Evaluation of School Libraries in Terms of Quantity and Quality

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Abstract

School libraries are supplementary places enabling students to acquire reading habits and reading culture. The purpose of this study is to determine the status of libraries in schools and to take the opinions of teachers towards school libraries. For this purpose, a case study design has been utilized in the current research and observation and interview techniques have been employed. In the research, the libraries of all schools in a city centre have been observed. Through stratified purposeful sampling and criterion sampling methods, interviews were carried out with teachers working in school libraries. The research data were analysed via content analysis. As a result of the research, it was determined that two-thirds of the schools had libraries. Besides, it was revealed that the capacity of the school libraries is inadequate due to the limited physical space of the libraries in schools. Although there were computers and the internet in libraries, digitalization was determined to be limited. It was also shown that there were mostly classical works and the libraries covered inadequate number of contemporary books. When examining the genres of the books in libraries, it may be said that there were novels and story book by a majority, referring to a limited variety of genres. It has been concluded that students can not effectively use school libraries as expected due to by virtue of the limited library facilities. Accordingly, in order to ensure the effective use of school libraries by students, the physical conditions of the libraries should be improved as well as the variety and quality of the documents should be increased.

Keywords: Library, School Library, Status of School Library, Documents in School Library, Reading Culture.

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INTRODUCTION

Reading is, basically, the process of constructing meaning from written symbols. Having individuals acquire reading skill that begins at basic education level continues as an effort to enhance the reading skill in the upper levels of education. Books are the most important instruments in reading process. However, libraries, involving these books, are significant places to offer books to students. The presence of a variety of books in libraries facilitates students' access to the book. Students, in general, obtain books from libraries (İşcan, Arıkan and Küçükaydın, 2013; Karatay and Dilekçi, 2020a; Karatay and Dilekçi, 2020b; Majid and Tan, 2007; Tella and Akande, 2007; Zickuhr, Rainie, Purcell, Madden and Brenner, 2012). School libraries eliminate the situations that prevent the child from reaching the book. Certain obstacles as financial limitations, residing in small settlements without bookstores can be overcome thanks to the libraries (Öztürk and Tağa, 2018). Libraries are sources of information and support students' multifaceted reading skills. Libraries are effective in gaining reading skill (Balcı, Uyar and Büyükikiz, 2012; Bayram, 1990; Cevher, 2015; Clark, 2010; Dökmen, 1994; Durulap, Duruaalp and Çiçekoğlu, 2013; Gaona and González, 2011; Gönen, Temiz and Akbaş, 2015; Kurulgan and Çekerol, 2008; Oriogu, 2015; Wicks, 1995; Yılmaz, 2004; Zickuhr et al., 2012). School libraries are benefited to gain reading habit and acquire reading culture.

The fundamental objectives of school libraries are to have students acquire reading habit and gain lifelong learning skills and to foster their information literacy. In addition, libraries support teaching curricula by providing information sources to teachers and students. Thus, it is aimed to increase students' academic achievements and to enable them to socialize (IFLA/ UNESCO, 2002). In parallel with the contribution of libraries to students in reading and research processes, libraries have been established in a number of schools. These libraries consist of a broad range of characteristics such as physical conditions, documents and digital supplementary elements. The capacity of libraries, the departments addressed to different purposes and the state of heating and enlightenment are required to be at an acceptable level. The appropriate physical conditions ensure that the libraries are able to provide services in accordance with their objective.

In libraries, books and documents of different quantity and quality should be included. School libraries are entailed to have at least 6000 books based on school libraries regulation (MoNE, 2006). In addition to the quantity of books in different themes, genres and levels should be included. As a matter of fact, taking into account the student characteristics, the difference in their coginition levels and their interests, there should be books for all students. Students' book preferences are shaped by book genres, the subject, its formal characteristics and personal variables (Altunkaynak, 2018; Clark and Foster, 2005; Çetinkaya, 2007; Hopper, 2005; Karatay and Dilekçi, 2020a; Karatay and Dilekçi, 2020b; Majid and Tan, 2007; Mohr, 2006; Oriogu, 2015; Rimensberger, 2014; Summers, 2013; Tella and Akande, 2007; Yaman and Süğümlü, 2020; Yurtbakan and Erdoğan, 2020; Zickuhr et al., 2012). In the light of the findings of the current research, it is quite important to ensure the diversity of books in school libraries. Furthermore, students may be interested in having audio-visual documents, entertaining and instructing materials.

Nowadays, the digitalization that has been seen every aspect of life has been started in libraries as well. There is also a transformation of libraries (Öztürk and Tağa, 2018). The libraries have not only places where books are located; instead, they are are the places where computers and the internet are available. Moreover, there are smart board, e- book, digital materials and audio- visual devices. Considering the advancement in information and communication tehcnology, these digital devices have started to be included in libraries as well. In fact, the generation stuyding in schools now are called as 'digital generation'. The development of these sources depending on their interests and needs ensures the effective use of libraries.

The ultimate goal of school libraries is to help students' access information. For this aim, students need to visit libraries, borrow books or do research in libraries. The main point is how often students benefit from the libraries. Students may need to be encouraged for the effective use of libraries. Besides, it is also crucial that teachers guide the students in younger ages. Libraries may be

required to be developed and designed for this purpose. In the current situation, it has been determined that libraries are not popular centers of interest frequently preferred by the students (Akman and Akman, 2017) and that school libraries are far from international standards (Yılmaz, 2015).

Another important issue in school libraries is by whom and how library services are provided. There is no librarian in school libraries for book sorting and book give- aways. Generally, in secondary schools, Turkish teachers are responsible for the school libraries; however, in high schools, Turkish Language and Literature teachers are responsible. When the course loads and other works are taken into account, teachers deal with the libraries in extracurricular times. Book lending and other services in the library are carried out by on- call teachers and students under the guidance of the teacher in charge of the libraries.

The Ministry of National Eduction (MoNE) has recently attempted to open libraries in schools and to improve the available ones in order to increase the quality of education. For this aim, a project called 'No Schools without Libraries' in cooperation with the Ministry of Culture and Tourism has been launched in 2021. Within the scope of this project, libraries are opened in schools that do not have libraries. In addition, book and material support are provided in other schools already having libraries. Through enriched libraries and aesthetic designs, social activity areas are created in order to like and learn information in schools. Thus, the improvement works of libraries in schools have been carried out. Indeed, in 1924, John Dewey submitted a report to the Ministry of National Education following his investigations in Turkey and and stated that each school were required to have an effective library and even an area for the library were required to be planned in school construction (Dewey, 1924). As a result, it may be concluded that the policy of extending school libraries has been continued for a long time.

In the current study, with the purpose of the status of school libraries, the physical conditions of the libraries in schools, the quantity and quality of books in the libraries and the use of school libraries by the students have been investigated. In addition, certain recommendations have been made to improve school libraries. Thus, the status of school libraries has been demonstrated in all aspects.

Research Statements

The flowing research statements guided the present study:

1. How many schools have libraries? What is the model of school libraries? What is the size of area of school libraries?

2. What is the level of equipment of school libraries?

3. How many books and how many categories are there in school libraries?

4. What is the number of visitors of the libraries?

5. What is the year of service of school libraries?

6. What is the impact of school libraries on students' reading skills according to teachers?

7. What are the qualifications that school libraries are required to have according to teachers?

8. What are teachers' opinions on the books in school libraries?

9. What are teachers' opinions on the library services in their schools?

10. What are teachers' opinions on the students' level of use of school libraries? What do teachers recommend for the effective use of libraries by students?

11.   What do teachers recommend for the development of school libraries?

METHODOLOGY

In this section, information regarding research model, participants, data collection instruments and data analysis has been covered.

Research Model

The present research was carried out through case study, one of qualitative research methods. In case study design, the current phenomenon is investigated in its real context. The fundamental factors related to the phenomenon are examined with a holistic approach (Yıldırım and Şimşek, 2018). In this research, school libraries were addressed holistically and the current phenomenon was attempted to be revealed in all aspects. Observation and interviews techniques are frequently used in case study design. In the observation technique, the phenomenon in any medium is elicited in a detailed and comprehensive manner. However, in the interview technique, interviews are conducted with first- persons related to the phenomenon. In the present research, observations were performed according to the 20 criteria of the observation form and interviews were carried out with teachers in order to reveal the status of school libraries.

Participants

In this research, the libraries in all schools in the province of Bolu were investigated. The interview teachers were chosen thorugh purposeful stratified sampling in the first stage, and then, criterion sampling technique was used. In purposeful stratified sampling, fixed number of samples from each stratum is chosen in order to represent the characteristics of certain sub-samples. Nevertheless, in criterion sampling technique, the individuals who meet certain predetermined criteria are included in the research (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2021). In the current research, on the basis of purposeful stratified sampling, seven teachers working at primary, secondary and high schools were decided to be interviewed. The teachers in the schools who were to be interviewed were determined through criterion sampling technique. The criterion for the interview is to be responsible for the library in the school. Following this sampling technique, interviews were carried out with 7 primary school teachers working at 7 different primary schools, 7 Turkish Language teachers at 7 different secondary schools and 7 Turkish Language and Literature teachers at 7 different high schools. The demographic characteristics of the participants in the research are given in Table 1.

Table 1. Participants' Demographic Characteristics

	Personal Information	F
Gender	Female	13
	Male	8
Branch	Primary school teacher	7
	Turkish language teacher	7
	Turkish language and literature teacher	7
Level of Education	Bachelor's Degree	17
	Master's Degree	4
Age	21-30 years old	5
	31-40 years old	10
	41-50 years old	6
Professional Seniority	1-5 years	7
	6-10 years	3
	11-15 years	4
	16-20 years	5
	21 years and above	2

According to Table 1, of all the participants, 13 were female and 8 were male. Seven teachers who are primary school teachers, Turkish language teachers and Turkish language and literature teachers participated in the study. 5 of the teachers included in the study are in the 21- 30 age range, 10 teachers in the 31- 40 age range and 6 teachers in the 41- 50 age range. 7 of the teachers have worked for 1-5 years, 3 teachers for 6- 10 years, 4 teachers for 11- 15 years, 5 teachers for 16- 20 years and 2 teachers for 21 years and above.

Data Collection Instruments

In the research, data were collected through observation and interview forms. Following reviewing the related literature, 20 criteria were determined for the observation form. The opinions of 5 experts were received, and then, 11 criteria in the observation form were determined. These criteria are as follows: the presence of a library, the library model, the area size, the number of computers, the status of the internet service, the number of chairs, the number of desks, the number of books, the number of the book categories, the working hours of the library and the library's number of daily visitors. The libraries were monitored based on the aforementioned criteria.

Following the literature review, an interview forms consisting of 6 questions were developed together with 5 experts. This form poses questions concerning the impact of school libraries on students' reading skills, the key elements that are required to be present in libraries, the status of books, library services, use of the libraries by the students and recommendations for the development of the libraries. Through the questions addressed to the teachers, it was attempted to find out the current status of the school libraries.

Data Collection

In data collection process, the school libraries in the province of Bolu were observed based on the observation form. In the following, face-to-face interviews were conducted with 21 teachers responsible for their libraries at the school. The interviews were held in the physical environment of the school library.The questions in the interviews form were asked to teachers and their responses were recorded in written form.

Data Analysis

The research data obtained were analysed thorugh descriptive and content analysis. Descriptive analysis was performed for the observation form. In the light of the findings gathered, the opinions of the teachers working in schools with libraries were received and content analysis was carried out. The data obtained were assessed according to the specified themes and sub- themes.

To ensure validity, the questions to be asked to the participants were determined by scanning the literature and then the observation form and the interview form was finalized after the evaluation of the two experts. The collected data were analysed as objective for the reliability of the study. To ensure the reliability of the study, two field experts evaluated the data independently of each other. According to Miles and Huberman (1994), inter-rater consistency should be above 70%. It was determined that the evaluation reliability of the experts was 90% in the present study. The situations upon which the experts disagreed were discussed again and a consensus was achieved.   This result shows the reliabilty of the study.

FINDINGS

The findings of the research are presented in this section. Findings have been organised in two parts which are finding from obsevations and findings from interview.

Findings from Observations

The Presence of a Library in Schools, the Library Model and The Area Size of the Libraries

The schools' status regarding the presence of a library is given in Table 2; the library models in schools are presented in Table 3 and the information about the area size of the libraries are given in Table 4.

Table 2. The Presence of a Library in Schools

The Presence of a Library in Schools	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
Present	20	18	19
Absent	11	9	4

According to Table 2, of all 31 primary schools, 20 schools have libraries although 11 do not have libraries. However, of all 27 secondary schools, 18 schools have libraries whereas 9 do not have libraries. Finally, of all 23 high schools, 19 schools have libraries while 4 do not have libraries.

Table 3. The Library Model

The Library Model	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
Ordinary Library	18	15	18
Enriched Library	2	3	1

Table 3 shows that of all 20 primary school libraries, 18 libraries are ordinary libraries although 2 libraries are enriched libraries. However, of all 18 secondary school libraries, 15 libraries are ordinary libraries and 3 are enriched libraries. Finally, of all 19 high school libraries, 18 libraries are ordinary libraries whereas 1 is an enriched library.

Table 4. The Area Size of the Libraries

m2	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
1-20	5	1	0
21-40	7	5	5
41-60	5	6	4
61-80	3	6	7
81-100	0	0	2
101-120	0	0	1

As seen in Table 4, the area size of the 6 school libraries are between 1-20 m^2; 17 school libraries are between 21- 40 m^2; 15 school libraries are 41- 60 m^2; 2 school libraries are between 81-100 m^2 and 1 school library is between 101- 120 m^2.

The Number of Computers, Chairs and Desks and the Status of the Internet Service in School Libraries

The information concerning the current physical situations of the libraries and digital elements is presented in Table 5,6, 7 and 8.

Table 5. The Number of Desks in School Libraries

The Number of Chairs	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
1-5 arası	13	8	7
6-10 arası	7	9	11
11-15 arası	0	1	1

According to Table 5, 28 of all the school libraries have 1-5 desks, 27 have 6- 10 desks and 2 have 11-15 desks.

Table 6. The Number of Chairs in School Libraries

The Number of Chairs	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
0	1	0	0
1-10	6	2	1
11-20	8	9	7
21 -30	5	5	6
31-40	0	2	5

Table 6 shows that 9 of all the school libraries have 1-10 chairs, 24 have 11- 20 chairs, 16 have 21- 30 chairs and 7 have 31- 40 chairs. However, 1 school library does not have chairs.

Table 7. The Number of Computers in School Libraries

The Number of Computers	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
0	12	6	5
1	6	8	11
2	0	1	1
3	0	0	1
4	1	1	0
5	1	1	0
6	0	1	1

According to Table 7, 25 of the school libraries have 1 computer, 2 school libraries have 2 computers, 1 school library has 3 computers, 2 school libraries have 4 computers, 2 school libraries have 5 computers and 2 school libraries have 6 computers. There are no computers in 23 school libraries.

Table 8. The Status of the Internet Service in School Libraries

The Status of the Internet Service	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
Yes	17	16	18
No	3	2	1

According to Table 8, 51 of all the school libraries have the internet sevice although there is no internet service in 6 school libraries.

The Number of Books and the Number of the Book Categories in School Libraries

Table 9 shows the number of books and Table 10 presents the information regarding the categorization of the books in school libraries.

Table 9. The Number of Books in School Libraries

The Number of Books	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
200-500	7	5	1
501-1000	5	2	2
1001-1500	5	6	6
1501-2000	0	0	0
2001-2500	3	3	3
2501-3000	0	0	1
3001-3500	0	1	4
3501-4000	0	1	2

As seen in Table 9, 13 of all the school libraries have 200- 500 books, 9 have 501- 1000 books, 17 have 1001- 1500 books, 9 have 2001- 2500 books, 1 has 2501- 3000 books, 5 have 3001- 5000 books and 3 have 3501- 4000 books.

Table 10. The Number of Book Categories in School Libraries

The Number of The Book Categories	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
1-2	5	1	1
3-4	10	6	3
5-6	3	6	3
7-8	2	5	7
9-10	0	0	5

According to Table 10, 7 of the school libraries have 1-2 book categories, 19 have 3- 4 book categories, 12 have 5-6 book categories, 14 have 7-8 book categories and 5 have 9- 10 book categories.

The School Libraries' Number of Daily Visitors

The school libraries' status of daily visit by students is given in Table 11.

Table 11. The School Libraries' Number of Daily Visitors

The Number of Daily Visitors	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
0	2	1	0
1-20	7	6	8
21-40	3	2	3
41-60	4	5	6
61-80	4	3	2
81-100	0	1	0

Table 11 shows that 21 of all the school libraries have 1-20 daily visitors, 8 have 21- 40 daily visitors, 15 have 41- 60 daily visitors, 9 have 61- 80 daily visitors and 1 has 81- 100 daily visitors. However, 3 school libraries are not visited by the students.

The Duration of Daily Service of the School Libraries

The school libraries' duration of daily service is presented in Table 12.

Table 12. The School Libraries' Duration of Daily Service

Duration of Daily Service	The Number of Primary Schools	The Number of Secondary Schools	The Number of High Schools
0	2	1	0
1 hour	3	3	0
2 hours	5	5	1
3 hours	1	2	0
4 hours	1	0	0
5 hours	0	0	0
6 hours	8	7	4
7 hours	0	0	0
8 hours	0	0	14

As seen in Table 12, 6 of all the school libraries have 1 hour of daily service, 11 have 12 hours of daily service, 3 have 3 hours of daily service, 1 has 4 hours of daily service, 19 have 6 hours of daily service and 14 have 8 hours of daily service. Nevertheless, 3 school libraries are out of service.

Findings from Interview

The Impact of School Libraries on Students' Reading Skills

The opinions of the teachers who participated in the study towards the impact of school libraries on students' reading skills are given in Table 13.

Table 13. The Impact of School Libraries on Students' Reading Skills

Theme	Sub- theme	Participants	n	N	%
Reading Habit and Reading Culture	They have a positive impact on reading skills.	1, 2, 3, 7, 8, 9, 10, 12, 14, 21	10	21	48
	They increase the interest in reading.	1, 4, 6, 13, 15, 20, 21	7	21	33
	They provide appropriate reading environments.	8, 9, 10, 14, 16	5	21	24
	The library environment motivates stduents to read.	1, 3, 6, 8	4	21	19
	They support having students acquire reading habit.	4, 11, 15	3	21	14
	They promote reading culture.	7, 20	2	21	10
	They enhance concenration on the book.	10	1	21	5
Access to the Book	They provide access to the book.	2, 4, 7, 8, 13, 15, 17, 18, 19, 20	10	21	48
	They provide access to various and qualified books.	4, 7, 11	3	21	14
Academic and Social Development	They are social development environments.	8, 18	2	21	10
	They promote academic achievement.	11	1	21	5
	They arouse interest in doing research.	5	1	21	5

As shown in Table 13, teachers' opinions have been classified as such themes as reading habit and reading culture, access to the book, academic and social development. Under these themes, the sections teachers' opinions have been presented.

Reading Habit and Reading Culture

17 teachers participating in the study stated that school libraries enhance reading habit and reading culture among the students by saying that *"I have seen that the library environment increases students' interest in books and reading. I have realized that when students come to the library, they are more eager to read. Besides, the library provides more suitable environment for students to focus on books. In general, I think school libraries have a positive impact on their reading skills" (K1); "A well- equipped library is quite effective upon students' reading skills" (K2); "The library environment may encourage students to read more" (K3); "School libraries are key elements in terms of improving students' reading habits and love of reading" (K4); "Since it is a quiet environment with chairs, it*

allows the child carry out an efficient reading away from external factors" (K8); "Being in a physical environment where everyone gathers for a common purpose instead of being in the usual and monotous class environment where they spend most of their time increases the span of focus on the book and improves reading ability" (K10); "I observed that if they were directed to choose books that were appropriate for their levels,school libraries had a positive impact on reading and comprehension skills" (K11); "I think that the libraries prepared suitably for students both in terms of the content and physical environment have a positive impact on reading skills" (K12); "I think that in terms of raising students' interest in reading and improving their reading skills, school libraries will be beneficial for students who do not have the opportunity to have a suitable environment for reading at home" (K14) and *"Their desire to read is increased" (K21).*

Access to the Book

11 teachers in the research said that school libraries provide access to the book by stating that *"School libraries are the first places for our students who like reading books and do not have enough opportunity to meet their needs for books" (K2); "Libraries play a vital role in terms of helping students access various booksat the same time. In addition, they are effective in terms of providing books to the students who do not have opportunity" (K4); "School libraries facilitates students to access books" (K9); "They provide chance for finding different books together" (K13); "The fact that students easily access the books they wants and they can choose the books according to their interests is what students like" (K15)* and *"They facilite poor students to access the books" (K18).*

Academic and Social Development

4 teachers included in the research posited that school libraries contribute to students' academic and social development by saying that *"They provide social development as well since children read together and this contributes to children's development in a positive way" (K8)* and *"School libraries are students' first places of research, they have positive academic impacts and they promote students' self- confidence" (K11).*

The Qualifications that School Libraries are required to have

The qualifications that school libraries are required to have based on teachers' opinions are presented in Table 14.

Table 14. The Qualifications that School Libraries are required to have

Theme	Sub- themes	Participants	n	N	%
Digital Instruments	It should be equipped with digital instruments.	1, 3, 4, 6, 8, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21	15	21	71
	There should not be computers.	2, 5, 10	3	21	14
Physical Conditions	The number of chairs and desks should be adequate.	2, 4, 7, 8, 11, 13, 16, 17, 19, 21	10	21	48
	The design should be interesting.	1, 5, 6, 7, 9, 10, 11, 12	8	21	38
	The lighting should be sufficient.	1, 8, 9, 12, 13	5	21	24
	Air- conditioning should be well done.	1, 8	2	21	10
	Workrooms should be included.	16, 17	2	21	10
Documents	There should be various and qualified books.	2, 3, 4, 10, 14, 16, 17, 18, 20	9	21	43
	Appropriate books for students' levels should be included.	3, 13, 14, 15	4	21	19
	They should consist of other information resources apart from books.	1, 3, 8, 14	4	21	19
Standards of Service	There should be a librarian.	4, 16, 18	3	21	14
	It should be a quite environment.	1, 2	2	21	10
	The books should be correctly categorized.	1	1	21	5

According to Table 14, teachers' opinions have been classified as such themes as digital devices, physical conditions, documents and standards of service. The sections teachers' opinions have been presented under these themes.

Digital Instruments

18 teachers included in the research highlighted that school libraries were required to have digital instruments by saying that *"There should be a projector and a projector system or a smartboard in a library; besides, tablets can also be used" (K1); "As I observed my students at the enriched library in the school where I previouslt worked, I am definitely in favour of the absence of digital devices in libraries" (K2); "The computers that are located in libraries to do research are also helpful in terms of doing research for students' homework. It is especially important for those who do not have technological opportunities due to the financial difficulties" (K3); "Besides, considering the developing technology, the digital instruments addressing to various sensory organs should be used" (K8); "I think that it's against the spirit of reading to have a digital device in a library" (K10); "School libraries should have warnings, a desktop computer (to do research and follow book give-aways)" (K11); "It should have such digital devices as computers or printers" (K12)* and *"School library should have a computer" (K17).*

Physical Conditions

16 teachers who participated in the research stated that the physical conditions of school libraries were required to be appropriate by saying that *"It's also important that it should have a good lighting and air- conditioning. Besides, decorating the library in a way that draws students' attention may encourage them to come to the library" (K1); "Physical conditions should consist of enough seats and books that are in accordance with students' level" (K2); "There should be various genres of books, computers and seating groups, appropriate desks and chairs and workrooms" (K4); "A conveniently spacious environment. Appropriate desks and chairs. Appropriate lighting and air-conditioning" (K8); "The paint and lighting of the room should be appropriate" (K9); "There should be posters and visuals promoting the love of reading, desks and chairs suitable for children and bars on the desks so that the students are not distracted by others" (K11); "I think that physical conditions are of great importance. The layout, lighting and materials used in the libraries and the colours selected should draw students' attention and meet their needs" (K12); "There should be individual desks and the spaces for reading and studying should be separate" (K17)* and *"There should be desks, chairs and other equipments" (K17).*

Documents

13 teachers in the research noted that school libraries were required to have various and qualified documents by stating that *"Because a library also needs visual resources. Students may need to watch a documentary or a film and video about the subject of the course" (K1); "There should be books that are appropriate for students' levels" (K2); "First of all, there should be a library that will appeal to all students, where there is a number of various book types" (K3); "There should be suitable books for all age groups" (K13); "There should be appropriate books for students' levels and, in addition, a library should also have magazines that will improve scientific creativity" (K14)* and *"The presence of contemporary books and the books that are appropriate for students' ages and interests will ensure the students to come to libraries" (K15).*

Standards of Service

5 teachers who participated in the research stated that school libraries were required to have higher standards of service by saying that *"The place where the library is should be quiet. The books should be classified according to the genres" (K1); "There should be a librarian in order for students to benefit from the libraries effectively" (K4); "There should be a librarian" (K16)* and *"There should be and officer in a library" (K18).*

The Quantity and Quality of the Books in School Libraries

Teachers' opinions on the status of books in school libraries are presented in Table 15.

Table 15. The Status of the Books in School Libraries

Theme	Sub- theme	Participants	n	N	%
Quality	There is not sufficient number of qualified books.	2, 3, 5, 15, 16, 19, 20, 21	8	21	38
	There are qualified books.	1, 4, 6, 10, 11, 12,	6	21	29
	The books are not appropriate for students' levels.	2, 9, 15	3	21	14
	The books are appropriate for students' interests and levels.	1, 7, 13	3	21	14
	Digital contents are inadequate.	8, 11	2	21	10
	There should be periodical publications.	10	1	21	5
Quantity	The number of books is inadequate.	1, 2, 3, 4, 5, 8, 9, 16, 18, 19, 20, 21	12	21	57
	The number of books is adequate.	6, 10, 11, 12	4	21	19
	The books are out- dated and time- worn.	9	1	21	5

Teachers' views on the status of books in school libraries are categorized under the themes of quantity and quality. Teachers' opinions were given under these themes.

Quality

18 teachers included in the research expressed their opinions towards the quality of books in school libraries by stating that *"I think our books are in good condition in terms of quality, and selected works are of good quality and suitable for students' levels, and the publishers are good quality" (K1); "The books do not appeal to our students in terms of quality" (K2); "Our library is quite inadequate in terms of the range of resources" (K3); "The books in our library qualified books determined by Turkish Language teachers and that will be liked by children" (K4); "The students can find most books they want" (K7); "There needs to be books that can draw stdeunts' attention more" (K9); "I think that it's important to have only children's magazines and they should be periodically brought up to date" (K10); "I don't think it meets students' needs in terms of quality" (K12); "Books that address to each students are available" (K13); "The number of contemporary books are quite few, there are more classic ones. Apart from those, there are specific books for university students" (K15); "The books in our library are not suitable for children's age and their developmental characteristics" (K16); "There are books recommended by MoNE" (K18); "Books from world literature are needed more" (K19) and "There is especially lack of academic resources, encyclopedias" (K20).*

Quantity

16 teachers in the research expressed their opinions on the quantity of the book in school libraries by saying that *"As our school and library are new, there is a lack of books in terms of quantity; we are short on the number of books" (K1); "It quite inadequate in terms of quantity" (K2); "Our school library is inadequate both in terms of the quality and quantity of the books" (K3); "It may be better in terms of quantity" (K4); "The number of the books in our school library is adequate" (K6); "The number of the books is now few and inadequate" (K8); "Many of the book in our library are worn out because they are from the past years; besides, the number of the books are inadequate because of the increasing number of students" (K9); "In my opinion, the number of the books in our school is adeaute in terms of quantity" (K10); "I don't think that the books do not meet our students' needs in terms of quantity" (K12) and "The number of the books in our school library is limited" (K21).*

School Library Services

Teachers' opinions on school library services are given in Table 16.

Table 16. Evaluation of School Library Services

Theme	Sub- theme	Participants	n	N	%
Library Services	Library services are inadequate.	1, 3, 6, 12, 16, 17, 18, 21	8	21	38
	Students and teachers provide library services.	4, 5, 7, 17, 18	5	21	24
	Library services are adequate.	10, 11, 13	3	21	14
	The capacity of the library is inadequate.	2, 15, 16	3	21	14
	There is no relaxing enviroment for the student.	6	1	21	5
	The books are getting lost.	17	1	21	5

Teachers' opinions towards school library services have been classified under the theme of library services. The section of teachers' views has been gathered under this theme.

Library Services

16 teachers who participated in the research stated their opinions on school library services by saying that *"As our library is new, we have many shortcomings and we are trying to eliminate those shortcomings"; (K1); "We have a library that does not even have the capacity to serve for students" (K2); "In our school library, we, as Turkish Language teachers, provide services to our students; we are trying to be as effective and beneficial as we can" (K4); "It lacks an environment that provide students with comfort" (K6); "Book give- aways and control are conducted by on- call teacher and student system" (K7); "The physical conditions of the library are poor" (K9); "Primary school students, not surprisingly, spend fewer time than other students from higher levels; therefore, I find the library service adequate" (K10); "Definitely adequate. The student both who wants to do research and who wants to read a story find what he wants" (K13); "I don't think it's adequate; it's neither sufficiently large physically nor has the adequate number of books addressing to students' interests and desires" (K15); "Our school library is poor because it is small and not functional" (K16) and "Students can not be provided better services because of the lack of officers" (K18).*

The Use of School Libraries by Students and Recommendations towards the Effective Use of Libraries

The use of school libraries by students and teachers' opinions towards increasing the use of libraries by students are presented in Table 17.

Table 17. The Use of School Libraries by Students

Theme	Sub- theme	Participants	n	N	%
Students' Use Of Library	Students do not use the library sufficiently.	2, 12, 16, 20, 21	5	21	24
	Students are not interested in the library.	3, 6, 7, 12	4	21	19
	The library is used in reading hours.	8, 10, 13, 15	4	21	19
	Students are interested in the library.	1, 8, 18	3	21	14
	The majority of the students use the library.	4, 5, 11	3	21	14
Recommendations towards Promoting The Use of Library	The quantity and quality of the books should be increased.	2, 3, 10, 12, 15, 19, 20	7	21	33
	The libraries should always be open.	9, 17, 21	3	21	14
	Activities regarding books may be organized.	6, 8, 11	3	21	14
	Interesting materiaks should be included in the library.	3, 10	2	21	10
	The stakeholders in the school should be collaborated.	5, 17	2	21	10
	The teachers should encourage the students.	1	1	21	5
	Students should be trained on the use of library.	1	1	21	5

Teachers' views on the use of libraries by students have been classified as the themes of students' use of library and recommendations towards promoting the use of library. The sections of teachers' opinions were presented under these themes.

Students' Use of Library

17 teachers participating in the research expressed their opinions on the use of library by students by stating that *"The students are interested in library and the use of library is now at good level" (K1); "Unfortunately, it's a place that our students hardly ever visit, and unless the quantity and quality of the books are increased, the same situation will continue" (K2); "Unfortunately, our library is not a frequent place for our students" (K3); "Our school library is used by a considerable group of students, we have a certain level of readers" (K4); "The use of the library in the school by our students is 1 lesson hour" (K10); "The use of library is not very effective" (K12); "For each class level, a day has been determined, that day, students use the library as a class under their teacher's control" (K13); "It's not effective because the library is quite crowded" (K16); "Our students and teachers who have reading habit particularly use it effectively" (K18) ; "Unfortunately, we have students who have never been to the library" (K20) and "Because the library is open at certain times, it does not reach the required level of use" (K21).*

Recommendations towards Promoting the Use of Library

15 teachers participating in the research made recommendations regarding promoting students' use of library by stating that *"Teachers need to encourage students to use the library effectively; besides, it is necessary to build a library culture" (K1); "The fact that the library is enriched in terms of the number of books and book diversity and is provided with such interesting materials as magazines and mind games may contribute students to visit the library more often" (K3); "For more effective use, there should be officers who facilitate the affairs" (K4); "A program can also be formed for children to use the library during out- of- school times" (K8); "The order of the library should be ensured and the library should be kept open all the time" (K9); "It's important to have books suitable for students' interests and needs for the effective use of libraries by students" (K10) and "Competititons and events can be organized with the students from the library club, and book evaluation and promotion days can be arranged " (K11).*

Teachers' Recommendations towards Improving School Libraries

Teachers' opinions regarding the improvement of school libraries are given in Table 18.

Table 18. Recommendations towards Improving the Libraries

Theme	Sub- theme	Participants	n	N	%
Books and Other Contents	The quantity and quality should be improved.	3, 10, 11, 12, 14, 17, 18, 19, 21	9	21	43
	Contemporary books should be included.	7, 9, 13, 15, 17, 18	6	21	29
	Books that are suitable for students' levels should be included.	2, 3, 7, 9, 15	5	21	24
	Campaigns for book collecting may be arranged.	2, 8, 11	3	21	14
	Various brain teasers and puzlees should be provided.	10, 14	2	21	10
Physical Conditions and Equipment	The library should be converted into a digital library.	1, 6, 12, 15, 18, 19	6	21	29
	The design of the library should be interesting.	3, 5, 12, 13, 20	5	21	24
	The physical conditions of the library should be improved.	1, 6, 9, 15	4	21	19
	Enriched libraries should be opened.	8, 17	2	21	10
	There should be workrooms.	15	1	21	5
Library Services	A librarian should be appointed.	4, 6, 10, 17, 18, 20, 21	7	21	33
	Budget for libraries should be allocated.	2	1	21	5

Teachers' opinions on the improvement of school libraries have been categorized under the themes of books and other contents, physical conditions and equipment and library services. The sections of teachers' opinions have been given under these themes.

Books and Other Contents

15 teachers included in the research expressed their opininos concerning enhancing books and other contents in terms of quantity and quality in order to improve school libraries by saying that *"It's necessary to offer various resources opportunities to students, and I think we need to allocate resources to libraries to foster students' screen reading skills except from their regular reading. Because people, nowadays, use the internet when they want to search about something or to read an author's work. They read through their computers or mobile phones" (K1); "Book collection campaigns are a method that is the quickest solution as well as used by many schools, but nearly half of the books that is received by these campaigns do not appeal to students' levels. Most importantly, those books submitted are approved by a good commission and chosen from the books that are appropriate for students' levels" (K2); "First of all, the variety and number of the books should be increased; the library should be equipped with various materials addressing to students' interests" (K3); "The richer the library is in terms of resources, the more efficiency can be obtained" (K8); "First of all, contemporary books that can draw students' attention should be brought" (K9); "I recommend arranging the resources in the library be organized based on interest and need and providing current mind games" (K10); "Book genres may be updated, the books are becoming out-dated and worn out, they can be renewed" (K11); "New writers should be included" (K13); "Magazines, card games, puzzles etc. that can draw students' attention should be present in the libraries, however, literary texts appropriate for students' levels should be included as resources" (K15)* and *"It should have adequate number of books" (K21).*

Physical Conditions and Equipment

13 teachers who participated in the research stated that the physical conditions of libraries were required to be good and the equipment to be sufficient by saying that *"A well- designed library that is eye- pleasing may draw children's attention more " (K3); "Besides, the library to be developed should be enriched in such a way that it can appeal to visual and auditory senses at enriched library level apart from ordinary libraries" (K8); "An environment should be created where students can feel themselves more comfortable" (K9); "First of all, it should have a physical environment that can draw students' attention and that is equipped with digital instruments" (K12); "The environment should be eyecatching" (K13); "Sufficient areas should be prepared where students can do their homework in addition to reading areas in libraries; they should be selected as the brightest and largest places in the school. Workrooms should also have computers that students may need" (K15)* and *"I'd like it to be like a enriched library" (K17).*

Library Services

8 teachers in the research noted that library services should be improved by stating that *"There should be a permanent staff in the library" (K4); "I recommend that the library should be kept open all the time and there should be an officer in order to improve school libraries" (K10)* and *"There should be an officer in the library" (K18).*

DISCUSSIONS AND CONCLUSIONS

School libraries aim to raise individuals who are readers, researchers, information literate and life-long learners by providing them with documents required (Londsdale, 2003). A substantial body of research in the literature has revealed that school libraries made crucial contributions to students' acquisitions of reading habit (Öztürk and Tağa, 2018). The teachers who participated in the research reported that school libraries played the important role in gaining reading habit and reading culture. Moreover, teachers noted that school libraries promoted students' academic development and

contributed to their socialization skills. School libraries are the bodies that support information literacy.

Students frequently borrow books from libraries (İşcan, Arıkan and Küçükaydın, 2013; Karatay and Dilekçi, 2020a; Karatay and Dilekçi, 2020b; Majid and Tan, 2007; Tella and Akande, 2007; Zickuhr et al., 2012). Course programs direct students to libraries and the internet in order to conduct research. Furthermore, students are encouraged to use libraries by presenting the process of the use of a library in certain courses (Önal and Şenyurt Topçu, 2013). In the current research, teachers highlighted that the most significant role of the libraries in school was to facilitate students to access to the books.

In the literature, it has been stated that there is a library in approximately one of every three schools (Yılmaz, 2015). However, existing school libraries generally do not meet expectations and do not have the desired qualifications (Şahin, 2010). As a matter of fact, it has been pointed that school libraries are not overrated and do not receive the value they deserve (Yılmaz, 2015). As a result of the obervations conducted within the scope of the present reseach, it was determined that 57 out of 81 school had libraries whereas 24 did not. In addition, 6 out of 57 libraries were seen to be developed within enriched library model although the remaining was designed as an ordinary library. Moreover, 34 school libraries were determined to have computers whereas 23 did not have. Besides, 51 school libraries had the internet infrastructure. Teachers stated that digital instruments, physical conditions, various documents and higher standards of service were the qualifications that the school libraries were required to have. Certain digital instruments as computers and the internet should be included in libraries. Considering the physical conditions, the design should be eyecatching; the lighting and air-conditioning should be sufficient and there should be adequate number of workrooms, chairs and desks. The documents should be qualified and appropriate for students' levels. In terms of library services, the presence of a librarian should be ensured; a quite environment should be provided and the book should be categorized correctly. The expectations of the teachers for the physical conditions of the libraries are partially met in the enriched libraries. These school libraries, which have certain standards, are used by students in accordance with their purpose and frequently (Ak & Çetintaş, 2015; Öztürk & Tağa, 2018). In addition, the assignment of a staff who performs library services will ensure that library services are carried out regularly (Ak and Çetintaş, 2015; Lance and Hofschire, 2012; Öztürk and Tağa, 2018; Scholastic, 2016). It is clear that libraries, which are physically well designed and assigned librarians, will be a supporting unit for education and training activities in the school.

School libraries are insufficient in terms of physical space (Şahin, 2010; Yılmaz, 2015). The areas that are not in the centre of the school are generally allocated to libraries. Moreover, these areas that are not interesting can be used for other purposes when needed (Yılmaz, 2015). The area size of the 6 school libraries are between 1-20 m^2; 17 school libraries are between 21- 40 m^2; 15 school libraries are 41- 60 m^2; 2 school libraries are between 81- 100 m^2 and 1 school library is between 101- 120 m^2. It may also be said that the number of chairs and desks in school libraries are not adequate depending on the number of students. Furthermore, since the capacity of the library is limited, it has been seen to be insufficient for student groups. It has been found that the use of the library by teachers and students is negatively affected when school libraries are physically inadequate (Şahin, 2010). Depending on the number of students in the school, the physical inadequacy of the libraries makes the libraries dysfunctional.

Libraries are required to have sufficient resources to read, search and learn (Doiron and Asselin, 2011; Riedler & Eryaman, 2010). The expectation of students from the libraries is to increase the number of Works (Kartal, Güner, Çelik, Soyuçok and Beşer, 2019). In the current research, it was revealed that 13 of all the school libraries had 200- 500 books; 9 had 501- 1000 books; 17 had 1001- 1500 books; 9 had 2001- 2500 books; 1 had 2501- 3000 books; 5 had 3001- 5000 books and 3 had 3501- 4000 books. The majority of teachers reported that the libraries in their schools had adequate number of books although the minority of them stated that the number of books in their school libraries were not adequate. Despite the fact that most of the teachers did not complain about the number of books in the school libraries, no school library observed was able to meet the specified

stardards by school libraries regulation. As a result, it may be concluded that the number of books in school libraries are inadequate. As a matter of fact, it is stated in the school standards regulation that there should be at least 10 books for each student in the library (MoNE, 2006). In previous studies, it was determined that this standard could not be reached in the number of books in the library (Öztürk & Tağa, 2018; Şahin, 2010; Yılmaz, 2015). In order to increase the number of books in school libraries, book purchases should be made periodically.

Various book types are entailed to be included in the libraries for students' acquisitions of reading culture (Doiron and Asselin, 2011; Stranger-Johannessen, 2014). Most school libraries do not have the required information resources by contemporary education (Yılmaz, 2015). School libraries do not have reseource- rich libraries (Şahin, 2010). In fact, students prefer entertaining and exciting (Trim, 2004) and adventure books (Bahar, Kaya and Bahar, 2016). Accordingly, students have asked for entertaining and engaging books to be included to a greater extent (Kartal, Güner, Çelik, Soyuçok and Beşer, 2019). Similarly, it was found that the variety of works in libraries was few in the present study. The documents in the libraries are mostly the books that were appropved by MoNE. It was determined that contemporary books were not present in the libraries whereas there were classical works. It was revealed that there were no different varieties of book genres and themes. On the contrary, novel and story genres are predominant among the books in the libraries. It was observed that there were no periodicals and different types in particular. While expressing their opinion on the books in their school libraries, certain teachers stated that there were not sufficiently qualified books in the libraries although the remaining noted that the books were qualified. Likewise, there are different opinions towards whether the books are appropriate for students' interests and levels. Teachers reported that digital contents were inadequate and there was a lack of periodicals in the libraries. The main function of libraries is to contain various sources of information. However, in this study and previous studies, it has been revealed that the lack of variety of books in school libraries is a problem (Öztürk & Tağa, 2018; Şahin, 2010; Yılmaz, 2015). Increasing the quality of the books will support the libraries to fulfill the functions expected from them.

The current conditions of the libraries are far behind the international standards (Yılmaz, 2015). In the libraries in schools, there are no officers who get a bachelor's degree in librarianship (Şahin, 2010). Almost none of the schools employ trained librarians (Yılmaz, 2015). The lack of permanent staff in the library has been found to be one of the main obstacles (Öztürk and Tağa, 2018). In line with the abovementioned studies, it was determined that there were no librarians in the schools included in the research. Therefore, library services are offered by students and teachers. It was noted that they engaged in libraries in their spare time or libraries were kept open by on- call students who were assigned daily. Correpondingly, the amount of time that school libraries are open varies. Although the majority of libraries are open during school hours, the remaining is open for 1- 4 hours. Libraries offer services during breaks, lunchtime or the lesson hours when no teacher in class. In addition, it was determined that although 3 schools had libraries, they did not offer services. Besides, the books were found to be lost due to the absence of permanent staff in libraries. It may also be said that since the order and classifications are not conducted properly and correctly, the libraries are not functional and far behind facilitating accessing the book. Accordingly, it has been determined that library services were not sufficient. Students reported that they needed a quiet environment while reading in the library (Kartal, Güner, Çelik, Soyuçok and Beşer, 2019). A librarian may be required in order to ensure appropriate enviroment for reading and studying.

A considerable body of research in the literature has shown that enriched libraries in school alter students' perceptions on the notion of library and make significant contributions to students' being interested in libraries (Öztürk and Tağa, 2018). In the light of the findings, enriched libraries increase the rate of students' visits to the libraries (MoNE, 2015). Similarly, the use of library has been determined to be higher in schools with enriched libraries. On the contrary, it was found that other school libraries are not frequently visited by students. Furthermore, in certain schools, libraries were not visited by students at all in the present study. Teachers, however, noted that students were not interested in libraries and did not frequently use libraries. The minority of teachers stated that school libraries were constantly visited by students. There are various factors having impact on students' use

of library. As the reasons for the low rate of students going to the library; the inadequacy of the technology devices in the library (Öztürk & Tağa, 2018), the inadequacy of the expressions regarding the use of the library in the curriculum (Önal & Şenyurt Topçu, 2013) and the lack of book diversity (Öztürk & Tağa, 2018; Şahin, 2010; Yılmaz, 2015). Teachers emphasized that certain activites regarding books might be organized, students might be encouraged to use the libraries and taught how to use the library in order to increase their use of library.

Although school librares are physically present, they do not offer services properly (Şahin, 2010). In the current research, teachers made recommendations towards eliminating the aforementioned problems and improving the school libraries. Teachers suggested that the books in the libraries were required to be contemporary and suitable for students' levels. Moreover, they stated that various engaging materials might increase students' effective use of library. To sum up, they recommended enhancing the quantity and quality of the books in the library. It is of importance that the physical conditions and equipment of libraries should be improved. Teachers pointed out that libraries might be transformed into digital libraries or enriched libraries and the design of the libraries were required to be eyecatching for the students. Furthermore, the presence of different workrooms may provide the students with appropriate environment for studying. It has been recommended that librarians should be assigned in order to maintain library services on a continous basis and based on specified standards. In addition, budgetary allocation to school libraries may ensure the libraries to eliminate the shortcomings and to have the contemporary books.

SUGGESTIONS

In the light of the research findings, following recommendations have been presented:

- The physical size of the libraries should be sufficient in such a way that it can meet the needs of the number of students in the school.

- The design of the libraries should be engaging.

- The number of the books in libraries should be increased.

- The quantity and quality of the books in libraries should be improved.

- Certain activities should be organized in order to increase the effective use of library by students.

- Librarians should be assigned in order to maintain library services properly.

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