

Practices and Challenges of Library Usage in Secondary Schools of Wolaita Zone

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2. Abstract

This study examined lack of evidence based practices and passive usage of library resources which students could use for their studies were problems militating against the use of school libraries. Moreover, scarcity of current reading materials, poor library orientation, and poor library accommodation were challenges facing students in using school libraries in secondary schools in Wolaita Zone.

The purpose of this study was to asses' practices and challenges of library usage in selected government secondary schools of woliata zone. To achieve these purpose three basic questions were formulated. The study employed mixed approach designs especially Quan and Qual was used in the study. The study used 210 students, 40 teachers were selected by using simple random techniques and 4 head principals and 4 library coordinators were participated based on purposive sampling techniques. Hence, a total of 258 sample respondents were included in the given study.

The three data collecting methods were used namely: Questionnaires, interviews, and document observation was employed. Statistical package of social science version 20 was used to analyze data by the percentage, mean, standard deviation was employed The effect of this study has shown that the secondary school library materials were in adequate, relatively irrelevant and the student's extent of using practice was moderately low. As finding verified students Low interest of using library materials, teachers insufficient encouragement, physical furniture, inconvenient plan of program and students reading habit, low attention towards reading materials, shortage of reference materials, low follow up school backward handling system influenced the practice of library usage. Lastly, it can be conclude that lack of evidence based practice and passive usage of library resources which students could use for their studies were problems observed in the study area which seeks treatment. Finally, it was recommended that the school and the stakeholder should organize the school libraries with accessible materials with the active work and creating enough awareness to school students and other concerned bodies to provide essential facilities before school starts its tasks .

Key words: school library service, library use, education, status of the school.

3. Introduction

3.1 Background of the Study

Education is one of the best key instrument of the development of one country that help the development of social, economic, cultural values and a key to promote democratic culture (GEQIP, 2009:8). It Enable Citizens Acquire knowledge, skill and attitude. So it should participate active in the development of the country. This would be materialized of quality education is accessible to all citizens. Providing physical inputs such as references, textbooks, school services are necessary to improve quality of education.

Quality is the base for all rounded development of any nation who has a dream of change. So improving a school in a well. Defined manner is the only alternative of nations of global world. It enables individual and society to make all rounded participation in the development process by acquiring knowledge, skill and attitude (MOE, 1994 :).

A good study practices is very important for good academic performance and such each every concerned bodies and teachers should desire their students' academic performance studies have shown that there is strong connection between the student's use of school library and their academic performance. Williams et al (2002) discuss the factors which determine the school library impact on students learning and achievement. Three key areas emerge from their research as being instrumental a skilled librarian, collaboration with teachers and good resources. Knowledge of the library needs and information seeking behavior of users is vital for developing library collection, up grading facilities and improving services to effectively meet the information needs of users. (Tahir, 2008).

The students academic achievement, problems including capacity and skills are continuously improved by actual improvement interaction with conducting different activities in condition to learning in regular classes, to progress their knowledge to solve economical, political and social problem could develop the practices of reading reference books magazines etc (Mays, 1996).

Brennan (1992;p4) noted' some key roles that libraries play a unique role in birding the gaps between disciplines and more specifically in helping students apply science and mathematics concepts to the other disciplines. Science curricula can be enriched in library media centers by providing hands on displays and learning centers, electric data bases that contain the latest scientific information, guest speakers and demonstrations and displays of students produced science of project.

As the author reminds us library has several advantages and uses in developing human knowledge particularly in science and mathematics which in turn is applicable to other parts of disciplines through logical deduction or inferences.

In Ethiopia education policy implementation; MOE (1994) the goals of General Education Quality Improvement program (GEQIP) to implement the education and training policy has focused on the realization of the vision and mission of the education sector development programs stated in ESDPIII (2005); ESDPIII has a mission to extend quality and relevant education for all children and to provide standardized education and training programs. To

ensure this creating conducive educational environment has a part and a great contribution in addition to other components of the program. assessing the secondary school library usage practice and students problems in rationale way has the benefit to search for identified recommendation in order to realize the standardized education provision of national and local level.

Schools carry out the teaching and learning activities in a routine practices rather than a systematic and as well as designed manner so as it cannot improve students' learning ability and results. Based on the above facts these study would attempted on assessing library usage and its practices in secondary second cycles schools of Wolaita zone in SNNPR.

3.2 Statement of the Problem

Attaining educational objectives in education system requires the systematic and organized use of resources with in and out of the school. However, educational system in Ethiopia has been suffering from relevance, efficiency, educational leaderships practice and organization problems (MOE, 2005:1) hence, if this problems are not mitigated, it will result in poor achievement of educational goals and objectives.

School libraries, like other aspects of the education system, path through phase of growth and development in that, it operates with in a school as a teaching and learning center that provide an active instructional program integrated into curriculum content with emphasis on resources based capabilities, abilities and dispositions related to seeking, accessing and evaluating resources (Baye, 2006).

According to Williams (2002), there is strong connection between student use of library and their academic performance but many students suffer low grade in school because of poor study habit and the school's library poor relevance and accessibility.

The above case is similar in wolaita zone based on the researcher's observation and experience, most school libraries in wolaita zone are neglected and poorly equipped. In addition, student's habit of using library is poor in study area. As result the school library have not been playing an effective role in supporting and enabling the quality education in wolaita zone.

The preliminary observation by the researcher has shown that student's achievements of university entrance examination a result of wolaita zone in 2010 e.c is very low and at risk. According to wolaita zone educational examination document analysis, the total numbers of students sat for examination in 2010 were 16964 among which 9107 males and 7257 were females. However, students who have got higher commission were 975 from which 704 were males and 271 were females. This indicates that there are various problems resulting in poor achievement of students.

According to MAYS(1996), the students academic problems including capacity and skills are continuously improved by actual improvement interaction with conducting different activities in condition to learning in regular classes ,to progress their knowledge to solve economical , political and social problems of the students could develop the practice of reading references books ,magazines, etc .therefore developing strong habit of

reading by using library could be the important measure to solve problems related to quality and achievement in woliata zone, since the case is similar.

Today competition is going on top level, student must be aware of library usage because it is a soul of every educational institute. Poor performance in test and examination is caused by poor and defective study practice of students and usage of library. Therefore, the researcher feel professional responsibility to conduct research to tackle out those factors affecting practices of library usage in secondary schools in woliata zone and believes the existing research gaps like poor emphasis on relevance on reference and effective service of library would be addressed by this study and the problems would improved. In light of this the study attempted to answer the following basic research questions

3.3 Research questions

- a. What is the current status of school libraries?
- b. How often do students use school library?
- c. What are the major challenges that hinder students' library usage?

3.4 Objectives of the Study

3.4.1 General Objective To assess the practices and challenges of library usage in secondary school of wolaita zone

3.4.2 Specific Objectives

- To examine the status of school library.
- To examine trend of library usage in secondary schools.
- To identify the major challenges that hinder student's library usage

3.5 Significances of the Study

This study was provide the way for school administrator, educational practitioners, planners, and interested researchers in the field to aware the practices and challenges of library usage. It is hoped that this study was provide a basis from which the educational professional were provide basic skills and knowledge for principals and teachers, students, library coordinators to implement activities of library effectively in government secondary schools in woliata zone. This might assist the schools to improve their strategies used in the implementation of library. The findings can also help library users in the reading practice of Secondary Education on what challenges faced to be overcome to enable effective usage and implementation in order to improve teachers' competence and effectiveness and the academic performance of the learner. In addition, it was serve as feedback to principals and teachers in their respective schools to make proper usage and how the challenges have affected their day to day supervisory and instructional activities.

Finally, it were contribute to pool of knowledge on library usage and prompt stakeholders to conduct further investigations into the challenges facing the usage of library in government schools in woliata zone

3.6 Scope of the Study

This study delimited only to government secondary second cycle schools in wolaita zone. The four woredas of wolaita zone would be included in the study and due to time and financial shortage the researcher forced to delimitate the study in 4 governmental in secondary schools. It would be done in grade 12 students of Digunaa Fango, Damot Pulasa, Humbo and Sodo town administration. These classes were chosen, because the population appreciates the use of library better than others.

3.7 Limitations of the study

Limitations were some difficult /constraints /the researcher faced while carrying out his/her study. The limitation the researcher faced carrying out this thesis were weakness designing the appropriate ,research methodology ,that means lack of skill, lack of recent literature in the area , lack of finance ,lack of enough amount of data sources. This limitations addressed were solved by consulting expressed researchers.

4. Method & Materials

4.1 Research design

Research design is the conceptual structure with in which research is to be conducted. It constitutes the blue print for what the researcher prepared from writing the hypothesis and its operational implication to final analysis (kithara, 2004). The researcher decides to employ mixed research design to gather the information needed and to succeed the researcher objectives and secure reliable information from respondents.

Both qualitative and quantitative methods would be employed. According to Creels well (2007) the mixed approach to inquiry that combines or associate both qualitative and quantitative forms. It involves of qualitative and quantitative approaches or mixing of both.

4.2 Research methods

Are processes utilized in the collection of data or evidences for analysis in order to uncover new information or create better understanding of a topic?

4.3 Sources of data

In order to investigate the practice and challenges of library usage in secondary second cycle students both primary and secondary source data would be employed.

4.3.1 Primary sources of data

Secondary schools academic year 12 grade students, teachers, principals and library room coordinators would be chosen as primary sources of data by expecting thast. they have better experience exposure and first line information source regarding the issue under the study.

4.3.2 Secondary source of data

In the secondary source of data, since the information gathered from direct primary source of data alone not be enough for the study and it was available in this study to use student material reading record documents of each school in the library room.

4.4 Population, sampling and sampling technique

4.4.1 Population of the study

To determine the population of sample school the study are based on the 2018 annual statics of wolaita zone educational department. According to this statistics there are 25 secondary second cycle schools and the total number of 6294 students and 500 teachers 25 head principals and 25 main library coordinators. Of those, total population of students 3576 are males and 2718 are female students. In addition to this, from 500 teachers 428 are males and 72 are female teachers.

4.4.2 The targeted population of the study

Of the total population of the primary focus would be on four Woredas of four secondary second cycle schools. Therefore the targeted populations are 840 secondary cycle students; 66 teachers, 4 head principals and 4 main library coordinators of the schools.

4.4.3 Sample

As the primary focus, this study was to investigate the practice and challenges of the secondary school library usage of students. Among the 26 secondary schools of the wolaita zone the selected woredas consists about 10 secondary schools. Of these, 3 of them are in Diguna Fango, 1 of them are in Damot fullasa, 3 of them are in Humbo and the rest 3 schools are in Sodo town administration. From these 12 secondary schools 4 secondary schools of four Woredas are selected to conduct the study as a sample using simple random sampling techniques. These techniques are selected because it is less biased and relatively gives equal chance to the item being included. The sample population consists, the total students population of 840 and out of the total 25 percent (210) students would be selected randomly and, similarly from the total teacher population of 66 (60%) 40, sample teachers are randomly selected as such. In addition to these four schools main principals and 4 main library coordinators were selected for interview in using purposive sampling technique. Because it is believed that they might have sufficient information about the issues in their schools based on the positions and experiences. As (Creswell, 2012) states that researcher intentionally selects individuals and sites to learn or understand the central phenomena; the standard used in choosing participants and sites are "information rich".

4.4.4 Sampling techniques

In order to get relevant authentic information about the practices and challenges of library usage of secondary schools of the woredas and respondents are selected by using both simple random sampling techniques and purposive sampling techniques. As mentioned above there are 25 secondary cycle schools in zonal education department. But, the researcher selected four woredas in simple random sampling techniques and four schools in each woredas in simple random sampling to obtain the authentic information. In the selected four secondary

schools the total numbers of students in sample schools are (840) and the sample schools subject teachers are (66). To determine the sample size the formula of Yallow (2004) would be used. That is (10 -30%) can fulfill the sample size of the study. Thus, out of 840 (25%) of students and (60%) (40) Of teachers would be used as sample in the study.

Table 3.1: the summary of the population, sample size and sampling techniques

Woreda	Schools	Respondents	Populations	Sample	%	Sampling techniques
Diguna Fango	Bilaten Tena	Students	140	35	25	Simple random
		Teachers	14	9	60	Simple random
		Principals	1	1	100	purposive sample
		Library	1	1	100	purposive sample
		Coordinators				
Sodo town	Bogale Walelo	Students	410	103	25	Simple random
		Teachers	24	15	60	Simple random
		Principals	1	1	100	purposive sample
		Coordinators	1	1	100	purposive sample
Damot Pullasa	Shanto	Students	229	57	25	Simple random
		Teachers	18	11	60	Simple random
		Principals	1	1	100	purposive sample
		Coordinators	1	1	100	purposive sample
Humbo	Hobicha	Students	61	15	25	Simple random
		Teachers	8	5	60	Simple random
		Principals	1	1	100	purposive sample
		Coordinators	1	1	100	purposive sample
	Total	Students	840	210	25	Simple random
		Teachers	66	40	60	Simple random
		Principals	4	4	100	purposive sample
		Coordinators	4	4	100	purposive sample

4.5 Method of data collection

In order to acquire the necessary information from participants, three types of data collecting instruments would be used. These were:

4.5.1 Questionnaires

Questionnaires were used to gather data from school students and subject teachers it would be structured in closed and open-ended manner. Close-ended questions were chosen for it becomes easy to feel out, take relatively little times, keep the respondents on the subject, is relatively objectives and easy to tabulate and analyze. The open-ended questions on the other hand, is given to respondents to a chance of giving their responses in their own words relatively freely (best and khan, 2005) cited in Mekonnen (2011).

4.5.2 Interview

In this study semi-structured interview was presented to principals and library coordinators with in aiming of substantiating the data gathered through questionnaires, proving views and opinions, and giving chance for informants to expand on their responses, and saves then being of the points (Lidicoetal..2006). moreover, it allows a wider freedom to ask further questions and helps to control the directs one of the interview to draw out required data (brown, 1988), cited in Getachew, (2010). The purpose of interview was to collect opinion that is more supplementary.

4.5.3 Document analysis

In addition to questionnaires and interview the document analysis was also employed to substantiate the information gathered by the questionnaires and interview. For thus, the select schools library document of students record book would be used to support the study.

4.6 Procedure of data collection

To get the descriptive information about this research various procedures would be used. Firstly, the questionnaires which prepared in closed and open-ended manner would be presented to students and teachers. Secondly, semi structured interviews is presented to principals and library coordinators. And thirdly the document observation would be conducted by the researcher himself.

4.7 Method of data analysis

The collected data in the above procedure would be organized and manipulated so as whatever meaning they can be quickly and easily understood by the researcher himself or readers (heavily 2010). Data collected through questionnaires is to organize and analyze by different statistical tools. It would be processed in using version 20 of Statistical Package for the Social Sciences (SPSS). For quantitative data, like scale approach is to employee as (SDA) = strongly disagree, (DA) = disagree, (N) = neutral, (A) = agree, (SA) = strongly agree. Quantitative data is coded, tabulated and analyzed by using descriptive statistics such as frequency and percentage. In line with quantitative measurement, qualitative method would be used in this study. Thus, data which was collected through open-ended questionnaires and interview would be interpreted by qualitative method specially, in narrative description.

5 RESULTS AND DISCUSSION

5.1 Characteristics of respondents

In this study, two hundred fifty eight (258) copies questionnaire was distributed for the purpose of the study, of which 210(81.39%) were for students, 40(15.5%) were for school teachers and 4(1.55%) copies were distributed to the school library co-coordinators and the rest 4(1.55%) copies were distributed for school principals. All copies of the questionnaire were responded and returned completely. In that, the total questionnaires were collected rated and analyzed statically. In line with this the interview was conducted by 4 school head principals and 4 school library coordinators. In addition to this document analysis conducted in each schools of under study. The data obtained from interview and document analysis incorporated in the analysis and presentation of the study.

5.2 Demographic characteristics of sampled secondary school respondents

In this section the description demographic of sampled feature of sampled secondary school students, teachers, head principals and library coordinators were analyzed as shown in table 1:

Table 4.1: background information of respondents

No	Item		School students		School teachers		School head principals		School library coordinators	
			F	%	F	%	F	%	F	%
1	Gender	Male	118	56%	33	82.5	4	100	4	100
		Female	92	44%	7	17.5	-	-		
2	Age	16-17	110	52.38%						
		18-19	80	38.09%						
		Above 19	20	9.52%		10.71				
		26-30			18	45			3	75
		31-35			12	30	3		1	25
		Above 36			10	25	1			
3	Educational qualification	MA/Msc					2	50		
		BA/BSC			37	92.5	2	50	1	25
		Diploma			3	7.5			3	75
		Certificate								
4	Service year	1-5			4	10	1	25	3	75
		6-10			10	25	3	75	1	25
		11-15			15	37.5				
		16-20			5	12.5				
		>20			6	15				

Key: - f=frequency p=percentage

This part shows some basic ground information about the characteristic of the respondent. As shown in table 4.1: 118(56%) of students respondents were male and 92(44%) of the respondents were females. Thus, from this we can assume that majority of school students were males and it shows about 11 percents variation disparities of female participation. Therefore it needs the attention to empower female student's enrollments to be raised in secondary standard of school education.

Regarding to student relevant age categories, 110(52.37%) respondents were found in the age interval of 16-17 and 80(38.05%) of respondents were found in the age interval of 18-19 where as 20(9.52%) of respondents were found in the age interval of 19 and above. As observed from age intervals, more or less about half of the student's respondents were not schooling accurate grades match to their age. Therefore, it needs great attention to improve schooling at relevant age time in consideration of achieving targeted net gross rate of schooling.

Regarding to teachers respondents, out of 40 teachers and out of 4 head principals, 54(82.2%) of teachers and 4(100%) of head principals were males. All 4(100%) of library coordinators were male. Thus, from this we can assume that the low participations of females in the area of teaching and the head position of school administration. Hence, it professed out that females were not coming to both teaching and leading position in secondary schools as male's parts. Therefore, it needs attention to empower the participation of females in our secondary second cycle school education system.

As observed from age intervals of the above table, 18(45%) of the school teacher were under the age interval of 26-30 and 12(30%) of the teacher respondent were 31-35 age interval where as 10(25%) of the teacher respondents were above 36 years aged interval. From this we can conclude that majority of teachers in the sampled schools, were found in the younger age category of life. And this shows a better sense of responsibility and understanding to provide relevant information under the study.

Regarding to head principals age, 3(75%) of them were found under the age interval of 31-35 whereas, 1(25%) the principals was found above 36 years of age. This indicated us that school principals have a medium experienced to carry out the effective implementation of responsibilities in school teaching learning process.

Regarding to library coordinators, 3(75%) of respondents were under the age interval of 26-30, whereas 1(25%) of the respondents was under the age interval of 31-35. Thus, this implies us that they all were found in younger age category and have a sense to provide relevant information's about the issue raised by the researcher.

Regarding to qualification majority of the respondents 37(92.5%) of teachers, 2(50%) of head principals and 1(25%) of library worker were degree holders. And also 2(50%) of the head principals was second degree holder.

This shows that majority of the study respondents doesn't fulfilled the minimum requirements as per guideline of MOE (1994) and this calls for attention and needs improvement in the study areas. As shown in the table 3(7.5%) of school teacher and 3(75%) of library workers were diploma. So this calls for special attention to enhance those respondents according to standard for the better improvement of instructional processes.

Regarding to service year of respondent, 10(25%) of school teachers, 3(75%) of the school head principals and 1(25%) of library coordinator were served for more than 6 years which makes them better respondent since they had better experience in the field of profession. This shows that they had better responsibility and understanding to give relevant information for the issue understudy.

5.3 Analysis and interpretation of the finding

The analysis and interpretation of the finding were based on the data obtained from sample of secondary schools respondents (students, head principals, teachers and coordinator).

5.3.1 School library materials availability

The following table 4.2 deals with the school library center materials availability. Regarding to this issue the respondents were requested to rate their agreement among the given likert scale value range from strongly disagree to strongly agreed and the result are presented below in the table.

Table 4.2: student's response related to materials availability

No	Items	Alternatives						
		S.D.A	DA	N	A	SA	M	St.D
		F (%)	F (%)	F (%)	F (%)	F (%)		
1	References are assessed or reached for every students of the school	100 47.61%	68 27.14%	14 6.66%	13 6.19 %	15 7.14 %	1.93	1.19
2	References are adequate to borrow in library	87 41.42%	70 33.33%	10 4.76%	22 10.47 %	19 9.04 %	2.2	1.32
3	The school attempted to provide the copy of some books which are few in number originally.	90 42.85%	72 37.5%	23 10.95 %	10 4.76 %	15 7.14 %	1.99	1.17
4	Teachers prepared enough amounts of work sheets and short notes.	71 33.80%	65 30.99%	54 25.71 %	12 5.71 %	8 3.80 %	2.15	1.07

5	There are books like fictions philosophies etc... which are used for enjoyment	61 28.54%	81 38.57%	20 9.52%	21 10%	27 12.8 5%	2.37	1.35
6	There are various types of reference for teachers and others	97 46.19%	90 42.85%	13 6.19%	10 4.76 %		1.69	.790

Aggregate mean

M = mean, SD = standard deviation, F = frequency

1, SD = strongly disagree 2, D= disagree 3, N = neutral 4, A= agree 5, SA = strongly agree

As indicated in item 1 of table 4.2, the respondents were asked to point out their level of agreement whether the school had accessed the reading materials in accordance to students ratio 100(47.61%) strongly disagree, 68(27.14%) replied disagree, 14(6.66%) were replied neutral, 13(6.19%) replied in agreement and the rest 15(7.14%) were replied in strongly agree. Furthermore, the mean score of all respondents (M=1.93 and SD = 1.19). Hence the majority of the respondents disagreed about the issue. This implies that there is not sufficient reading and referring materials in the school library center in the sampled secondary second cycle schools.

In item 2 of the above table 4.2, 87(41.2%) of the respondent students replied in strongly disagree level, 70(33.3%) were replied in disagree level, 10(5.20%) replied in neutral whereas, 22(10.47%) replied in agreed level and 19(9.04%) replied to somehow strongly agreement response.

Furthermore, the mean score of all respondents was (M = 2.2 and SD = 1.32). This implies that there is no sufficient reading material in the school library center of the sampled schools. Thus one can conclude that the school library is not providing sufficient services delivery to users in ratio consideration of school students.

As presented on the table 4.2, item 3 the majority of respondents respond on the question of schools' attempt to copying the scarce materials in accordingly. Therefore as respondents responded, 90(42.85%) strongly disagree, 72(37.5%) disagreed and 10(4.76%) agreed where as 23(10.95%) of the respondents were neutral while 15(7.14%) of the respondents replied on strongly agreement.

Furthermore the mean score of all respondents was (M= 1.99 and SD = 1.17). This implies that the majority of respondents reported that they disagreed on the schools self attempt to solve the reading materials accordingly.

In item 4 of the above table 4.2, about 71(33.80%) of the respondents did replied as they strongly disagreed on teachers preparation and putting of additional supportive reading materials in school library room, 65(30.99%) replied on disagree 54(25.71%) replied in neutral whereas 12(5.71%) replied on agree and 8(3.80%) of the

respondents replied on strongly agreement. Furthermore the mean score of all respondents were ($M=2.15$ and $SD = 1.07$). This implies that the majority of respondents reported that they were disagreed on the issue.

Related to teachers preparation of additional supportive reading materials for student users. Thus, from these responses we can conclude that many teachers insufficient inspiration to activate their student's practice of school library source materials usage.

As shown in item 5 of the above table 4.2, about 61(28.54%) of the respondents replied on the absence fictions, philosophies etc which are used for enjoyment 81(38.57%) replied disagreed on the issue and 20(9.52%) were replied on neutral whereas 21(10%) were replied on agree and 27(12.85%) respondents were replied on strongly agreed. Furthermore, the mean score of all respondents was ($M=2.37$ and $SD=1.35$). this shown that majority of the respondents reported that they disagreed about the absence of enjoying materials in the school library center and this might discouraged the users to become active reader.

As presented on table 4.2, item 6, about 97(46.19%) respondents replied strongly disagree on the issue, 90(42.5%) replied on disagree on the issue whereas, 13(6.19%) replied neutral 10(4.76%) replied on agreed.

In addition to, the mean score of respondents was ($M=1.69$ and $SD=0.79$).

Moreover, the interviews presented to give their views on the materials availability in the school library centers. They agreed less on the school libraries material availability in item and amount.

Then the majority of the respondents of the sampled secondary second cycle schools interviewees reported that the reading and referring materials which developed in school library was in accessible in to users ratio consideration. As a whole, an average aggregate mean was computed to access the practice of sampled secondary schools student's respondents on over all items of materials availability in the school library. It has been founded that an aggregated mean value of 2.21) and moderately low in the table 6. This shows that the reading or referring materials in the sampled secondary schools were not sufficient for students users accordingly.

Generally, based on the above information, it is possible to conclude that the majority of respondents as confirmed that, school library resource materials was un satisfactory in the view of users opinion.

5.3.2 Relevancy of library materials

The following table 4.3 deals with the library materials relevancy in the user's level of views. Reading to this issue the respondents were requested to rate their agreement among the given likert scale value range from strongly disagree to strongly agree and the results were presented below.

Table 4.3; students response related to materials relevancy

Rating scales								
No	Items	S.D.A	D.A	N	A	SA	M	StD
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
1	The references in library are recent and up dated	64 (30.47%)	56 (25.56%)	60 (28.57%)	20 (9.52%)	10 (4.76%)	2.31	1.14
2	The references in the school library are appropriate to the level and experience of students	67 (31.90%)	57 (27.14%)	8 (3.8%)	50 (23.80%)	28 (13.33%)	2.6	1.47
3	Library materials are organized in the interest of users	61 (29.04%)	81 (38.57%)	10 (4.76%)	37 (17.61%)	21 (10%)	2.4	1.33
4	The school library references considers the daily life of students	52 (24.76%)	58 (27.61%)	36 (17.14%)	40 (19.04%)	24 (11.42%)	2.6	1.34
5	The reference in the library considers the previous knowledge of students	64 (30.47%)	56 (26.66%)	20 (9.52%)	40 (19.04%)	30 (14.28%)	2.6	1.44

Aggregate mean

M = mean, SD = standard deviation, F = frequency

1, SD = strongly disagree 2, D= disagree 3, N = neutral 4, A= agree 5, SA = strongly agree

<1.50 = SD-Low

1.50-2.50=DA-moderately low

3.50-4.5=A-moderate high

2.50-3.50= neutral -moderate

4.50-5.00=SA-high

In item 1 of table 4.3, the student's respondents were asked the references in the school library recent and up datedness. About 64(30.47%) of respondents replied on strongly disagreed, where as 56(25.56%) of respondents responded on disagree, 60(28.57%) respondents respond on neutral 20(9.52%) of respondents respond on agreed and 10(4.76%) were responded on strongly agree on the issue. More over the mean score of all respondents was (M=2.31 and SD=1.14). This implies that the majority of respondents responded as strongly disagreed on the issue related to students understanding level.

In item 2 of the above table 4.3, about 67(31.90%) of the respondents did replied as they strongly disagreed on reading materials contextualization with students daily life realization, 57(27.14%) of respondents respond on disagreed. 8(3.8%) replied on neutral but 50(23.80%) of respondents are replied on agree and the rest 28(13.33%) of the respondents replied on strongly agree on the issue. Furthermore the mean score of all respondents ($M=2.6$ and $SD=1.47$). This implies that majority of respondents respond on strongly disagreed on the issue they requested.

As shown in table 4.3, of item 3 the respondents were asked to point out their level of agreement on the library referring materials setting whether in the priority of users interest; 81(38.57%) of the respondents showed disagreement on the issue, 61(29.04%) of the respondents replied on strongly disagree where as 37(17.61%) of the respondents showed agree and 21(10%) of the respondent showed in strongly agree and the rest 10(4.76%) of respondents respond neutral. additionally, mean score of all respondents were ($M=2.4$ and $SD=1.3$). thus, from this response we can assume that the need of obtaining library users assessment of information priority, to set required source materials is worth important.

As indicated in item 4 of the table 4.3, above, 52(24.76%) of the respondents replied on strongly disagreed and 58(27.61%) of the respondents respond on disagreement, whereas 36(17.14%) respondent replied on neutral. In contrary to this 40(19.04%) of the respondents respond on agreement and 24(11.42%) of the respondent was replied on strongly agreed response. Moreover the mean score of all respondents were ($M=2.6$ and $SD=1.34$). This implies that the majority of respondents respond disagreed on the issue related to daily life consideration of the students.

As indicated table 4.3, item 5 the students were asked about consideration of previous knowledge 64(30.7%) responded strongly disagreed, 56(26.66%) responded disagree where as 20(9.52%) replied neutral 40(19.4%) responded agree the rest 30(14.28%) replied strongly agreed.

Moreover the mean score of all respondents were ($M=2.6$ and $SD=1.44$).

Furthermore, the interview data obtained from the participants on their opinion on the library materials accordingly to users previous knowledge.

As majority of respondents of participants reported that the existing school libraries materials more or less was marked with language difficulties to understand more. In line with this some more were pointed that the problem of updated materials setting deficiency were professed. In general, an average aggregate mean was computed to assess the practice of sampled secondary school respondents on over all item of materials relevancy in relation to users. It has been founded that an aggregate mean of (2.69) in table 4. This shows that the library room reading materials are more or moderately relevant in accordance to user's standard of understanding better.

Based on the above information it is possible to summarize that as majority of respondents as confirmed the school library source materials were relatively irrelevant to users in order to develop their practice of usage.

1.1.1. 5.3.3 Students frequent of library usage

The following table 4.4 deals with the extent of student's practice of usage in the existed school library center reading and referring materials. Regarding to this issue the respondents were requested to rate their agreement among the given likert scale value range from strongly disagree to strongly agree and the results were presented in below the table.

Table4.4. Student's response related to extent of usage

Rating scale								
No	Item	S.D.A	DA	N	A	SA	M	St.D
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
1	I' have a good trend in doing certain activities given to do from library source materials	44 (20.95%)	33 (15.71%)	23 (10.95%)	60 (28.57%)	50 (23.80%)	3.18	1.48
2	I am familiar in studying free class time in library center	61 (29.04%)	52 (24.76%)	32 (15.23%)	52 (24.76%)	13 (6.19%)	2.5	1.3
3	I have the habit of reading the school library materials possible holidays times	85 (40.47%)	69 (32.85%)	20 (9.52%)	18 (8.57%)	18 (8.57%)	2.1	1.3
4	I have the habit of reading library materials on extra free time	100 (47.61%)	70 (33.33%)	18 (8.57%)	14 (6.66%)	8 (3.8%)	1.8	1.1
5	I surely use the possible school library program time effectively	60 (28.57%)	68 (32.38%)	26 (12.28%)	22 (10.47%)	34 (16.19%)	2.5	1.4

Aggregate mean

M = mean, SD = standard deviation, F = frequency

1, SD = strongly disagree 2, D= disagree 3, N = neutral 4, A= agree 5, SA = strongly agree

1.50-2.50=DA-moderately low 3.50-4.50=A- moderately high

2.50-3.50= neutral -moderate 4.50-5.00=SA-high

As indicated in item 1 of table 4.4 above, the respondents were asked to indicate their level on agreement of their familiarity of doing the duties which given to do from the school library centre source materials, 44(20.95%) of the respondents were replied strongly disagreed, 33(15.71%) of the respondents were replied on disagreed on the issue. Whereas 23(10.95%) of the respondents replied on neutral and 60(28.57%) of the respondents were replied on agreed and the rest 50(23.80%) of the respondents on strongly agree on the issue. Moreover, the mean score of all respondents were ($M=3.18$ and $SD=1.48$). From this response we can conclude that providing certain activities in addressing the library source materials in force the users to develop the library usage practices.

As shown in item 2 of table 4.4 above, about 61(29.04%) replied on strongly disagree, 52(24.76%) of the respondents replied on disagree whereas 52(24.76%) of the respondents respond on agreed and 32(15.23%) of the respondents respond on neutral. However, the rest 13(6.19%) of respondents replied on strongly agree furthermore the mean score of all respondents were ($M=2.5$ and $SD=1.3$). from this response we can conclude that majority the school students were not motivated in using the school library centre either in free class time option to refer and to read the educational materials.

In item 3 of the table 4.4 above about 85(40.47%) of the respondent did replied as they strongly disagree on using possible holiday times at school library centre, 69(32.85%) were replied on disagree and 20(9%.52) were respond on neutral where as 18(8.57%) of the respondents replied on strongly agreed and the rest 18(8.57%) of the respondents respond on agreed on the issue. Moreover, the mean score of all respondents were ($M=2.1$ and $SD=1.3$). This implies that the majority of the respondents respond disagreed on the issue point. From this we can conclude that majority of secondary our school students were unfamiliar in consuming the holy day time option in the school library centre to read and refer the educational materials.

As indicated in the item 4 of table 4.4, the respondents were asked to show their level agreement on employing the possible free time option in school library centre 100(47.61%) of respondent replied on strongly disagree response, 70(33.33%) of the respondents respond on disagree whereas 8(3.8%) of the respondents respond on strongly agree and 14(6.6%) of the respondents replied on agreed. And the rest 18(8.57%) of respondents respond on neutral on the given issue. Furthermore, the mean score of all respondents were ($M=1.8$ and $SD=1.1$). this implies that the majority of the respondents respond disagreed on the issue related to consuming possible nigh time option in school library service delivery.

As presented in item 5 table 4.4, 60(28.57%) of respondents replied on strongly disagreed on the issue, 68(32.38%) of the respondents respond on disagreed and in contrary 22(10.47%) of respondents replied on agreement and 34(16.19%) of the respondents replied on strongly agreed on the issue and the rest 26(12.38%) of respondents were respond on neutral on the given issue.

Moreover, the mean score of all respondents were ($M=2.5$ and $SD=1.4$). This implies that the majority of the respondents respond on disagreed on the issue related to the existing library program time usage accordingly, to

user's interest of consideration. In general and average aggregate mean was computed to assess the practice of sampled secondary school respondents. On over all items of student's extent of existed material usage of the school library centre, it has been founded that an aggregate mean value of 2.54 and moderate in table 4.4 above.

This show that the extent of students school library usage practice of our school was relatively in effective.

Furthermore, the results from qualitative data revealed that the student's extent of existed school library practice of usage of sampled secondary schools was ineffective in regarding to consuming surely the existed educational materials of school library.

Based on the above information it is possible to summarize that the majority of respondents confirmed that the extent of student's usage of the existed school library usage practice is relatively not effective.

5.3.4 Hindering factors of library usage practices

The following table 4.5 data about factors that challenging the school library usage practice regarding to this issue the respondents were requested to rate their agreement among the given likert scale value range. From strongly disagree to strongly agree and the results were presented in below the table.

Table 4.5: Student's response related to challenge of libraries usage

Rating scale								
No	Item	S.D.A	D	N	A	SA	M	St.D
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
1	Teachers encourage students to use reference in the library	60 (23.57%)	84 (40%)	20 (9.5%)	25 (11.90%)	21 (10%)	2.3	1.3
2	Teachers give timely feedback to library duties of work done	66 (31.42%)	84 (40%)	22 (10.47%)	27 (12.85%)	11 (5.23%)	2.2	1.2
3	The school library center physical furniture setting is suitable	76 (36.59%)	69 (32.85%)	18 (8.57%)	23 (10.95%)	24 (11.42%)	2.3	1.4
4	The school library program arrangement is suitable for effective usage	72 (34.28%)	58 (27.61%)	26 (12.38%)	42 (20%)	12 (5.71%)	2.3	1.3

5	Students have better reading culture of written source from libraries of school	60 (28.57%)	86 (40.9%)	26 (12.38%)	26 (12.38%)	12 (5.71%)	2.2	1.2
6	There is sufficient system support	78 (37.14%)	88 (41%)	18 (8.57%)	16 (7.61%)	10 (4.76%)	2	1

Aggregate mean

M = mean, SD = standard deviation, F = frequency

From the table 4.5 item 1, the majority of the respondents about 84(40%) replied as they disagree to the encouragements of usage of materials, 60(28.57%) of the respondents replied on strongly disagree on the issue, whereas 20(9.5%) of the respondents respond on neutral, however 25(11.90%) of the respondents responses was on agree to the issue and the rest 21(10%) of the respondents replied on strongly agreed on the issue. moreover, the means score of all respondents was (M=2.3 and SD=1.3). hence the majority of the respondents disagreed about the issue. Thus, from this response we can conclude that majority of the respondent were discouraged to use the school library resource educational materials. Therefore, it needs attention to motivate the practice of library usage in our schooling system of secondary students.

In item 2, table 4.5, about 66(31.42%) respondents replied disagreed on the issue of timely feedback, 84(40%) of respondents also replied on disagree, whereas 22(10.47%) of respondents answered on neutral. In contrary 11(5.23%) of respondents answered on strongly agreed on the rest 27(12.85%) respondents respond on agreement on the issue. Furthermore, the mean score of all respondents was (M=2.2 and SD=1.2).

Hence this implies that majority of respondents reported that they were disagreed on the issue. From this response we can assume that majority of students were not given timely feedback. Hence, enforcement to provide feedback on their library practice of usage on their learning process.

In item 3, of the above table 4.5, the student' respondents were asked about the schools' library physical furniture accessibility, about 76(36.19%) respondents replied on strongly disagree, 69(32.85%) of the respondents replied on disagree, whereas 18(8.57%) of the respondents answered on neutral. However, 23(10.95%) of the respondents replied on agreed and the rest 24(11.42%) was respond on strongly agreed on the issue.

Additionally, the mean score of all respondents was (M=2.3 and SD=1.4). This implies that the majority of respondents reported that they were disagreeing about the existing school library physical furniture's setting conduciveness.

In item 4, about 72(34.28%) of the respondents replied on strongly disagree on current schools library program arrangement to implement effectively, 58(27.61%) of the respondents also answered on disagreed on the issue whereas 42(20%) of respondents answered on agreement and 26(12.38%) of the respondents answered on neutral and the rest 12(5.71%) of the respondents answered on strongly agree on the issue. Furthermore, the mean score all respondents were ($M=2.3$ and $SD=1.3$). This shown that majority of the respondents reported that they disagreed about the existed working library program arrangement was in convenient in the light of users consideration.

Item 5 of the above table 4.5, 86(40%) of the respondents replied on disagree to the questions that was provided whether their background reading culture inspire how, 60(34.57%) of the respondents replied on strongly disagree on the issue whereas, 26(12.38%) of the respondents replied on neutral. However 26(12.38%) of the respondents reported that they agreed about the students' ground culture reading habit contribution to read and refer written source materials from library centre of schools, the rest 12(5.71%) responded strongly agreed.

Furthermore, the mean score all respondents were ($M=2.2$ and $SD=1.2$).

Item 6 of the above table 4.5, 78(37.14%) responded strongly disagree, 88(41%) responded disagree on the issue whereas 18(8.57%) responded neutral, 16(7.61%) replied agreed on the issue the rest 10(4.6%) responded strongly agreed

Furthermore, the mean score all respondents were ($M=2$ and $SD=1$).

Furthermore, the interviews were presented to give their views on the factors points that affect the student's practice of library usage on sampled secondary second cycle schools.

In that majority of the respondents of the sampled secondary schools interviewees reported that the stated some and many more factor hinders our presents day school library centre users not to be familiarized in the practice of using both library material source. In general, an average aggregate mean was computed to assess the practice of sampled secondary school students respondents on over all items or challenging factors in the school library centre, it has been found that an aggregate mean value of 2.50 and moderately low in table 6.

This shows that the indicated factors prevent the habit of reading and referring of the student user's practice of library usage in our teaching learning process.

thus, based on the above information it is possible to summarized as majority of the respondents as confirmed, in that many challenging factors hinder the school library users habit of implementation not to be familiarized as much as possible.

5.4 Library usage of school teacher's responses

5.4.1 School library material availability

The following table 4.6 deals about the school library centre materials availability. Regarding to this issue the respondents were requested to rate their agreement among the given likert scale value range from strongly disagree to strongly agree and the result were presented in below the table.

Table 4.6: Teacher's response related to materials availability

No	Item	Rating scale						
		SD	D	N	A	SA	M	St.D
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
1	References are assessed or reached for every students of the school	22 55%	10 25%	- -	8 20%	- -	1.8	1.16
2	References are adequate to borrow in library	10 25%	23 57.5%	2 5%	5 12.5%	- -	2.05	.90
3	The school attempted to provide the copy of some books which are few in numbers originally.	20 50%	17 35%	4 10%	2 5%	- - 7.4%	1.6	.67
4	Teachers prepared enough amount of work sheets and short notes	16 40%	18 45%		6 15%	- -	1.9	1
5	There are books like fictions philosophy etc... which are used for enjoyment	24 60%	16 40%			- -	1.4	.49
6	There are various types of references for teachers and others	16 40%	14 35%	6 15%	4 10%		1.9	.98

Aggregate mean

M = mean, SD = standard deviation, F = frequency

1, SD=strongly disagree 2, D=disagree 3, N=neutral 4, A= agree 5, SA =strongly agree

<1.50=SD-low

1.50-2.50=DA-moderately low 3.50-4.50=A moderately high

2.50-3.50= neutral –moderate 4.50-5.00=SA –high

As indicated in item 1 of the above table 4.6, the respondents were requested to point out their level of agreement on school materials accessibility to the users population ratio, majority of the respondents 10(25%) were replied on disagree on the issue, 22(55%) of the respondents replied on strongly disagreed and 8(20%) of the respondents replied on somehow agreed on the issue and the rest 2 alternatives have not given any response.

In addition to, the mean score of all respondents were ($M=1.8$ and $SD=1.16$). from this response we can understand that the existing school library centre referring materials were not considered in ratio to students of population and this might discourage users habit of referring or reading promotion of school library interest.

In item 2 of the above table 4.6, the teachers respondents were asked about the school library materials possibility to borrow and use, 23(57.5%) of the respondent were answered on disagreed on the issue where as 10(25%) of the respondent replied on strongly disagreed, 5(12.5%) of the respondents replied to somehow on agreed, 2(5%) responded neutral and the users practice of referring and reading the written information from the library centre resources materials.

Furthermore, the mean score all respondents were ($M=2.05$ and $SD=0.90$).

As shown in table 4.6 of item 3, 20(50%) of the respondents respond strongly disagreed on the issue and, 14(35%) of respondents replied on disagreed and to somehow 4(10%) of the respondents replied on neutral, 2(5%) responded agreed on the issue. Moreover, the mean score of all respondents was ($M=1.6$ and $SD=0.67$). This implies that the majority of respondents responded as strongly disagreed on the issue related to school attempt to copy the scarce source referring materials in the school library centre.

In item 4 of the above table, 4.6 18(45%) of the respondent respond on disagreed on the issue and 16(40%) of the respondent replied on strongly disagreed whereas 6(15%) of the respondents respond on agreed and the rest two have responded none. Moreover, the mean score of all respondents was ($M=1.9$ and $SD=1$). This implies the majority of the respondents responded as disagreed on the issue related to the subject teacher's preparation of important reading supportive materials in the school library centre. Thus, from this response we can understand that the limitation of various pushing factors might discourage user's practice of regularity of school library centre source materials.

As indicated in item 5 of the above table 4.6 questions, 24(60%) of the respondents replied on strongly disagreed and 16(40%) of the respondents respond on disagreed, Furthermore, the mean score of all respondents was ($M=1.4$ and $SD=0.49$). this implies that the majority of the respondents responded as strongly disagreed on the issue related to enjoying materials in accessibility to further users.

As indicated in item 6 of the above table 4.6 questions, 16(40%) responded strongly disagreed, 14(35%) responded disagreed, 6(15%) responded neutral, 4(10%) responded agreed

Furthermore, the mean score all respondents were ($M=1.9$ and $SD=0.98$).

Furthermore, the interview information data obtaining from the participants on their opinion on the school library material availability indicated that, majority reported that the reading and referring materials were not sufficient to promote users interest from time to time in our teaching learning environment especially in the study area.

In general, an average aggregate means was computed to assess the practice of sampled secondary school respondents on over all item of materials availability, it has been founded that an aggregate mean value of 2.09 and moderately low in table 10. This shows that the availability of important reading and referring materials in secondary school were not sufficient to activate the user readers.

Based on the above information it is possible to summarize that the majority of respondents confirmed that the school library centre reading and referring materials source was insufficient and unsatisfactory in the view of the library user bodies. Furthermore, the interviews presented to school principals and library coordinators to give their views on availability of materials, they replied inadequacy of the materials in their schools.

5.4.2 Materials relevancy in school library centre

The following table 4.7 deals the school library materials relevancy in the view of respondent's response. Regarding to this issue the respondents were requested to rate their agreement among the given likert scale value from strongly disagree to strongly agree and the results are presented in below the table.

Table 4.7: Teacher's response related to materials relevancy

Rating scale								
No	Item	SD	D	N	A	SA	M	St.D
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
1	The school library materials are referred to students level of understanding	6 15%	20 50%	8 20%	6 15%	- -	1.8	1.16
2	references are referred to match actual life of realities	18 45%	14 35%	5 13.5%	3 7.5%	- -	2.05	.90
3	The school Library reading material setting discovered is in accordance to users interest consideration	14 35%	18 45%	3 7.5%	5 12.5%	- -	1.6	.67

4	School library materials are more often updated and timely considered.	16 40%	13 32.5%	8 20%	3 7.5%	- -	1.9	1
5	Materials in the library considers previous knowledge of students	12 30%	19 47.5%	5 12.5%	4 10%		1.4	.49

Aggregate mean

M = mean, SD = standard deviation, F = frequency

1, SD=strongly disagree 2, D=disagree 3, N=neutral 4, A= agree 5, SA =strongly agree

<1.50=SD-low

1.50-2.50=DA-moderately low

3.50-4.50=A moderately high

2.50-3.50= neutral –moderate

4.50-5.00=SA –high

As indicated in item 1 of the table 4.7, 6(15%) of the respondents replied on strongly disagree on the issue, 20(50%) of the respondents replied on disagreed on the issue, whereas 8(20%) of the respondents replied on neutral, 6(15%) However, the rest one alternatives does not reply. Moreover, the mean score of all respondents was (M=1.8 and SD=1.16). Thus, from this response we can conclude that the existing reading materials would have to be reviewed in the examination of user's information to modify and to renew in the consideration of students level of understanding.

In item 2 of the above table 4.7 request, about 18(45%) of respondents replied on strongly disagreed on the issue that the source referring materials reflection to readers actual life realization, 14(35%) of the respondents replied on disagree, 5(13.5%) respondents were replied neutral on the issue, 3(4.5%) responded agree. Moreover, the mean score of all respondents was (M=2.05 and SD=0.90). This implies the majority of the respondents responded as strongly disagreed on the issue related to reading materials reflection concern to life realities of users. From this it possible to suggest that the need of actual life consideration is vital.

In item 3 of the above table 4.7, 14(35%) of the respondents replied on strongly disagreed, 18(45%) of the respondents respond on disagreed on the issue, whereas somehow 5(12.5%) of the respondents replied on agreement and 3(7.5%) of the respondents respond neutral and the rest alternatives does not replied. Moreover, the mean score of all respondents was (M=1.6 and SD=0.67). From the responses majorities replied disagreed on the issues. We can conclude that setting materials out of assessing user's interest might hinder the interest of attending and employing the existing materials practice of implementation.

In item 4 of the above table 4.7, the teachers were asked about the existed library materials up datedness and relevant to users, about 16(40%) of respondents answered on strongly disagreed and 13(32.5%) of the respondents were respond on disagree, whereas 8(20%) of the respondents replied on neutral. but, in contrast to this 3(7.5%) of the respondents respond on somehow agreed on the issue. Furthermore, the mean score of all respondents was ($M=1.9$ and $SD=1$). Thus lack of updated relevant reading materials in the school library centre might discourage the school library user's practice of implementation.

In item 5 of the above table 4.7, the teachers were asked about previous knowledge of students, 12(30%) respondent were replied strongly disagree, 19(47.5%) respondent were disagreed, 5(12.5%) replied neutral, whereas 4(10%) replied agreed and the rest one responded none.

Furthermore, the mean score all respondents were ($M=1.4$ and $SD=0.49$).

Moreover, the interview data obtained from the participants on their opinion that the school libraries material relevancy to users consideration indicated that, the majority of principals replied in that the existing materials more or less did not consider of users interest of information and not updated ones.

As the majority of library coordinators reported on that language level of understanding limitation and the materials not update were informed as a great problem to library users. In general an average aggregate mean was computed to assess the practice of sampled secondary school respondents on over all item of material relevancy. It has been found that an aggregate mean value was 2.32 and moderately low in table 8. This shows that the relevancy of important reading and referring materials in secondary school were not effective in the light of library users level of consideration.

Based on the above information it is possible to summarize that the majority of respondents confirmed that the school library centre important reading and referring materials resource was not effective to promote the habit of user's implementation.

5.4.3 Student extent of school library usage

The following table 4.8, deals with the extent of existing library material practice of usage regarding to this issue the respondents were requested to the rate their agreement among the given likert scale value range from strongly of disagree to strongly agree and the result were presented in below the table.

Table 4.8: Teacher's response related to student extent of usage

Rating scale								
No	Item	SD	D	N	A	SA	M	St.D
		F	F	F	F	F	F	F
		(%)	(%)	(%)	(%)	(%)	(%)	(%)

1	I'm accustomed in providing certain activities to students to use the library materials	5 12.5%	14 35%	5 12.5%	6 15%	10 25%	3.05	1.4
2	Students' are familiar in studying free class time in library centre	18 45%	11 28.5%	5 12.5%	2 5%	4 10%	2.07	1.3
3	Students have the habit of reading or referring school library materials on extra holidays time	21 52.5%	16 40%	3 7.5%	- -	- -	1.6	.63
4	Students have the habit of using possible night time in school library	25 62.5%	15 37.5%	- -	- -	- -	1.4	.49
5	Students surely use the possible school library program time effectively.	18 45%	22 55%	- -	- -	- -	1.6	.50

Aggregate mean

M = mean, SD = standard deviation, F = frequency

1, SD=strongly disagree 2, D=disagree 3, N=neutral; 4, A= agree 5, SA =strongly agree

<1.50=SD-low

1.50-2.50=DA-moderately low

3.50-4.50=A moderately high

2.50-3.50= neutral –moderate

4.50-5.00=SA –high

As indicated in item 1 table 4.8 above the respondents were asked whether their familiarity in providing work done from the library source materials, 5(12.5%) of the respondents replied on strongly disagree on the issue, 14(35%) of the respondents were give disagreed on the issue whereas, 5(12.5%) of the respondents were given neutral on the issue and 6(15%) replied to somehow on agreed, 10(25%) replied strongly agreed. Thus, the mean score of all respondents were (M=3.05 and SD = 1.4).

This implies that the majority of the respondents responded as disagreed on the issue related to familiarity in providing duties to students. From these response one can conclude that school teachers provision of duties which done from library source materials less inspire students practice of library materials usage.

In item 2 of the above table 4.8, 18(45%) of respondents respond strongly disagreed, 11(28.7%) of the respondents did disagreed and 5(12.5%) of respondents replied neutral. However, 2(5%) of the respondents to somehow agreed on the issue, 4(10%) replied strongly agreed. Furthermore, the mean score of all respondents was ($M=2.07$ and $SD=1.3$). Thus, from this response it is possible to conclude that majority of the students were unfamiliar in consuming the free class time option in school library centre.

As indicated in item 3 of the above table 4.8, 21(52.5%) of the respondents respond on strongly disagreed on the familiarity of students employing further holiday time practice of reading or referring materials in the school library, 16(40%) of the respondents replied on affirming disagreed on the issue and 3(7.5%) respondents are responded on neutral where as the rest two alternatives marked on none. Moreover, the mean score of all respondents was ($M=1.6$ and $SD=0.63$). This implies that the majority of respondents were responded as disagreed on the issue related to student's habit of referring library materials on further holiday's time options.

In item 4 of the above table the majority of respondents 25(62.5%) respond strongly disagreed on the response whereas 15(37.5%) of the respondents also replied on affirming disagreed on the issue. Furthermore, the mean score of all respondents was ($M=1.4$ and $SD=0.49$). This implies that majority of the respondents responded disagreed on the issue related to students habit of using extra free time option in school library centre.

In item 5 of the above table 4.8, 18(45%) of the respondents replied on strongly disagree on the issue requested to the punctuality of students implementation of existing school library program effectively 22(55%) of the respondents responded on disagree, Moreover, the mean score of all respondents was ($M=1.6$ and $SD=0.50$).

This implies that majority of the respondents responded as disagreed on the issue related students punctuality in applying the existed school library programmed time effectively.

Moreover, the interview data obtained from the participants on their opinion on the extent of students library usage indicated as that the unfamiliarity of users in school library of extra optional time.

In general an average aggregate mean was computed to assess the practice of sampled secondary schools on over all items of the extent of students practice of school library centre materials, it has been found that an aggregate mean value of 1.90 in table 4.8. This shows that the student's extent of the existed school library referring materials usage was not effective.

5.4.4 Challenging factors of library practice usage

The following table 4.9 deals with factors that hinder the school library practice usage. Regarding to this issue the respondents were requested to rate their agreement among the given likert scale value range, from strongly disagree to strongly agree and the results are presented in below in the table.

Table 4.9: Teacher's response related to challenge of library usage

Rating scale								
No	Item	SD	D	N	A	SA	M	St.D
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
1	I encourage students to use references in the library	10 25%	16 45%	4 10%	10 25%	- -	2.4	1.12
2	I provide timely feedback to students library duties of work done	8 20%	24 60%	8 20%		- -	2	.64
3	The school library centre physical furniture setting is suitable	14 35%	16 40%	1 2.5%	9 22.5%	-	2.1	1.13
4	The school library program arrangement is suitable for effective usage	12 30%	28 70%		- -	- -	1.7	.46
5	Students have better reading culture of referring written source from libraries of the school	20 50%	16 40%	1 2.5%	3 7.5%		1.7	.85
6	There is sufficient system support	18 45%	13 32.5%		9 22.5%		2	1.17

Aggregate mean

M = mean, SD = standard deviation, F = frequency

As indicated in item 1 of table 4.9 above, the respondents were asked to point out their level of agreement on students inspiration to practice in school library service, majority of the respondents 16(40%) were replied on disagreed on the issue, 10(25%) of the respondents replied on strongly disagreed on the issue, 10(25%) of the respondents replied on agreed and 4(10%) of respondents answered on neutral while the rest one marked none.

Furthermore, the mean score of all respondents was (M=2.4 and SD=1.12). This implies that the majority of the respondents reported that they were disagreed about student's motivation in practice reading and referring of materials from the school library.

According to the given response majority of our school students were low inspired to employ the school library service actively and this low level of inspiration might hinder the users interest of library reference materials to improve their learning capacity.

In item 2 of tables 4.9 above 24(60%) of respondents respond on disagreed on the issue, 8(20%) of the respondents replied on agreed and 8(20%) respondents on strongly disagreed on the issue, while the rest two alternatives marked none. Furthermore the mean score of all respondents was ($M=2$ and $SD=0.64$). thus, from this response we can assume that most teachers were not familiar to provide timely feedback the work done duties from the school library sources and some more teachers were not apply this and their lack of follow up and correction of less feedback discourage students practices of library room reference materials implementation accordingly.

In item 3, 14(35%) of the respondents replied strongly disagreed on the issue, 16(40%) of the respondents also replied their response disagreed, where as 1(2.5%) of respondents answered on neutral and 9(22.5%) of respondents respond on agreed. Furthermore the mean score of all respondents was ($M=2.1$ and $SD=1.13$). This implies that majority of the respondents affirmed that the in accessibility of physical furniture. In line with this, the interview response of the study also affirmed the deficiency of physical furniture in school library center. Based on this we can conclude that the in conduciveness of necessary furniture might hinder the users motive of school library practice of usage.

In item 4 of the above table 4.9, 12(30%) of respondents respond on strongly disagreed on existing library program arrangement, 28(70%) of the respondents also replied disagreed. Moreover, the mean score of all respondents was ($M=1.7$ and $SD= 0.46$). Thus as majorities response indicated that the existing school library program arrangement was not suitable in the light of users intention. One can suggest that the concerned bodies should have to rearranges and review the program arrangement as user's information consideration.

As indicated in item 5 of the above table, about 20(50%) of the respondents replied strongly disagree on students ground cultural conditions contribution to reading habit promotion. Whereas 16(40%) of the respondents replied disagree on the issue and 3(7.5%) of the respondents replied on agree on the issue, 1(7.5%) replied neutral. Furthermore the mean score of all respondents was ($M=1.7$ and $SD= 0.85$). Thus from this response almost more of our school students have a defect of background factors that to limit initiation to read and refer the written materials. This might hinder the practice of library materials usage.

As indicated in item 6 of the above table, 18(45%) replied strongly disagreed, 13(32.5%) replied disagreed, 9(22.5%) replied on agreed whereas the rest two are marked none.

Furthermore, the mean score all respondents were ($M=2$ and $SD=1.17$).

Additionally, the interviews were presented to give their views on the challenging factors that influence the school library practice of usage on sampled secondary schools students.

In that majority of the respondents of the sampled secondary schools interviewees reported that many factors such as material in accessibility, low commitment to optional time consumption with unsuitable program arrangement and lack committed personal interest etc, prevents the effectiveness of library usage practice of secondary school.

In general, an average aggregate mean was computed to assess the practice of sampled secondary school respondents on over all items of factors which challenges the practice of library usage, it has been found that an aggregate mean value of 1.88 and it fell on moderately low in above table 10. Therefore based on the above information it is possible to summarize that majority of respondents confirmed that many challenging factors discourage the library users practice of referring written source materials from the existing school library center accordingly.



5.5 The document analysis of sampled secondary schools

Table 4.10: the summary of sampled schools six months extent of student's practice of school library usage analysis.

Code of	Grade	2011 enrolled student			December				January				February				March				April				May				
		M	F	T	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	
01	12 th	60	80	140	10	4	14	10	16	7	23	16.42	15	2	17	12	38	14	52	27	30	3	33	2	2	8	3		18.
02	12 th	23	18	410	80	60	14	34	42	18	60	15	30	3	33	8	51	23	74	18	49	19	68	1	5	3	8	22	19.
03	12 th	14	89	229	36	21	57	24	34	8	42	18.4	20	5	25	10.1	16	12	28	12.2	40	28	68	2	3	1	4	19	18.
04	12 th	38	23	61	14	3	17	27	8	2	10	16	13	3	16	26.2	18	5	23	37.7	10	2	12	1	6	2	8	13	20.
	Total	46	37	840	140	88	22	27.1	10	35	13	16.45	79	13	92	11	12	54	17	21.0	12	52	18	2	1	6	1	20	19.
		8	2				8	4	0		5						3		7	7	9		1	5	5	1	7	6	29

01=bilaten tena secondary school, 02 = bogalewalelo secondary school.

03=shanto secondary school, 04=hobicha secondary school

In this study the researcher was employed sampled secondary school students daily regular students attendance, record books to observe students usage practice of library center material sources.

As document of the table 4.10 analysis of sampled school 6 months extent of student's practices of library usage shown that the average usage practice of school code 01 was about 18.8% and the school code of 02 was about 19.16% whereas, the school code of 03 was about 18.62% and the school code of 04 was about 20.6% respectively. The average of the four total practice of 6 months usage practice was about 19.29%. This implies the in effectiveness of the user's practice of sampled secondary school library resources materials of written information was seen.

As shown in the analysis of the document the female students' average practice of school library usage was lower than that of the males. This shows us that the disparities of gender usage equity and it needs and the attention to empower female student's participation in our teaching learning process was worth important from the above review had been observed.

6 Discussion of findings of each research questions

The first research question #1 addressed the status of school libraries with regard to material availability and material relevancy in the sampled schools, the majority of respondents replied materials are unavailable in the sampled school that does not consider the users ratio and needs as well as the existing relevancy of resources are not updated ones. Besides the interviewed analysis shown that materials are inadequate and not new in the study area. Hence, essential improvement is worth important in the study area.

Research question #2 addressed frequency distribution showing extent of usage of materials majority of respondents addressed that the trend was in effective with regard to program arrangement, unfamiliarity of using free time, holyday time, and poor habit of using library. Moreover, the information obtained from interviewed persons indicates passive usage of library times in effective support was indicated. Therefore, due attention was needed to empower good trend and best practice.

Research question #3 examined the major challenges that hinder library usage as the majority of the participants indicated their exist challenges like low motivation, lack of awareness, poor practice, lack of time usage, lack of knowledge and skill, lack of budget were addressed as the major challenges.

Finally, the unavailability, irrelevance, low trends, and many challenging factors like lack of knowledge and skill, poor practice were examined in the study area, as a result improvement was required as remedy in wolita zone.

7 Conclusions

The primary purpose of school libraries is to support teaching and learning process, it could be equipped and organized in advance in relation to support of the institution missions and goals. However, school libraries wolita

zone is facing a critical challenge in facilities, resources, poor study habit, lack of knowledge of using library facilities, un updated materials etc.

To overcome the above mentioned problems library users has to develop best practices that promote their work. Best practices are the best ways to reform a process, a function or an activity that leads to superior performances. For instances, the best practice include:

Seminars, workshop for library information services, resource mobilization, budget allocation, reference services, user's empowerment etc was essential.

The effect of this study was lack of adequate resources, relatively irrelevant materials, low extent of using library program and challenges like low motivation, low encouragement, poor practice, lack of knowledge, shortage of facilities was examined. In view of this for effective use of school libraries by secondary schools students, there is need for current and adequate school library information resources, provision of information and communication facilities and provision of professional school librarian to manage libraries and conducive reading environment. This could be done in collaboration with all stakeholders in secondary education in wolaita zone. However, the study recommended the following.

8 Recommendations

The study was conducted with purpose on investigating practice and challenges of library usage secondary schools of wolaita zone. On the bases of findings obtained and conclusion drawn, the following recommendations were forwarded to improve the practice of library usage in secondary school of the study area.

As findings indicated that the practice of secondary school student's library usage was lower and in effective in due to this the following solution is worth important.

8.1 Recommendation for preparatory school principals

- They should make available sufficient reference books and other teaching learning materials in the school to enhance the academic achievement of students
- Providing proper technical support and practical training to support the usage of library
- Supply self learning environments that accommodate all students.
- Promoting an environment (physical and emotional) conducive effective teaching and learning.
- The school principals should give emphasis on guidance and service to make free and open discussion on their problems, strengthen communication with all stakeholders to improve the academic success of students.

8.2 Recommendation for teachers

- Teachers would have to prepare and put supportive important notes, review questions, work sheets and other essential materials in school library center.

- The teacher has to develop enough materials that would consider the ratio of student's level and understanding.
- The teachers could supply timely feedback on activities of library usage.
- The school teachers should mobilize different stakeholders for academic performance of students.

8.3 Recommendations for students

- Students should have to be familiar in doing certain activities which given to refer from library source materials.
- Students should have to develop the custom of employing the free time class and extra time on library center room.
- Students could develop self confidence
- Students could remove backward thinking and perception in relation to school rules and regulations.

8.4 Recommendations for woreda educational office

- They should provide sufficient training for school leaders and stakeholders to enhance commitment and perform their responsibility on the students reading issues.
- They should strengthen monitoring and evaluation on programs by continuous follow up.
- They should allocate sufficient budget by facilitating collaborative work with NGOS.

8.5 Recommendations for zonal educational department

- They should allocate sufficient budget by facilitating collaborative work with NGOS.
- They should strengthen monitoring and evaluation on programs by continuous follow up.
- They should provide sufficient training for school leaders and stakeholders to enhance commitment and perform their responsibility on the students reading issues.

8.6 Recommendation for library coordinators

- Apply the law of library science.
- Design and implement strategy that helps students learn by themselves.
- Provide timely feedbacks on the usage of library activities.
- Raise the awareness' of students to use the library and involve in the eradication of harmful traditional practices.

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