate and sufficient hardware and software are provided within schools. They should work collaboratively and identify each school needs to ensure economical expenditure.



## 7.2 Secondary School Libraries

Given that the learning environment has improved according to the guidelines recommended above, by adopting a student-centred learning approach, introducing information skills and providing IT in schools in Saudi Arabia, secondary school libraries should consider the following:

### 7.2.1 The Role of the School Library

School libraries basically exist to promote educational aims and objectives. As an integral part of schools, they have an important role to play in the learning and teaching process to raise the quality of learning and students' academic achievement. Although respondents agreed with this view and, in particular, administrative area managers believed that school libraries are important because they encourage reading, viewing and searching, they support the curriculum, they develop students' individual learning and they develop students' research skills, again, these positive views need to be translated into practice in secondary school libraries in Saudi Arabia. Therefore, it is recommended that:

- The role of the school library in the educational process needs to be recognised and defined as an integral part of learning. It should be at the centre of students' teaching and learning activities, providing students and teachers with a wide range of information sources to enrich the school curriculum. Therefore, the Ministry of Education and the Learning Resources Administration authorities as well as school communities should believe in the important role of the school library in the educational process and strive to translate this recognition into real practice, stressing the integration of information sources and services of the school library into the school curriculum and modern learning process demands.
- School libraries should strive to make available adequate services and different formats of information sources with appropriate learning environment and allow students to access and use them efficiently and effectively. This involves educational authorities in S.A. to provide school libraries with further adequate annual funds and support that certainly meets providing these libraries' needs.



### 7.2.2 Accommodation and Equipment

The results of the study showed that the accommodation of secondary school libraries in Saudi Arabia, with regard to location of the school library, size, space, capacity, furniture and equipment, was inadequate. Therefore, to ensure school libraries play an important role in the educational process in schools, this study recommends that:

- The location of secondary school libraries should be considered at the early stages of planning, so that they are in a central position within schools, accessible to all users, and more importantly on the ground floor in order to be convenient for all users. For the existed school libraries that are not located accessibly, relocating school facilities would allow placing the school library accordingly.
- The size of the school library, in order to accommodate and to provide users with its services and facilities effectively, should be considered according to its collections, services, accommodation and facilities. The minimum interior space for secondary school libraries should be determined according to the total number of students in the school and, importantly, should not accommodate less than 10% of the schools' students and generally not to be less than 159.2 m<sup>2</sup> (1700 ft<sup>2</sup>).
- The school library environment should be developed for their usefulness and appropriateness according to the school's educational needs. Therefore, furnishings should be provided according to users' needs and would include shelves, tables and chairs etc. Giving priority to the school library by providing it with the necessary furniture demonstrates its role and importance in the learning process.
- School library equipment such as A-V devices, ICT equipment and office appliances should be provided in order to support teaching and learning, however, quality and safety uses would need to be taken into account.

Therefore, the SNP and LRCP in S.A. should cooperate to develop adequate accommodation and provide appropriate equipment for school libraries according to these recommendations and, importantly, enough funding support should be considered and needed for developing the learning environment in schools.



### 7.2.3 Information Sources

Although the majority of the librarians did not indicate that they had non-print information sources such as A-V materials, microforms, CD-ROMs or access to the Internet, most of school libraries had printed information sources such as books, general reference sources and periodicals. In all, school libraries did not have an adequate range of information sources that should be available to support the curriculum and the learning process needs. Therefore it is recommended that:

- It is important that the school library should have a wide range of information sources, print and non-print, which would support the school curriculum and the learning and teaching process.
- Secondary school libraries should also have a balanced range of adequate information sources, in terms of quantity and quality, according to the needs of the school curriculum.
- The educational community should recognise the usefulness of different types of information sources in particular the electronic information sources and should strive to provide them to support the learning process.

Practical information sources selection guidelines should be formulated to provide the widest possible choice of information sources to meet the requirements of the curriculum and learning process needs. For example, collection standards should be range between 20 and 40 items per student and 8-20 computer workstations depending on the size of the school. The SNP and the LRCP in S.A. they should therefore consider collaboratively providing school libraries with the needed information sources accordingly.

### 7.2.4 Services

The study showed that a wide variation in classification systems and cataloguing rules are used in secondary school libraries. To support collaboration activities, classification systems and cataloguing rules should be unified, Dewey decimal classification system and Anglo-American Cataloguing Rules (AACR), as the most common internationally known standards should be applied to help organise information sources in school libraries.



Standardised application of classification systems and cataloguing rules would not only ease communication and collaboration with other school libraries, but also with other public and university libraries. In addition, school libraries should work collaboratively to facilitate interlibrary loan facility to help and assist those with poor resources. School libraries should also provide other possible services, for instance, curriculum-integrated skills instruction, workshops for teachers, reference assistance to students and teachers, access to CD-ROM, access to the Internet and E-mail.

### 7.2.5 Educational Activities

The study results found that secondary school libraries in Saudi Arabia rarely provided educational activities. Therefore it is recommended that:

- To support the school curriculum and the learning and teaching process effectively, school libraries should be an active element within the school environment and provide their communities with different types of educational activities. These would include book weeks, publicity, information skills programmes, access to information sources and training.
- School librarians should invite students to visit the library and provide them with instructions and lectures on library skills that would support the curriculum needs.
- School librarians should teach and train students to use information skills. Students must learn how to undertake school projects, solve problems, manage and retrieve information and communicate effectively to become knowledgeable by taking responsibility for their own education and lifelong learning. With the mastery of information skills, students will be better prepared for a technologically changing and information intensive workplace and global community. Therefore, school librarians and teachers should be trained with the necessary knowledge, understanding and skills to ensure using different information sources effectively.
- Learning Resources Administration should support school libraries by providing a wide range of educational activities and advisory work beyond the existing services. These would include supporting teachers' training, displays, providing exhibition collections, information handling skills instruction and support for the development of IT in school libraries.



### 7.2.6 Management

The school librarian or a member of the teaching staff or the school manager managed the majority of secondary school libraries alone and alongside other teaching responsibilities. However, to help achieve the school library's aims and objectives, this study recommends that only a full-time qualified school librarian, as a nominated head of the library, should take over the responsibility of managing the school library.

The school librarian should also select an advisory committee for the school library, which should include representatives of all users including school administrators, classroom teachers, students and parents who would jointly consider users' needs, budget, expenditures, development plans, use of the library and contribute to developing policies and services.

### 7.2.7 Funding

The study showed a wide variation in the amount of funds that secondary school libraries received from different funding sources. A sufficient level of funding is essential to the success of school libraries to enable them to fulfil their role in the educational process. Therefore, it is recommended that:

- School libraries should be supported equally, urban and rural, with constant funds to maintain continuous improvement.
- The Government, the Ministry of Education and the Educational District Managements should recognise school libraries' importance in the educational environment and should grant enough financial support within their annual budgets.
- Other financial sources such as the private sector, parents and donations also should be encouraged to support school libraries' financial needs.

Expenditure is required for establishing new SLMCs and for the survival of existing school libraries that should be sustained on a regular basis. Therefore, school libraries should have a policy statement with regard funding that ensures providing with enough financial needs from various funding sources.



### 7.2.8 Policy and Standards

The study found that secondary school libraries in Saudi Arabia do not have sufficient school library policy. The only policy used is the school libraries policy issued by the Ministry of Education in 1973, which is inadequate. The MOE, the Learning Resources Administration and the library profession in Saudi Arabia should formulate meaningful policy statements for school libraries that supported with clear detailed guidelines to help schools determine precedence for action and turn best intentions into a practical framework. Therefore it is recommended that:

- The educational authorities should acknowledge that school library policies and standards are important and they should be formulated to define its goals, priorities and services to meet curriculum needs, and more importantly should be translated into a practical framework that can be applied in all school libraries.
- School library policy should provide clear guidelines and standards to help evaluate the quality of the school library services. These standards should be prepared according to national and international professional guidelines in the field and approved by the educational authorities of the Ministry of Education.
- The present school library policy, published in 1973, should be revised and should be improved and formulated in the light of the experience of developed countries and the guidelines of professional school librarianship associations.

### 7.2.9 Development Concerns

The study found that school librarians, school managers and area managers agreed with the importance of developing present secondary school libraries. Area managers explained that school libraries provide different information sources, help prepare students for information intensive work and utilise IT to enhance learning methods and teaching styles. However, the actual position of school libraries did not reflect these beliefs. Previous studies also demonstrated the poor conditions of school libraries. This study showed that this situation was true for the majority of secondary school libraries in Saudi Arabia. Therefore, it is recommended that:



- Secondary school managers, whose schools were without a school library and who would like to establish a new library, must take into account the findings and recommendations of this study. The remaining schools without a library and who do not want to establish a library need to realise that the library is an essential element in the educational environment and should be established.
- School libraries need to develop their infrastructure and services by having an adequate strategy especially for providing a wide range of adequate information resources and an appropriate ICT infrastructure.
- In all, secondary school libraries should be developed into SLMCs according to modern concepts of school libraries that are integrated into the educational process in the way that is designed to help students master information skills. Therefore, to achieve this and to develop policies and strategies and to ensure the successful development of school libraries, strong leadership is needed.

### 7.3 Secondary School librarians

#### 7.3.1 The Role of the School Librarian

Most respondents agreed that school librarians have an important role to play in the learning process within the modern learning environment. Area managers, for example, mentioned that school librarians should promote library services, encourage students towards individual learning, help students to undertake school projects and support the curriculum with learning sources. However, this study found this view was not reflected in practice. Therefore it is recommended that:

- School librarians should be seen as an important part of the total educational team like teachers and should be seen to contribute to the learning process.
- The educational community should acknowledge that school librarians could provide the leadership and expertise to ensure that the library is an integral part of instructional activities and the information sources' provider.
- School librarians should be seen not only as the librarians who are responsible for the library, but according to modern concepts, as information specialists, teachers and instructional consultants who offer opportunities for student to access information and develop their own areas of interest as well as enabling the integration of information skill use into the curriculum.



### 7.3.2 Qualifications

The study results showed that the majority of secondary school librarians in Saudi Arabia were neither full-time school librarians nor qualified. Although the majority had a Bachelors degree, most were not specialised in the field of library and information science. Generally, they were classroom teachers who were also in charge of the school library. To respond to the current demands of the Government and the MOE as well as the modern learning concepts and needs, therefore, this study recommends the following:

- Schools should employ only full-time librarians to work in their libraries who have no teaching commitments or non-library administrative tasks.
- School librarians should have at least a B.A or Diploma degree in the Library and Information Science field.
- Current school librarians who were not qualified should be trained and upgraded to qualified librarians.
- Trained assistance staff should be also employed to help promote providing library services, activities and to support the role of school librarians.

### 7.3.3 Training

The study findings showed the majority of school librarians did not attend any training events nor had in-service training courses. Although a few school librarians had attended training courses, they were insufficient. Reasons behind not attending training course included, “I am not specialised in the library and information science field”, “we do not have any details on training courses” and “school manager did not agree to my attendance at training course”. In contrast, the administrative area managers were in strong agreement with in-service training for school librarians. Therefore, it is recommended that:

- The MOE should provide school librarians with a wide range of opportunities for training through formal and informal professional development activities to enhance their role in the educational setting.
- Training courses are required that explain the role of the school library and the librarian and how they can help support modern educational methods.



School librarians should have knowledge of the librarianship as well as the modern concepts of learning to support the role of the school library in the learning environment through training courses. They should be informed and, importantly, given the opportunity to attend various adequate training events. For example, they must be trained on how to extract, evaluate and use information effectively from various available information sources. Also, they should be provided with training on problem-based learning and on how to incorporate information skills into the teaching process to teach classroom teachers and students to meet the requirements of modern learning process. As well as, training on how to integrate IT into the teaching and learning approach.

### 7.3.4 Collaboration

Although most school librarians indicated that they were collaborating with teachers on a formal basis or informally, it is difficult for collaboration to take place within the current context. Many librarians mentioned reasons for not collaborating, for example, “the school library’s collections are very poor and old”, “teachers and students do not recognise the role of the school library”, “teachers depend only on curriculum textbooks” and “the school library is very small”. On the other hand, the majority of the librarians and school managers agreed that school librarians should collaborate with teachers to ensure the integration of school library services into the curriculum. Therefore, to reflect this view in reality, this study recommends that:

- School librarians along with teachers should be involved formally in developing an effective framework of collaboration to develop a curriculum of teaching methods integrated effectively with a wide range of information intensive activities and information sources. As a result, students should achieve a higher level of literacy, reading, learning, problem solving, and ICT skills, and confirm modern learning objectives.
- With the current barriers that exist in the majority of secondary schools, school librarians cannot collaborate with classroom teachers. Therefore, it is important to provide an appropriate learning environment and infrastructure equipment as well as appropriate information sources that can support and ease collaboration programmes and also raise the quality of education.



## 7.4 Limitations of the Study

The scope of the study was restricted to boys' public secondary school libraries in Saudi Arabia. The primary data was limited to responses from 576 questionnaires aimed at secondary school librarians and school managers, and two interviews and seven semi-structured questionnaires for administrative area managers. The data represent the current situation in school libraries as well as respondents' attitudes towards developing these libraries into SLMCs.

Although the response rate of the questionnaire was 41.6%, the researcher would have hoped for a higher rate of response if he had had more time in the field. However, it was necessary to distribute and collect the survey through the Ministry of Education's postal system due to the geographic spread of the population throughout the regions of the Kingdom and this may have limited the number of returns.

Moreover, it would have been beneficial if interviews were undertaken with all administrative area managers, but it was difficult to conduct these interviews because they were not conveniently located for the researcher due the geographic spread of the administrative areas in Saudi Arabia. Therefore, only two interviews were conducted because they were conveniently located and semi-structured questionnaires based on the format of the interview were sent to the remaining and returned via the post.

With regard to the questionnaire layout in some cases, the questions regarding the availability of the infrastructure of the school library including furniture, equipment and information sources, did not include the choice of a 'none' response which may have been appropriate. A definite response to the choice of a 'none' would have made clear the actual situation.

With reference to the earnings of secondary school librarians (monthly salaries), the researcher could not find any indication in the literature or on the WWW for annual income per person in Saudi Arabia. Therefore, in this study, the earnings of school librarians was not compared with those of other public employees. Such a comparison could have provided a useful indication of the status of secondary school librarians in the Kingdom of Saudi Arabia.



## 7.5 Suggestions for Further Research

Although this study is the first national survey of secondary school libraries in Saudi Arabia concentrated on boys' public secondary school libraries, the conclusions and recommendations may not be generalised to other types of libraries such as primary, intermediate, girls' and private school libraries. Therefore, future investigations and comparison could be made including:

- an investigation into primary school libraries;
- an investigation into intermediate school libraries;
- an investigation could be extended to include private school libraries as they have separate administrative and funding systems;
- girls' school libraries could be also investigated since they are also currently administered by the Ministry of Education and no longer by the General Presidency of Girls' Education;
- studying the impact of school library media centres on students' academic achievement and compare the results with recent studies in developed countries;
- developing school libraries with regard to their architectural design needs drawing on the most recent experience of school library media centre design in developed countries;
- developing new policies and standards for school libraries in Saudi Arabia having investigated the present policies and guidelines for school libraries formulated and published in developed countries and by national and international professional organisations in school librarianship;
- an investigation of the actual needs of ICT for schools taking into account their cost and the expected learning environment;
- an investigation aimed at developing the school curriculum in relation to the introduction of ICT and student-centred resource-based learning.



## 7.6 Conclusion

It can be seen that this study supports the results of the previous studies that were conducted by other researchers in the same field in Saudi Arabia that described, generally, how school libraries were poor and that they were not recognised in the teaching and learning process. This study has shown comprehensively, in terms of depth and breadth, the situation of school libraries in boys' secondary schools in Saudi Arabia. This study has also proposed concrete strategies for development based on a detailed empirical understanding of the current situation in secondary school libraries in Saudi Arabia and also developments that have taken place elsewhere in the world.

It was found that secondary school libraries in Saudi Arabia were inadequate, for instance, they had insufficient funding, poor and inadequate collections, a lack of school library policies and standards, an absence of information technology and importantly the role of the school library and the school librarian in the educational process was not recognised. With these major obstacles, school libraries cannot play an important role in the educational environment or turn the Government's official attitudes into real practice.

The implementation of the recommended guidelines of this study will assist the development of school libraries in Saudi Arabia, particularly at a time when the Kingdom of Saudi Arabia is striving to reform the educational environment. The teaching of the 'Library and Research' instruction, the Schools' Net Project and Learning Resource Centres Project are all clear signs that the Saudi Arabian Government recognises the need for wider information sources for educating new generations, in particular with ICT.

This research therefore provides the Government and the Ministry of Education and schools in Saudi Arabia with a clear picture of the scale of the issues, problems and tasks ahead and a basis on which to base future decisions, policies and strategies. They will need a concerted effort, strategy, strong leadership and, importantly, adequate resources to develop resource-based learning including integrating ICT into the school curriculum and promoting school libraries.



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## **Appendix A:     Questionnaire (English Draft)**



**Dear: Secondary School Manager  
& School Librarian**

This survey concerns your opinion about the situation of your school library. The information that you provide relates to the development of secondary school libraries into school library media centres in the Kingdom of Saudi Arabia. The more information you supply, the more benefit this research will have for your school library and others.

I would like to confirm the confidentiality of the research study, and emphasise that your response will only be used for academic purposes. Please complete this questionnaire at your convenience and please kindly return it, importantly, within 15 days.

Thank you for your effort and response.

Yours Sincerely

Ibrahim K. Arif

Department of Information Science

Loughborough University

U.K.

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NOTE: For any information or question you can contact the researcher on:

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## Questionnaire A: School Manager Questionnaire

(Please complete the following details)

School name:..... City:.....  
School telephone number:..... Fax number:.....  
E-Mail address:.....

### A- Background information:

**Q. 1** Student enrolment for the last five years: (Please complete the following table)

| 2001 | 2000 | 1999 | 1998 | 1997 | Annual Average |
|------|------|------|------|------|----------------|
|      |      |      |      |      |                |

**Q. 2** Does your school have a school library? ☐YES ☐NO, Go to **Q. 3**  
If **YES**, Please **do not** complete and refer the enclosed questionnaire (Questionnaire B) to the school librarian or the person responsible for the library for completion.

**Q. 3** Do you plan to establish a school library in your school?  
☐NO (Please answer **Q. 4** only and return the questionnaire)  
☐YES (Please complete **Questions 5-22**)

**Q. 4** Please tick the reasons for not establishing a school library (you can tick more than one reason)  
☐Not enough space. ☐Absence of school librarian.  
☐No need for school library. ☐Absence of school library policy/standards.  
☐Role of the School library in the education process not recognised.  
☐Lack of budget. ☐Others, please state: \_\_\_\_\_

### B- Planning requirements: Please answer (**Q. 5-14**) about the planned school library.

**Q. 5** Suggested Location:  
☐ground floor. ☐1<sup>st</sup> floor. ☐2<sup>nd</sup> floor.  
☐3<sup>rd</sup> floor. ☐4<sup>th</sup> floor. ☐separate building.

**Q. 6** Suggested area:  
☐Less than 25 m<sup>2</sup> ☐25-50 m<sup>2</sup> ☐50-75 m<sup>2</sup>  
☐75-100 m<sup>2</sup> ☐100-125 m<sup>2</sup> ☐More than 125m<sup>2</sup>

**Q. 7** When planning the library, did you consult any standards or guidelines related to school libraries?  
☐YES, Go to **Q. 8** ☐NO, Go to **Q. 9**

**Q. 8** Which standards or guidelines have you considered?  
☐Ministry of Education standards for school libraries.  
☐International professional organisation standards for school libraries.  
☐Others, please indicate: \_\_\_\_\_

**Q. 9** Does your school have a policy for the school library?  
☐YES, Go to **Q. 10** ☐NO, Go to **Q. 11**

**Q. 10** What is the policy based on?  
☐Ministry of Education (School Library Policy).  
☐International professional organisation policy for school libraries.  
☐Others, please indicate: \_\_\_\_\_

**Q. 11** Who will be in day-to-day charge of the school library?  
☐Qualified school librarian only. ☐School librarian + one assistant.  
☐School librarian + two assistants. ☐Administrative staff.  
☐Teaching staff. ☐Others, please indicate: \_\_\_\_\_



- Q. 12** Who will have overall management responsibility for the school library?  
☐ School librarian.      ☐ School manager.      ☐ School library committee.  
☐ Teaching staff.      ☐ Administrative staff.      ☐ Others, indicate: \_\_\_\_\_

- Q. 13** How will your school library be funded? (You can tick more than one option)  
☐ Ministry of Education (central budget).      ☐ Business establishments.  
☐ District Education Management (district budget).      ☐ Donations.  
☐ Parents.      ☐ Others, please indicate: \_\_\_\_\_

- Q. 14** What kind of resources will be available in the library? (You can tick more than one kind)  
☐ Printed materials (e.g. books, encyclopaedias, periodicals, etc).  
☐ Audio-visual materials (e.g. video, cassettes, slides, etc).  
☐ CD-ROMs.  
☐ Computers and printers with access to the Internet.  
☐ Others, please specify: \_\_\_\_\_

Do you agree or disagree with the following statements in **Q. 15-22**:

- Q. 15** “The school library has a vital role to play in teaching and learning within the school”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 16** “The school librarian plays an important role in the educational process”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 17** “The school librarian should plan with teachers for the integration of school library services into the curriculum”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 18** “Teaching and learning methods should be student-centred rather than teacher-led”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 19** “Students should be taught information skills for problem solving and for undertaking school projects”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 20** “Information technology should be integrated into the school curriculum”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 21** “Digital information is a significant information resource that supports the school curriculum”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 22** “The Saudi Arabian Schools’ Net Project will be significant in developing the learning environment in schools”  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you for your cooperation. Please return the questionnaire to the sender.



## Questionnaire B: School Librarians' Questionnaire

### C- School Librarian:

- Q. 23** You are: ☐ Full time school librarian. ☐ Teacher-Librarian.  
☐ Part time school librarian. ☐ Volunteer.  
☐ Administration employee. ☐ Other, specify: \_\_\_\_\_

- Q. 24** What is your highest qualification?  
☐ General Secondary School Certificate. (Please go to **Q. 26**)  
☐ Bachelors degree. }  
☐ Masters degree. (Please go to **Q. 25**)  
☐ Others, please specify: \_\_\_\_\_

- Q. 25** If you have a higher education degree, in which area are you specialised?  
☐ Library and Information Science.  
☐ Other field, please indicate: \_\_\_\_\_

- Q. 26** How much do you earn per month? (In Saudi Riyals)  
☐ Less than 2000 ☐ 2000-4000 ☐ 4000-6000  
☐ 6000-8000 ☐ 8000-10.000 ☐ More than 10.000

- Q. 27** How many staff are employed in your school library?  
☐ School librarian only. ☐ School librarian +One assistant.  
☐ School librarian +Two assistants. ☐ School librarian +Three assistants.  
☐ Others, please specify: \_\_\_\_\_

- Q. 28** How satisfied are you overall with your job?  
(Please tick one)

| Strongly satisfied       | Satisfied                | Neutral                  | Dissatisfied             | Strongly dissatisfied    |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 29** Have you ever attended any training specifically for school librarians?  
☐ YES ☐ NO

| If YES. Please list topics covered by training: | If NO. Please list reasons why not: |
|---|-------------------------------------|
|   |                                     |
|   |                                     |
|   |                                     |

- Q. 30** Do you collaborate with classroom teachers to assist with curriculum requirements?  
☐ YES, Go to **Q. 31** ☐ NO, please state reasons:

| Reasons |  |
|---------|--|
| 1       |  |
| 2       |  |
| 3       |  |

- Q. 31** If YES, in which way?  
☐ Formal collaboration (scheduled planning with teachers for teaching curriculum units)  
☐ Informal collaboration (informal discussion with classroom teachers)



**D- School library physical facilities:**

Please answer the following questions about your school library and its facilities.

**Q. 32** Location: (Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Ground floor             | 1 <sup>st</sup> floor    | 2 <sup>nd</sup> floor    | 3 <sup>rd</sup> floor    | Separate building        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 33** Area:

|  |   |  |
|--|---|--|
| <input type="checkbox"/> Less than 25 m <sup>2</sup> | <input type="checkbox"/> 25-50 m <sup>2</sup>   | <input type="checkbox"/> 50-75 m <sup>2</sup>        |
| <input type="checkbox"/> 75-100 m <sup>2</sup>       | <input type="checkbox"/> 100-125 m <sup>2</sup> | <input type="checkbox"/> More than 125m <sup>2</sup> |

**Q. 34** How many rooms are there in your school library?  
(Please tick one)

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| One room                 | Two rooms                | Three rooms              | More than 3 rooms        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 35** How many users can the school library accommodate at one time?

|  |  |
|--|--|
| <input type="checkbox"/> Less than 10 users. | <input type="checkbox"/> 10-20 users.        |
| <input type="checkbox"/> 20-30 users.        | <input type="checkbox"/> More than 30 users. |

**Q. 36** What are the main physical materials + equipment in your library?

| No. | Materials   | YES | NO | Quantity |
|-----|---|-----|----|----------|
| 1   | Shelves   |     |    |          |
| 2   | Tables  |     |    |          |
| 3   | Chair   |     |    |          |
| 4   | Audio-Visual equipment (TV, recorder, projector, etc) |     |    |          |
| 5   | Computer  |     |    |          |
| 6   | Printer   |     |    |          |
| 7   | Photocopier   |     |    |          |
| 8   | Microfilm reader                                      |     |    |          |
| 9   | Others, specify:                                      |     |    |          |

**E- Collection and Services:**

**Q. 37** Please complete the following table about the quantity of information sources:

| NO. | Information resource  | Quantity |
|-----|---|----------|
| 1   | Books   |          |
| 2   | General References (e.g. Encyclopaedias, Dictionaries, etc) |          |
| 3   | Periodicals/Magazines                                       |          |
| 4   | Audio-Visual Materials                                      |          |
| 5   | Microforms/Microfilms                                       |          |
| 6   | CD-ROMs   |          |
| 7   | World Wide Web (INTERNET) Terminals                         |          |
| 8   | Others, specify:  |          |

**Q. 38** How do you classify information resources in your school library?

|  |
|--|
| <input type="checkbox"/> Dewey Decimal Classification. |
| <input type="checkbox"/> Other classification system.  |
| <input type="checkbox"/> Not classified.               |

**Q. 39** Which cataloguing rules do you use?

|  |
|--|
| <input type="checkbox"/> Anglo-American Cataloguing Rules. |
| <input type="checkbox"/> Other cataloguing rules.          |
| <input type="checkbox"/> No cataloguing system used.       |



- Q. 40** Does your school library provides loan services?  
☐For students ☐YES ☐NO  
☐For teachers ☐YES ☐NO
- Q. 41** Does your school library provide Inter-library loan services?  
☐For students ☐YES ☐NO  
☐For teachers ☐YES ☐NO
- Q. 42** Do you provide any kind of educational programmes for the students of the school?  
☐YES, Go to **Q. 43**  
☐NO, Go to **Q. 44**
- Q. 43** What kind of educational programmes do you provide?  
(You can tick more than one option)  
☐Library tour. ☐Library instruction. ☐Teaching information research skills.  
☐General lectures. ☐Other, please specify: \_\_\_\_\_

- Q. 44** What are the reasons for not providing educational programmes?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |

- Q. 45** (*Information Skills are: Task definition-Information seeking strategies-Location of and access to information sources-Use of information-Synthesis-Evaluation*)  
Do students use information skills to solve problems for constructing required projects in school?  
☐YES ☐NO
- Q. 46** If you teach information skills, are they taught as:  
☐Separate classes. ☐ Incorporated into other classes or projects that students undertake.

**F- Management and Funding:**

- Q. 47** Who manages your school library?  
☐School librarian. ☐Teaching staff.  
☐School library committee. ☐School management staff.  
☐Others, please specify: \_\_\_\_\_

- Q. 48** How is your school library funded and what is the ratio of funding from different organisations?

| No. | Funding agency                                   | < 25%                    | 25%- 50%                 | 50%-75%                  | 75%-100%                 |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1   | <input type="checkbox"/> Government              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2   | <input type="checkbox"/> Business establishments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3   | <input type="checkbox"/> Parents                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4   | <input type="checkbox"/> Donations               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5   | <input type="checkbox"/> Others, indicate:       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Q. 49** Are you guided by a policy/standard?  
☐YES, Go to **Q. 50** ☐NO, Go to **Q. 51**
- Q. 50** What kind of policy/standard?  
☐Ministry of Education (School Library Policy/standards).  
☐International professional organisation policy/standards for school libraries.  
☐Others, please indicate: \_\_\_\_\_



**G- School librarian’s perception**

Do you agree or disagree with the following statements in Q. 51-58:

**Q. 51 “The school library has a vital role to play in teaching and learning within the school”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 52 “The school librarian plays an important role in the educational process and in curriculum development within the school”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 53 “The school librarian should plan with classroom teachers for the integration of school library services into the curriculum”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 54 “Teaching and learning methods should be student-centred rather than teacher-led”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 55 “Students should be taught information skills for problem solving and for undertaking school projects”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 56 “Information technology should be integrated into the school curriculum”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 57 “Digital information is a significant information resource that supports the school curriculum”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q. 58 “The Saudi Arabian Schools’ Net Project will be significant in developing the learning environment in schools”**  
(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Neutral                  | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTE: For any information or question you can contact the researcher on:  
Ibrahim K. Arif  
Tel: 02 6543515  
Mobile: 05560 8517  
E-Mail: Ibrahim\_arif@hotmail.com  
Mail address: P.O. Box 11022, Jeddah (21453), S. A.

Thank you for your cooperation. Please return the questionnaire to the sender.



**Appendix B:**  
**Interview/Semi-Structured Questionnaire**  
**(English Draft)**



**Dear Administrative Area Manager: (Makkah and Riyadh)**

This interview questions concerns your opinion about the situation and development requirements of secondary school libraries under your supervision. The information that you provide relates to the development of these libraries into school library media centres in Saudi Arabian secondary schools. The information you supply, the more benefit this research will have for school libraries in your district and others.

I would like to confirm the confidentiality of the research study, and emphasise that your response will only be used for academic purposes.

Thank you for your time and response.

Yours Sincerely

Ibrahim K. Arif

Department of Information Science

Loughborough University

U.K.

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NOTE: For any information or question you can contact the researcher on:

Ibrahim K. Arif

Tel: 02 6543515

Mobile: 05560 8517

E-Mail: [Ibrahim\\_arif@hotmail.com](mailto:Ibrahim_arif@hotmail.com)

Mail address: P.O. Box 11022, Jeddah (21453), S. A.



## Administrative Area Manager Interview

(Interview Time. Start:                      /Finish:                      )

Respondent's name (Optional): \_\_\_\_\_

Position: \_\_\_\_\_

Qualification: \_\_\_\_\_

Specialised area: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Fax number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

### Secondary School Libraries Existence

**Q. 1**    *Do secondary schools in your district have a school library? (Please tick one)*

- ☐ all secondary schools have school libraries  
☐ all secondary schools do not have school libraries  
☐ some of the secondary schools have school libraries

If you have replied that **some/all** of the secondary schools do not have libraries, what are the reasons?

- \_\_\_\_\_

- \_\_\_\_\_

If you have replied that **some/all** of the secondary schools have school libraries, describe its role in the educational process.

- \_\_\_\_\_

- \_\_\_\_\_

### The School Librarian's Employment and their Role

**Q. 2**    *To what extent do you agree or disagree with the following statement?*

**"It is necessary to employ just professional qualified school librarians to work in secondary school libraries"**                      (Please tick one)

| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you **disagree or strongly disagree**, why?

- \_\_\_\_\_

- \_\_\_\_\_

If you **agree or strongly agree**, what do you think is the school librarian's role in the educational process?

- \_\_\_\_\_

- \_\_\_\_\_

### School Libraries' Funding

**Q. 3**    *How are secondary school libraries funded?*

Please complete the following table:

| No. | Funding agency                                   | < 25%                    | 25%- 50%                 | 50%-75%                  | 75%-100%                 |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1   | <input type="checkbox"/> Government              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2   | <input type="checkbox"/> Business establishments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3   | <input type="checkbox"/> Parents                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4   | <input type="checkbox"/> Donations               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5   | <input type="checkbox"/> Others, indicate:       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**School Librarian’s Training**

**Q. 4** *To what extent do you agree or disagree with the following statement?*

**“Secondary school librarians should receive in-service training”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you **disagree** or **strongly disagree**, why?

-

-

If you **agree** or **strongly agree**, what training is available?

-

-

**Policies and Standards**

**Q. 5** *Do you have written policies and standards issued by the Ministry of Education or a Professional Organisation to guide secondary school libraries?*

☐Yes            ☐No

If **NO**, how they are guided?

-

-

If **YES**, to what extent do you agree or disagree that this guidance is necessary?

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer:

-

-

**Student-Centred Learning Methods**

**Q.6** *To what extent do you agree or disagree with the following statement?*

**“The modern education approach of student-centred learning instead of teacher-centred learning should be endorsed”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer:

-

-

-

-

**Present IT Application**

**Q. 7** *How are new technologies being applied in secondary school libraries?*

-

-

-

-



**Information Skills**

**Q. 8** (Information Skills are: Task definition-Information seeking strategies-Location and access-Use of information-Synthesis-Evaluation)

*To what extent do you agree or disagree with the following statement?*

**“Information skills should be integrated into the school curriculum to help students solve research problems and undertake school projects”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you **disagree** or **strongly disagree**, what are the reasons?

-

-

If you **agree** or **strongly agree**, why?

-

-

-

**School Libraries’ Transformation into School Library Media Centres**

**Q. 9** *To what extent do you agree or disagree with the following statement?*

**“It is important to develop traditional secondary school libraries into school library media centres that use information technology to support school curriculum within modern concepts of learning”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Please explain your answer:**

-

-

-

**School’s Net Project**

**Q. 10** *To what extent do you agree or disagree with the following statement?*

**“Saudi Arabian Schools’ Net Project, which aims to connect schools with wide area network, will affect the educational environment”**

(Please tick one)

**Positive effect**

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Negative effect**

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Please explain your answer:**

-

-

-

**Thank you for your cooperation.**

**Date:     /     /2001.**



**Dear Administrative Area Manager: (Madinah; Qassim; Asseer; Hayel;  
Tabouk; Baha; North Frontiers; Jouf; Jizan; Najran; and Eastern)**

This semi-structured questionnaire concerns your opinion about the situation and development requirements of secondary school libraries under your supervision. The information that you provide relates to the development of these libraries into school library media centres in Saudi Arabian secondary schools. The information you supply, the more benefit this research will have for school libraries in your district and others.

I would like to confirm the confidentiality of the research study, and emphasise that your response will only be used for academic purposes. Please complete at your convenience and please kindly return it, importantly, within 15 days to the following address:

Ibrahim K. Arif

P. O. Box 11022

Jeddah 21453

Thank you for your time and response.

Yours Sincerely

Ibrahim K. Arif

Department of Information Science

Loughborough University

U.K.

---

NOTE: For any information or question you can contact the researcher on:

Ibrahim K. Arif

Tel: 02 6543515

Mobile: 05560 8517

E-Mail: Ibrahim\_arif@hotmail.com

Mail address: P.O. Box 11022, Jeddah (21453), S. A.



## Administrative Area Manager Semi-Structured Questionnaire

Respondent's name (Optional): \_\_\_\_\_

Position: \_\_\_\_\_

Qualification: \_\_\_\_\_

Specialised area: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Fax number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

### Secondary School Libraries Existence

**Q. 1** *Do secondary schools in your district have a school library? (Please tick one)*

- ☐ all secondary schools have school libraries  
☐ all secondary schools do not have school libraries  
☐ some of the secondary schools have school libraries

If you have replied that **some/all** of the secondary schools do not have libraries, what are the reasons?

-

-

If you have replied that **some/all** of the secondary schools have school libraries, describe its role in the educational process.

-

-

### The School Librarian's Employment and their Role

**Q. 2** *To what extent do you agree or disagree with the following statement?*

**"It is necessary to employ just professional qualified school librarians to work in secondary school libraries"** (Please tick one)

| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you **disagree or strongly disagree**, why?

-

-

If you **agree or strongly agree**, what do you think is the school librarian's role in the educational process?

-

-

### School Libraries' Funding

**Q. 3** *How are secondary school libraries funded?*

Please complete the following table:

| No. | Funding agency                                   | < 25%                    | 25%- 50%                 | 50%-75%                  | 75%-100%                 |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1   | <input type="checkbox"/> Government              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2   | <input type="checkbox"/> Business establishments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3   | <input type="checkbox"/> Parents                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4   | <input type="checkbox"/> Donations               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5   | <input type="checkbox"/> Others, indicate:       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**School Librarian’s Training**

**Q. 4**    *To what extent do you agree or disagree with the following statement?*  
**“Secondary school librarians should receive in-service training”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you **disagree or strongly disagree**, why?

-  
-

If you **agree or strongly agree**, what training is available?

-  
-

**Policies and Standards**

**Q. 5**    *Do you have written policies and standards issued by the Ministry of Education or a Professional Organisation to guide secondary school libraries?*

☐Yes            ☐No

If **NO**, how they are guided?

-  
-

If **YES**, to what extent do you agree or disagree that this guidance is necessary?

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Student-Centred Learning Methods**

**Q.6**    *To what extent do you agree or disagree with the following statement?*  
**“The modern education approach of student-centred learning instead of teacher-centred learning should be endorsed”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer:

-  
-  
-  
-

**Present IT Application**

**Q. 7**    *How are new technologies being applied in secondary school libraries?*

-  
-  
-  
-



**Information Skills**

**Q. 8** (Information Skills are: Task definition-Information seeking strategies-Location and access-Use of information-Synthesis-Evaluation)

*To what extent do you agree or disagree with the following statement?*

**“Information skills should be integrated into the school curriculum to help students solve research problems and undertake school projects”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you **disagree** or **strongly disagree**, what are the reasons?

-  
-

If you **agree** or **strongly agree**, why?

-  
-  
-

**School Libraries’ Transformation into School Library Media Centres**

**Q. 9** *To what extent do you agree or disagree with the following statement?*

**“It is important to develop traditional secondary school libraries into school library media centres that use information technology to support school curriculum within modern concepts of learning”**

(Please tick one)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer:

-  
-  
-

**School’s Net Project**

**Q. 10** *To what extent do you agree or disagree with the following statement?*

**“Saudi Arabian Schools’ Net Project, which aims to connect schools with wide area network, will affect the educational environment”**

(Please tick one)

**Positive effect**

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Negative effect**

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly agree           | Agree                    | Neutral                  | Disagree                 | Strongly disagree        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer:

-  
-  
-

**Thank you for your cooperation. Please return it to the address in the covering letter**

**Date:**     /     /2001



## **Appendix C:     Questionnaire (Arabic Draft)**



المكرم/مدير المدرسة الثانوية  
/أمين مكتبة المدرسة الثانوية  
المحترمين

السلام عليكم ورحمة الله وبركاته

تعلمون مدى أهمية المكتبة المدرسية ودورها المطلوب في مساندة المنهج الدراسي وتوفير البيئة العلمية المناسبة للطلاب. لذلك أرفق لكم استبياناً يهدف إلى التعرف على أوضاع مكتبات المدارس الثانوية بالمملكة العربية السعودية.

إن المعلومات التي سنلقون الضوء عليها تتعلق بتطوير هذه المكتبات لتصبح مراكز لمصادر التعلم أو ما يسمى بالمكتبات الشاملة في المدارس الثانوية بالمملكة العربية السعودية وذلك موضوع رسالة الدكتوراه التي يسعى الباحث لإعدادها.

أرجو التكرم بالاطلاع وإجابة الأسئلة الواردة في الاستبيان بدقة، ولاشك أنكم ستقدرون أهميتها وأثرها على نتائج الدراسة التي تسهم في تحسين أوضاع هذه المكتبات في بلادنا إن شاء الله. كما أود التأكيد على سرية المعلومات التي تستخدم لأغراض البحث العلمي فقط.

أرجو التكرم باستكمال الاستبيان وإعادته خلال ١٥ يوماً من استلامه إلى الجهة المرسله.

ولكم جزيل الشكر والتقدير على حسن اهتمامكم وتعاونكم.  
والسلام عليكم ورحمة الله وبركاته.

الباحث/  
إبراهيم كمال الدين عارف  
قسم علم المعلومات  
جامعة لفبرا  
المملكة المتحدة

في حالة الاستفسار عن أية معلومات يرجى الاتصال بالباحث على الأرقام والعناوين التالية:

هاتف: ٢٦٥٤٣٥١٥.

جوال: ٥٥٦٠٨٥١٧.

البريد الإلكتروني: ibrahim\_arif@hotmail.com

العنوان البريدي: ص ب ١١٠٢٢، جده (٢١٤٥٣)، المملكة العربية السعودية.



## استبيان أ : استبيان موجه إلى مدير المدرسة الثانوية

الرجاء استكمال البيانات التالية:

إسم المدرسة: ..... المدينة: .....  
هاتف المدرسة: ..... رقم الفاكس: .....  
البريد الإلكتروني: .....

### أ - معلومات عامة:

١ - الرجاء ذكر إجمالي عدد الطلاب المسجلين بالمدرسة لجميع المراحل الثلاث للسنوات الخمسة الماضية:

| المتوسط السنوي | ١٤٢٢/١٤٢١ | ١٤٢١/١٤٢٠ | ١٤٢٠/١٤١٩ | ١٤١٩/١٤١٨ | ١٤١٨/١٤١٧ |
|----------------|-----------|-----------|-----------|-----------|-----------|
|                |           |           |           |           |           |

٢ - هل توجد بالمدرسة مكتبة مدرسية؟

☐ نعم ☐ لا (اذهب إلى س ٣)

إذا كانت الإجابة نعم، الرجاء إحالة كامل الاستبيان إلى أمين المكتبة المدرسية أو المسؤول عنها لاستكمال الاستبيان المرفق والخاص بأمين المكتبة المدرسية (استبيان ب).

٣ - هل هناك تخطيط لإنشاء مكتبة مدرسية؟

☐ لا (الرجاء الإجابة على س ٤ فقط وإعادة الاستبيان)  
☐ نعم (الرجاء استكمال الإجابة على الأسئلة من ٥ إلى ٢٢)

٤ - الرجاء تحديد أسباب عدم التخطيط لإنشاء مكتبة مدرسية

- ☐ عدم وجود مساحة كافية  
☐ ليست هناك حاجة للمكتبة المدرسية  
☐ عدم إدراك دور المكتبة المدرسية في العملية التعليمية  
☐ أسباب أخرى، أذكرها:
- (يمكنك الإشارة [ ] لأكثر من سبب)  
☐ قلة أمناء المكتبات المدرسية  
☐ عدم وجود أنظمة ومواصفات للمكتبات المدرسية  
☐ عدم وجود مخصصات مالية

### ب - متطلبات التخطيط لإنشاء مكتبة مدرسية:

٥ - الموقع المقترح للمكتبة المدرسية

- ☐ الدور الأرضي  
☐ الدور الأول  
☐ الدور الثالث  
☐ الدور الثاني  
☐ مبنى منفصل

٦ - المساحة المقترحة للمكتبة المدرسية

- ☐ أقل من ٢٢٥ م<sup>٢</sup>  
☐ ٢٥٠ - ٢٥٠ م<sup>٢</sup>  
☐ ٢٥٠ - ٢٧٥ م<sup>٢</sup>  
☐ ٢٧٥ - ٢١٠٠ م<sup>٢</sup>  
☐ ٢١٢٥ - ٢ م<sup>٢</sup> فأكثر

٧ - عند التخطيط لإنشاء مكتبة مدرسية، هل اعتمدتم في ذلك على مواصفات خاصة بالمكتبات المدرسية؟

☐ نعم (اذهب إلى س ٨) ☐ لا (اذهب إلى س ٩)

٨ - ماهي تلك المواصفات؟

- ☐ مواصفات وزارة المعارف الخاصة بالمكتبات المدرسية  
☐ مواصفات المنظمات الدولية المتخصصة في مجال المكتبات المدرسية  
☐ مواصفات أخرى، أذكرها:

٩ - هل لديكم أنظمة (سياسة مكتوبة) خاصة بمكتبتكم المدرسية؟

☐ نعم (اذهب إلى س ١٠) ☐ لا (اذهب إلى س ١١)

١٠ - هل تم إعداد تلك الأنظمة الخاصة بمكتبتكم المدرسية بناء على:

- ☐ أنظمة المكتبة المدرسية الصادرة عن وزارة المعارف  
☐ أنظمة صادرة من المنظمات الدولية المتخصصة في مجال المكتبات المدرسية  
☐ أنظمة أخرى، أذكرها:

١١ - من سيقوم بأعمال المكتبة المدرسية؟

- ☐ أمين مكتبة مدرسية مؤهل فقط  
☐ أمين مكتبة مدرسية + ٢ مساعدين  
☐ أمين مكتبة مدرسية + مساعد واحد  
☐ أحد الموظفين الإداريين بالمدرسة  
☐ غيرهم، أذكر:



١٢- على من تقع مسؤولية إدارة المكتبة المدرسية؟

- ☐ أمين المكتبة المدرسية ☐ مدير المدرسة ☐ لجنة إدارة المكتبة المدرسية بالمدرسة  
☐ أحد المدرسين ☐ أحد الموظفين الإداريين ☐ غيرهم، أذكر:

١٣- كيف يتم تمويل مكتبتكم المدرسية؟

- ☐ البند المركزي لوزارة المعارف ☐ القطاع الخاص  
☐ ميزانية إدارة المنطقة التعليمية ☐ التبرعات  
☐ أولياء الأمور ☐ غيرهم، أذكر:

١٤- ماهي أنواع مصادر المعلومات التي ستوفر للمكتبة المدرسية؟ (يمكنك الإشارة إلى أكثر من نوع)

- ☐ المواد المطبوعة (الكتب، دوائر المعارف، الدوريات أو المجلات ٠٠٠ الخ)  
☐ المواد السمعية والبصرية (فيديو، أشرطة الكاسيت، السلايدات ٠٠٠٠٠ الخ)  
☐ أقراص الليزر CD-ROMs  
☐ حاسبات آلية (كمبيوتر) متصلة بالإنترنت + طابعات  
☐ غيرها، أذكر:

الرجاء الإشارة [✓] إلى أي مدى تتفق أو لا تتفق مع مفهوم العبارات التالية:

١٥- "تقوم المكتبة المدرسية بدور هام في عملية التعليم والتعلم بالمدرسة"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

١٦- "يقوم أمين المكتبة المدرسية بدور هام في عملية التعليم والتعلم وتطوير المنهج الدراسي بالمدرسة"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

١٧- "يجب على أمين المكتبة المدرسية أن يخطط مع المدرسين لكيفية تسخير إمكانيات المكتبة المدرسية لخدمة المنهج الدراسي"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

١٨- "أسلوب التعليم والتعلم يجب أن يركز حول الطالب بدلا من المدرس"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

١٩- "لابد من تدريس مهارات استخدام المعلومات للطلاب لحل ومناقشة قضايا المواضيع التعليمية وإعداد البحوث الدراسية"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٢٠- "لابد من دمج استخدام وسائل وتكنولوجيا المعلومات بالمناهج الدراسية"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٢١- "تعتبر المعلومات الإلكترونية مصادر معلوماتية حيوية وهامة لدعم المناهج الدراسية"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٢٢- "يعتبر مشروع شبكة معلومات المدارس بالمملكة ذو أهمية في تطوير بيئة التعليم والتعلم في المدارس"

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أشكر لكم حسن اهتمامكم وتعاونكم. أرجو إعادة الاستبيان إلى الجهة المرسله



## استبيان ب : استبيان موجه إلى أمين مكتبة المدرسة الثانوية

### ج- أمين المكتبة المدرسية:

٢٣- الرجاء الإشارة إلى طبيعة عملك:

- ☐ أمين مكتبة متفرغ كلياً  
☐ أمين مكتبة متفرغ جزئياً  
☐ موظف إداري ومسؤول عن المكتبة  
☐ مدرس ومسؤول عن المكتبة  
☐ متطوع  
☐ غيرهم, أذكر:

٢٤- الرجاء الإشارة إلى مؤهلك العلمي:

- ☐ شهادة الثانوية العامة  
☐ درجة البكالوريوس  
☐ درجة الماجستير  
☐ غيرهم, أذكر:

(اذهب إلى س ٢٦)

(اذهب إلى س ٢٥)

٢٥- ما هو تخصصك؟

- ☐ علم المكتبات والمعلومات  
☐ تخصص آخر, أذكره:

٢٦- الرجاء الإشارة في أي الفئات التالية يتراوح راتبك الشهري:

- ☐ ٦٠٠٠-٤٠٠٠  
☐ أكثر من ١٠٠٠٠

- ☐ ٤٠٠٠-٢٠٠٠  
☐ ١٠٠٠٠-٨٠٠٠

- ☐ أقل من ٢٠٠٠  
☐ ٨٠٠٠-٦٠٠٠

٢٧- الرجاء الإشارة إلى عدد العاملين بالمكتبة المدرسية:

- ☐ أمين مكتبة فقط  
☐ أمين مكتبة + ٢ مساعدين  
☐ أمين مكتبة + مساعد واحد  
☐ أمين مكتبة + ٣ مساعدين  
☐ غير ذلك, أذكر:

٢٨- إلى أي مدى تشعر بالرضا الوظيفي عن كونك أميناً للمكتبة المدرسية؟

الرجاء الإشارة [✓]

| راضي جداً                | راضي                     | وسط                      | غير راضي                 | غير راضي جداً            |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٢٩- هل التحقت بدورات تدريبية خاصة بأمناء المكتبات المدرسية؟

- ☐ نعم  
☐ لا

| إذا كانت الإجابة نعم, أرجو ذكر مجالات التدريب | إذا كانت الإجابة لا, أرجو ذكر الأسباب |
|---|---------------------------------------|
|   |                                       |
|   |                                       |
|   |                                       |

٣٠- هل يتم التنسيق مع المدرسين بالمدرسة للتعاون و لدعم تدريس المنهج الدراسي؟

- ☐ نعم (اذهب إلى س ٣١)  
☐ لا (أرجو ذكر الأسباب في الجدول التالي)

| الأسباب |
|---------|
| ١-      |
| ٢-      |
| ٣-      |

٣١- كيف يتم التنسيق للتعاون؟

- ☐ تعاون رسمي (جدول مخطط مع المدرسين للتعاون لتدريس مفردات المنهج الدراسي)  
☐ تعاون غير رسمي (استفسارات ومناقشات عامة غير مجدولة مع المدرسين)



#### د- مواصفات المكتبة المدرسية:

الرجاء الإجابة على الأسئلة التالية والخاصة بمواصفات مكتبتكم المدرسية:

٣٢- موقع المكتبة المدرسية

| الدور الأرضي             | الدور الأول              | الدور الثاني             | الدور الثالث             | مبنى منفصل               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٣٣- مساحة المكتبة المدرسية

☐ أقل من ٢٢٥ م<sup>٢</sup>  
☐ ٢٥٠-٢٧٥ م<sup>٢</sup>  
☐ ٢٧٥ م<sup>٢</sup> فأكثر

☐ ٢٥٠-٢٧٥ م<sup>٢</sup>  
☐ ٢٧٥-٣٠٠ م<sup>٢</sup>  
☐ ٣٠٠ م<sup>٢</sup> فأكثر

٣٤- عدد غرف المكتبة المدرسية

| غرفة واحدة               | غرفتين                   | ٣ غرف                    | أكثر من ٣ غرف            |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٣٥- كم عدد المستخدمين الذين يمكن للمكتبة المدرسية أن تخدمهم في الوقت الواحد؟

☐ أقل من ١٠ مستخدمين  
☐ ١٠-٢٠ مستخدم  
☐ أكثر من ٢٠ مستخدم

☐ أقل من ١٠ مستخدمين  
☐ ١٠-٢٠ مستخدم  
☐ أكثر من ٢٠ مستخدم

٣٦- الرجاء تعبئة البيانات الخاصة بالأدوات والأجهزة المتوفرة والغير متوفرة في مكتبتكم المدرسية المحددة في الجدول التالي:

| الرقم | الأدوات والأجهزة    | متوفرة                   | غير متوفرة               | العدد المتوفر |
|-------|---------------------|--------------------------|--------------------------|---------------|
| ١     | أرفف                | <input type="checkbox"/> | <input type="checkbox"/> | ( ) رف        |
| ٢     | طاوولات             | <input type="checkbox"/> | <input type="checkbox"/> | ( ) طاولة     |
| ٣     | كراسي               | <input type="checkbox"/> | <input type="checkbox"/> | ( ) كرسي      |
| ٤     | وسائل سمعية وبصرية  | <input type="checkbox"/> | <input type="checkbox"/> | ( ) جهاز      |
| ٥     | حاسب آلي (كمبيوتر)  | <input type="checkbox"/> | <input type="checkbox"/> | ( ) جهاز      |
| ٦     | طابعة كمبيوتر       | <input type="checkbox"/> | <input type="checkbox"/> | ( ) طابعة     |
| ٧     | جهاز نسخ وتصوير     | <input type="checkbox"/> | <input type="checkbox"/> | ( ) جهاز      |
| ٨     | أجهزة مصغرات فيلمية | <input type="checkbox"/> | <input type="checkbox"/> | ( ) جهاز      |
| ٩     | غيرهم، أذكر:        | <input type="checkbox"/> | <input type="checkbox"/> |               |

#### هـ - المجموعات والخدمات:

٣٧- الرجاء إكمال الجدول التالي والخاص بكميات وأنواع مصادر المعلومات المتوفرة بمكتبتكم المدرسية:

| الرقم | مصادر المعلومات                         | الكمية المتوفرة  |
|-------|---|------------------|
| ١     | كتب                                     | ( ) كتاب         |
| ٢     | مراجع عامه                              | ( ) مرجع         |
| ٣     | دوريات/ مجلات                           | ( ) دورية/ مجلة  |
| ٤     | وسائل سمعية وبصرية                      | ( ) جهاز         |
| ٥     | ميكرو فيلم/ ميكرو فيش/ ميكرو كارد       | ( ) بطاقة        |
| ٦     | أقراص الليزر                            | ( ) قرص ليزر     |
| ٧     | شاشات أجهزة الكمبيوتر المتصلة بالإنترنت | ( ) شاشة كمبيوتر |
| ٨     | غيرها، أذكر:                            |                  |

٣٨- كيف يتم تصنيف مصادر المعلومات بمكتبتكم المدرسية؟

☐ تصنيف ديوي العشري  
☐ أسلوب تصنيف آخر، أذكره:  
☐ مصادر المعلومات غير مصنفة

٣٩- ما هي قواعد الفهرسة المستخدمة بمكتبتكم المدرسية؟

☐ قواعد الفهرسة الأنجلو- أمريكية  
☐ قواعد فهرسة أخرى، أذكرها:  
☐ ليس هناك نظام فهرسة مستخدم



٧١

٤٠ - هل تقدم مكتبكم المدرسية خدمات إعارة الكتب وغيرها من مصادر المعلومات؟

☐ للطلاب ☐ نعم ☐ لا  
☐ للمدرسين ☐ نعم ☐ لا

٤١ - هل تقوم مكتبكم المدرسية بالمساعدة في تقديم خدمات الإعارة الخارجية من المكتبات الأخرى؟

☐ للطلاب ☐ نعم ☐ لا  
☐ للمدرسين ☐ نعم ☐ لا

٤٢ - هل تقدم مكتبكم المدرسية أي نوع من البرامج التعليمية لطلاب المدرسة؟

☐ نعم (اذهب إلى س ٤٣)  
☐ لا (اذهب إلى س ٤٤)

٤٣ - ما هي تلك البرامج التعليمية التي تقدمونها؟

☐ برنامج زيارة المكتبة ☐ إرشادات المكتبة المطبوعة  
☐ محاضرات عامة ☐ برامج أخرى، أذكرها:  
☐ تدريس مهارات استخدام المعلومات

٤٤ - ما هي أسباب عدم تقديم أي برامج تعليمية لطلاب المدرسة؟

|   |  |
|---|--|
| ١ |  |
| ٢ |  |
| ٣ |  |

مهارات استخدام المعلومات تتضمن (تعريف وتحديد الموضوع - طرق ووسائل البحث عن المعلومات - تحديد مصادر المعلومات المطلوبة والإطلاع عليها - الاستفادة من تلك المعلومات - جمع المعلومات المطلوبة والسرد العلمي الجيد لها - التقييم النهائي)

٤٥ - هل يستخدم الطلاب مهارات استخدام المعلومات لحل ومناقشة قضايا المواضيع التعليمية عند إجراء البحوث الدراسية؟

☐ نعم ☐ لا

٤٦ - في حالة تدريس مهارات استخدام المعلومات، كيف يتم تدريسها؟

☐ حصص مخصصة في الجدول الدراسي ☐ تدمج عند تدريس حصص مواد المنهج الدراسي لإجراء البحوث الدراسية

## و- الإدارة والتمويل:

٤٧ - من هو المسؤول الإداري عن المكتبة المدرسية؟

☐ أمين المكتبة المدرسية ☐ أحد المدرسين بالمدرسة  
☐ لجنة لإدارة المكتبة المدرسية ☐ إدارة المدرسة  
☐ غيرهم، أذكر:

٤٨ - الرجاء استكمال الجدول التالي بشأن كيفية تمويل المكتبة المدرسية وما هي نسبة التمويل:

| الرقم | الجهة الممولة | أقل من ٢٥%               | ٢٥-٥٠%                   | ٥٠-٧٥%                   | ٧٥-١٠٠%                  |
|-------|---------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ١     | الدولة        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٢     | القطاع الخاص  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٣     | أولياء الأمور | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٤     | التبرعات      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٥     | غيرهم، أذكر:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٤٩ - هل يتم العمل في المكتبة المدرسية وفق أنظمة ومواصفات خاصة بسير العمل في المكتبات المدرسية؟

☐ نعم (اذهب إلى س ٥٠) ☐ لا (اذهب إلى س ٥١)

٥٠ - ما هي تلك الأنظمة والمواصفات؟

☐ أنظمة ومواصفات خاصة بسير العمل في المكتبات المدرسية صادرة عن وزارة المعارف  
☐ أنظمة ومواصفات خاصة بسير العمل في المكتبات المدرسية صادرة عن المنظمات الدولية المتخصصة في المجال  
☐ غيرها، أذكرها:



## ز- وجهة نظر أمين المكتبة المدرسية:

الرجاء الإشارة [ ✓ ] إلى أي مدى تتفق أو لا تتفق مع مفهوم العبارات للأسئلة من ٥١-٥٨ التالية:

٥١- "تقوم المكتبة المدرسية بدور هام في عملية التعليم والتعلم بالمدرسة"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٢- "يقوم أمين المكتبة المدرسية بدور هام في عملية التعليم والتعلم وتطوير المنهج الدراسي بالمدرسة"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٣- "يجب على أمين المكتبة المدرسية أن يخطط مع المدرسين لكيفية تسخير إمكانيات المكتبة المدرسية لخدمة المنهج الدراسي"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٤- "أسلوب التعليم والتعلم يجب أن يركز حول الطالب بدلاً من المدرس"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٥- "لابد من تدريس مهارات استخدام المعلومات للطلاب لحل ومناقشة قضايا المواضيع التعليمية وإعداد البحوث الدراسية"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٦- "لابد من دمج استخدام وسائل وتكنولوجيا المعلومات بالمناهج الدراسية"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٧- "تعتبر المعلومات الإلكترونية مصادر معلوماتية حيوية وهامة لدعم المناهج الدراسية"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

٥٨- "يعتبر مشروع شبكة معلومات المدارس بالمملكة ذو أهمية في تطوير بيئة التعليم والتعلم في المدارس"

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| لا أو افق بشده           | لا أو افق                | وسط                      | لا أو افق                | أوافق بشده               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أشكر لكم حسن اهتمامكم وتعاونكم, أرجو إعادة الاستبيان إلى الجهة المرسله.

في حالة الاستفسار عن أية معلومات يرجى الاتصال بالباحث على الأرقام والعناوين التالية:

هاتف: ٠٢٦٥٤٣٥١٥

جوال: ٠٥٥٦٠٨٥١٧

البريد الإلكتروني: ibrahim\_arif@hotmail.com

العنوان البريدي: ص.ب ١١٠٢٢, جدة (٢١٤٥٣), المملكة العربية السعودية.



**Appendix D:**  
**Interview/Semi-Structured Questionnaire**  
**(Arabic Draft)**



سعادة مدير إدارة التعليم بمنطقة (الرياض/مكة المكرمة/الدمام) الموقر

السلام عليكم ورحمة الله وبركاته

تعلمون سعادتكمدى أهمية المكتبة المدرسية ودورها المطلوب في مساندة المنهج الدراسي وتوفير البيئة العلمية المناسبة للطلاب. لذلك تهدف هذه المقابلة الشخصية إلى التعرف على وجهة نظر سعادتكمد حول وضع ومتطلبات تطوير مكتبات المدارس الثانوية بالمملكة العربية السعودية التي تشرفون عليها.

إن المعلومات التي ستلقون الضوء عليها تتعلق بتطوير هذه المكتبات لتصبح مراكز لمصادر التعلم أو ما يسمى بالمكتبات الشاملة في المدارس الثانوية بالمملكة العربية السعودية وذلك موضوع رسالة الدكتوراه التي يسعى الباحث لإعدادها.

ولاشك أنكم ستقدرون أهمية ذلك وأثره على نتائج الدراسة العلمية التي ستسهم إن شاء الله في تحسين أوضاع هذه المكتبات في بلادنا. كما أود التأكيد على سرية المعلومات التي تستخدم لأغراض البحث العلمي فقط.

ولكم جزيل الشكر والتقدير على حسن اهتمامكم وتجاوبكم.  
والسلام عليكم ورحمة الله وبركاته.

الباحث/  
إبراهيم كمال الدين عارف  
قسم علم المعلومات  
جامعة لفبرا  
المملكة المتحدة

---

في حالة الاستفسار عن أية معلومات يرجى الاتصال بالباحث على الأرقام والعناوين التالية:

هاتف: ٢٦٥٤٣٥١٥.

جوال: ٥٥٦٠٨٥١٧.

البريد الإلكتروني: ibrahim\_arif@hotmail.com

العنوان البريدي: ص.ب ١١٠٢٢، جدة (٢١٤٥٣)، المملكة العربية السعودية.



**مقابلة شخصية مع مدير منطقة تعليمية**  
(زمن المقابلة/ من: إلى: )

اسم المسؤول:.....  
الوظيفة:.....  
المؤهل العلمي:.....  
التخصص:.....  
رقم الهاتف:.....رقم الفاكس:.....  
البريد الإلكتروني:.....

**مكتبات المدارس الثانوية:**

١- هل هناك مكتبات مدرسية بجميع المدارس الثانوية في منطقتكم التعليمية؟

(الرجاء الإشارة إلى أي فئة)

- ☐ جميع المدارس الثانوية في منطقتنا التعليمية يوجد بها مكتبات مدرسية  
☐ جميع المدارس الثانوية في منطقتنا التعليمية لا يوجد بها مكتبات مدرسية  
☐ بعض المدارس الثانوية في منطقتنا التعليمية بها مكتبات مدرسية

إذا جميع أو بعض المدارس الثانوية في منطقتكم التعليمية لا توجد فيها مكتبات مدرسية, فما هي الأسباب؟

—  
—  
—

إذا جميع أو بعض المدارس الثانوية في منطقتكم التعليمية يوجد بها مكتبات مدرسية, في وجهة نظر سعادتكم ما هو دورها في العملية التعليمية؟

—  
—  
—

**توظيف أمين المكتبة المدرسية ودوره في العملية التعليمية:**

٢- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من المهم تعيين أمناء المكتبات المدرسية المؤهلين للعمل بمكتبات المدارس الثانوية"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشده, فما هي الأسباب؟

—  
—  
—

إذا توافق أو توافق بشده, في رأى سعادتكم ما هو دور أمين المكتبة المدرسية في العملية التعليمية؟

—  
—  
—

**تمويل المكتبة المدرسية:**

٣- أرجو إكمال الجدول التالي بشأن كيفية تمويل المكتبات المدرسية ونسبة التمويل:

| الرقم | الجهة الممولة | أقل من ٢٥%               | ٢٥-٥٠%                   | ٥٠-٧٥%                   | ٧٥-١٠٠%                  |
|-------|---------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ١     | الدولة        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٢     | القطاع الخاص  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٣     | أولياء الأمور | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٤     | التبرعات      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٥     | غيرهم, أذكر:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**مقابلة شخصية مع مدير منطقة تعليمية**  
(زمن المقابلة/ من: إلى: )

اسم المسؤول:.....  
الوظيفة:.....  
المؤهل العلمي:.....  
التخصص:.....  
رقم الهاتف:.....رقم الفاكس:.....  
البريد الإلكتروني:.....

**مكتبات المدارس الثانوية:**

١- هل هناك مكتبات مدرسية بجميع المدارس الثانوية في منطقتكم التعليمية؟  
(الرجاء الإشارة إلى أي فئة)

- ☐ جميع المدارس الثانوية في منطقتنا التعليمية يوجد بها مكتبات مدرسية  
☐ جميع المدارس الثانوية في منطقتنا التعليمية لا يوجد بها مكتبات مدرسية  
☐ بعض المدارس الثانوية في منطقتنا التعليمية بها مكتبات مدرسية

إذا جميع أو بعض المدارس الثانوية في منطقتكم التعليمية لا توجد فيها مكتبات مدرسية, فما هي الأسباب؟

—  
—  
—

إذا جميع أو بعض المدارس الثانوية في منطقتكم التعليمية يوجد بها مكتبات مدرسية, في وجهة نظر سعادتكم ما هو دورها في العملية التعليمية؟

—  
—  
—

**توظيف أمين المكتبة المدرسية ودوره في العملية التعليمية:**

٢- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من المهم تعيين أمناء المكتبات المدرسية المؤهلين للعمل بمكتبات المدارس الثانوية"

| لا أو افق بشده           | لا أو افق                | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشده, فما هي الأسباب؟

—  
—  
—

إذا توافق أو توافق بشده, في رأى سعادتكم ما هو دور أمين المكتبة المدرسية في العملية التعليمية؟

—  
—  
—

**تمويل المكتبة المدرسية:**

٣- أرجو إكمال الجدول التالي بشأن كيفية تمويل المكتبات المدرسية ونسبة التمويل:

| الرقم | الجهة الممولة | أقل من ٢٥%               | ٢٥-٥٠%                   | ٥٠-٧٥%                   | ٧٥-١٠٠%                  |
|-------|---------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ١     | الدولة        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٢     | القطاع الخاص  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٣     | أولياء الأمور | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٤     | التبرعات      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٥     | غيرهم, أذكر:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



تدريب أمناء المكتبات المدرسية:  
٤- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من الضرورة تدريب أمناء المكتبات المدرسية من خلال الدورات التدريبية"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشده, فما هي الأسباب؟

-  
-  
-

إذا توافق أو توافق بشده, أرجو من سعادتك توضيح مجالات التدريب المتاحة:

-  
-  
-

الأنظمة والمواصفات:

٥- هل تتوفر لدى سعادتك أنظمة ومواصفات صادرة من وزارة المعارف أو المنظمات الدولية المتخصصة في المجال لإدارة سير العمل في مكتبات المدارس الثانوية؟  
☐ نعم ☐ لا

إذا كانت الإجابة لا , كيف يدار العمل في هذه المكتبات؟

-  
-  
-

إذا كانت الإجابة نعم, إلى أي مدى تتفق أو لا تتفق مع أهمية هذه الأنظمة والمواصفات:

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أسلوب التعليم:

٦- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من الضرورة الأخذ بأسلوب مركزة التعلم الحديث حول الطالب بدلا من التركيز على المدرس"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أرجو من سعادتك التكرم التعليل لأي اختيار:

-  
-  
-  
-

تكنولوجيا المعلومات:

٧- أرجو من سعادتك توضيح مجالات استخدام تكنولوجيا المعلومات الحالية في مكتبات المدارس الثانوية؟

-  
-  
-  
-  
-



### مهارات استخدام المعلومات:

مهارات استخدام المعلومات تتضمن (تعريف وتحديد الموضوع - طرق ووسائل البحث عن المعلومات - تحديد مصادر المعلومات المطلوبة والإطلاع عليها - الاستفادة من تلك المعلومات - جمع المعلومات المطلوبة والسرد العلمي الجيد لها - التقييم النهائي)

٨- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"مهارات استخدام المعلومات لابد من دمجها في حصص مواد المنهج الدراسي لحل ومناقشة المواضيع العلمية المختلفة عند إجراء البحوث الدراسية"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشدة, فما هي الأسباب؟

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إذا توافق أو توافق بشدة, أرجو التعليل:

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### تطوير المكتبات المدرسية:

٩- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"إنه من الضرورة تطوير مكتبات المدارس الثانوية الحالية التقليدية لتصبح مراكز لمصادر التعلم الحديثة التي تستخدم تكنولوجيا المعلومات لدعم المنهج الدراسي وتعمل بمفهوم أسلوب التعلم الحديث"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أرجو التعليل لأي اختيار:

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### شبكة المعلومات المدرسية:

١٠- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"شبكة المعلومات المدرسية بالمملكة التي تهدف إلى ربط جميع المدارس سوف تؤثر على البيئة التعليمية"

(تأثير إيجابي)

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(تأثير سلبي)

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أرجو التعليل لأي اختيار:

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أشكر لسعادتكم حسن اهتمامكم وحسن تعاونكم وتجاوبكم.

التاريخ: / /



سعادة مدير إدارة التعليم بمنطقة  
(المدينة المنورة/القصيم/عسير/حائل/تبوك/الباحة/الحدود الشمالية/الجوف/جيزان/نجران)  
الموقر

السلام عليكم ورحمة الله وبركاته

تعلمون سعادتكم مدى أهمية المكتبة المدرسية ودورها المطلوب في مساندة المنهج الدراسي وتوفير البيئة العلمية المناسبة للطلاب. لذلك تهدف هذه المقابلة البريدية إلى التعرف على وجهة نظر سعادتكم حول وضع ومتطلبات تطوير مكتبات المدارس الثانوية بالمملكة العربية السعودية التي تشرفون عليها.

إن المعلومات التي ستلقون الضوء عليها تتعلق بتطوير هذه المكتبات لتصبح مراكز لمصادر التعلم أو ما يسمى بالمكتبات الشاملة في المدارس الثانوية بالمملكة العربية السعودية وذلك موضوع رسالة الدكتوراه التي يسعى الباحث لإعدادها.

ولاشك أنكم ستقدرون أهمية ذلك وأثره على نتائج الدراسة العلمية التي ستسهم إن شاء الله في تحسين أوضاع هذه المكتبات في بلادنا. كما أود التأكيد على سرية المعلومات التي تستخدم لأغراض البحث العلمي فقط.

أرجو تكريم سعادتكم باستكمال هذه المقابلة البريدية وإعادتها خلال ١٥ يوما من استلامها إلى العنوان التالي:

إبراهيم كمال الدين عارف

ص.ب ١١٠٢٢

جده ٢١٤٥٣

ولكم جزيل الشكر والتقدير على حسن اهتمامكم وتجاوبكم.  
والسلام عليكم ورحمة الله وبركاته.

الباحث/  
إبراهيم كمال الدين عارف  
قسم علم المعلومات  
جامعة لفبرا  
المملكة المتحدة

في حالة الاستفسار عن أية معلومات يرجى الاتصال بالباحث على الأرقام والعناوين التالية:  
هاتف: ٢٦٥٤٣٥١٥.

جوال: ٥٥٦٠٨٥١٧.

البريد الإلكتروني: ibrahim\_arif@hotmail.com

العنوان البريدي: ص.ب ١١٠٢٢، جده (٢١٤٥٣)، المملكة العربية السعودية.



### مقابلة بريدية مع مدير منطقة تعليمية

اسم المسؤول:.....  
 الوظيفة:.....  
 المؤهل العلمي:.....  
 التخصص:.....  
 رقم الهاتف:..... رقم الفاكس:.....  
 البريد الإلكتروني:.....

#### مكتبات المدارس الثانوية:

١- هل هناك مكتبات مدرسية بجميع المدارس الثانوية في منطقتكم التعليمية؟  
 (الرجاء الإشارة إلى أي فئة)

- ☐ جميع المدارس الثانوية في منطقتنا التعليمية يوجد بها مكتبات مدرسية  
☐ جميع المدارس الثانوية في منطقتنا التعليمية لا يوجد بها مكتبات مدرسية  
☐ بعض المدارس الثانوية في منطقتنا التعليمية بها مكتبات مدرسية

إذا جميع أو بعض المدارس الثانوية في منطقتكم التعليمية لا توجد فيها مكتبات مدرسية, فما هي الأسباب؟

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إذا جميع أو بعض المدارس الثانوية في منطقتكم التعليمية يوجد بها مكتبات مدرسية, في وجهة نظر سعادتك ما هو دورها في العملية التعليمية؟

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#### توظيف أمين المكتبة المدرسية ودوره في العملية التعليمية:

٢- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من المهم تعيين أمناء المكتبات المدرسية المؤهلين للعمل بمكتبات المدارس الثانوية"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشده, فما هي الأسباب؟

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إذا توافق أو توافق بشده, في رأى سعادتك ما هو دور أمين المكتبة المدرسية في العملية التعليمية؟

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#### تمويل المكتبة المدرسية:

٣- أرجو إكمال الجدول التالي بشأن كيفية تمويل المكتبات المدرسية ونسبة التمويل:

| الرقم | الجهة الممولة | أقل من ٢٥ %              | ٢٥ - ٥٠ %                | ٥٠ - ٧٥ %                | ٧٥ - ١٠٠ %               |
|-------|---------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ١     | الدولة        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٢     | القطاع الخاص  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٣     | أولياء الأمور | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٤     | التبرعات      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ٥     | غيرهم, أذكر:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



### تدريب أمناء المكتبات المدرسية:

٤- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من الضرورة تدريب أمناء المكتبات المدرسية من خلال الدورات التدريبية"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشده, فما هي الأسباب؟

إذا توافق أو توافق بشده, أرجو من سعادتك توضيح مجالات التدريب المتاحة:

### الأنظمة والمواصفات:

٥- هل تتوفر لدى سعادتك أنظمة ومواصفات صادره من وزارة المعارف أو المنظمات الدولية المتخصصة في المجال لإدارة سير العمل في مكتبات المدارس الثانوية؟

☐ نعم ☐ لا

إذا كانت الإجابة لا , كيف يدار العمل في هذه المكتبات؟

إذا كانت الإجابة نعم, إلى أي مدى تتفق أو لا تتفق مع أهمية هذه الأنظمة والمواصفات:

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### أسلوب التعليم:

٦- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"من الضرورة الأخذ بأسلوب مركزة التعلم الحديث حول الطالب بدلا من التركيز على المدرس"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أرجو من سعادتك التكرم التعليل لأي اختيار:

### تكنولوجيا المعلومات:

٧- أرجو من سعادتك توضيح مجالات استخدام تكنولوجيا المعلومات الحالية في مكتبات المدارس الثانوية؟



## مهارات استخدام المعلومات:

مهارات استخدام المعلومات تتضمن (تعريف وتحديد الموضوع - طرق ووسائل البحث عن المعلومات - تحديد مصادر المعلومات المطلوبة والإطلاع عليها - الاستفادة من تلك المعلومات - جمع المعلومات المطلوبة والسرد العلمي الجيد لها - التقييم النهائي)

٨- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"مهارات استخدام المعلومات لابد من دمجها في حصص مواد المنهج الدراسي لحل ومناقشة المواضيع العلمية المختلفة عند إجراء البحوث الدراسية"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

إذا لا توافق أو لا توافق بشدة، فما هي الأسباب؟

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إذا توافق أو توافق بشدة، أرجو التعليل:

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## تطوير المكتبات المدرسية:

٩- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"إنه من الضرورة تطوير مكتبات المدارس الثانوية الحالية التقليدية لتصبح مراكز لمصادر التعلم الحديثة التي تستخدم تكنولوجيا المعلومات لدعم المنهج الدراسي وتعمل بمفهوم أسلوب التعلم الحديث"

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أرجو التعليل لأي اختيار:

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## شبكة المعلومات المدرسية:

١٠- إلى أي مدى تتفق أو لا تتفق مع العبارة التالية:

"شبكة المعلومات المدرسية بالمملكة التي تهدف إلى ربط جميع المدارس سوف تؤثر على البيئة التعليمية"

### (تأثير إيجابي)

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### (تأثير سلبي)

| لا أوافق بشده            | لا أوافق                 | وسط                      | أوافق                    | أوافق بشده               |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

أرجو التعليل لأي اختيار:

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أشكر لسعادتكم حسن اهتمامكم وحسن تجاوبكم، أرجو التكرم بإعادة النموذج إلى العنوان الموضح بالخطاب.  
التاريخ: / / .