

## The reality of employing school libraries in the educational process in Jordan from teachers and librarians' perspectives

Research – Full text

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### Abstract

The study's objective is to investigate the reality of library activities within the curriculum, the frequency of library classes in school schedules, and identify the levels of use of libraries and their contribution to education. Qualitative and quantitative methods were used. The total library activities within the topics taught in the first ten stages were no more than 92 activities. There is no structured methodology for distributing library activities in the curriculum in all grades. Thus, the employment of libraries in the educational process was weak. Also, the link between libraries and the curriculum prescribed was weak. The study contributes to filling the gaps between the concept of school library education and the reality of school libraries in the educational process. The study recommended that the library activities be sufficiently included in curricula for all grades to allocate library classes in the weekly program for learning library skills.

### Keywords

school library, library education, Jordan, teachers, librarians

## Introduction

Undoubtedly, the nature of the educational program and the teaching methods used greatly affect the quality and nature of school library activities and the areas of their services. Hence, it can be said that the opportunities for functional use of library resources are almost non-existent in schools that use traditional methods and techniques in teaching subjects and curricula. Teachers often rely on the textbook and methods of indoctrination and memorization, which makes the learner take a negative position towards the library. On the other hand, we find that schools that follow modern educational trends in teaching methods, which focus on the learner's efforts in the teaching and learning process, have created a close connection between the library and the curriculum. The indisputable fact is that the school library can make a serious and fruitful contribution to serving and supporting the curricula, to providing students with multiple experiences related to the conscious and useful use of all information sources to extract facts and ideas from them and to obtain information for various study and research purposes.

Currently, not many researchers have focused on the reality of employing school libraries in the educational process in Jordan from teachers' and librarians' perspectives. Only a study conducted by Sulieman (247-270) is the latest contribution towards this. Still, that study also focuses on investigating the concept of school library education and its employment in Jordanian school libraries and teachers towards benefiting students learning by integrating school libraries into curricula. Therefore, this study fills the gaps between the concept of school library education and the reality of school libraries in the educational process. This study contributes to the existing body of knowledge. It has several practical implications such as reading, writing, and graduation rates improve, making the best use of print books, promoting research skills, etc. Finding also helps the Ministry of Education to revise their policies of school libraries and to work on them for better results.

## 1. Literature Review

Over the last few years, huge developments have been observed in the advancements and installation of school libraries. They are considered the most important libraries related to child education and the educational process (Ali, 1995). School library is longer just an external activity of the prescribed subjects; but has become a center of learning, where students can use various sources to get information; the main objective has also been to support curricula and transform traditional teaching methods into modern self-learning methods

(Abdel-Shafi). According to Aljahan (27-149), the school library plays an active role in the educational process and effectively contributes to continuing education. It further helps students in finding ways and developing self-learning habits. School libraries are functional following the slogan, "Learn how to teach yourself and search for information Since school libraries are identified within educational institutions, it means that there should be a form of coordination between libraries and all the other elements within the educational institutions such as teachers, pupils, the curricula, and the programs. This format was planned interactively so that it functions efficiently and effectively. School libraries in Jordan are seeking to develop their services and activate their educational role by supporting the educational process from the beginning.

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Adomi and Ozioma Anie (520-530) stressed the importance of the school library for both students and teachers. School libraries are associated with the proliferation and establishment of educational institutions and thus act as an integral part of educational institutions. They are essential contributors to enhancing students' education and help develop a realization of any country's educational objectives. It is further considered one of the essential factors contributing to the educational system's success (Chorum et al., 180-184). Furthermore, school libraries that ensure better access to updated educational resources provide students with high-quality literacy skills that are accessible and can critically evaluate the information they provide (Fitzgibbons).

Given the rapid increase in the sources of information, much attention has been gained by the use of digital resources to access information. This new information environment is connective, interactive, and complex, and is no longer restricted to time and space (Todd). Fitzgibbons added that digital technology and computer-assisted information databases, including encyclopedias and other online available resources, have advanced the use of libraries available at educational institutions. Besides, a positive association between library materials increases students' comprehension, vocabulary, writing, grammar, and spelling skills (Ullah and Farrog, 1-9). This positive association indicates that well-developed school libraries play a significant role in enhancing students' academic performance. Therefore, curricula should encourage students to make use of the library and enrich their information through it.

In Jordan, school libraries attempt to develop their services and contribute to supporting the educational process. The Ministry of Education has developed schools and academic curricula to keep pace with technological development in the digital environment. Therefore, it is necessary to define the concept and importance of the school library from an educational perspective and the mechanism of its contribution to the educational process and determine the current educational role of school libraries in Jordan to involve them in effectively achieving the objectives. According to the Ministry of Education (2013), the number of overall schools in Jordan is 6,355. Among them, 1,544 are kindergartens, 3,582 are primary and secondary government schools, and the overall private schools are 2,773. However, the number of primary and secondary school libraries is 4,811. If we exclude kindergarten libraries, these libraries are distributed according to educational stages: for the elementary stages, 3303 school libraries, and in secondary schools, 1508 libraries. These libraries serve 1726831 students according to the statistics of the number of students in Jordan for 2012-2013. The education directorates serve these schools through Learning Resources Centers, which supervise school libraries by supporting these libraries technically and administratively.

Since a significant increase in learning and human development has been observed in the last few years, it is essential to arrange effective educational practices to increase students' competence (Darling-Hammond et al., 97-140). Recently, the ministry has computerized the curricula and linked them to databases that provide electronic sources of information by establishing the e-learning system (eduwave) employed in the educational process. The ministry did not work within the e-learning system to provide an electronic library or guide schools to have advanced library services for school libraries in conjunction with the availability of electronic curricula. In addition, the Ministry of Education has developed the education system, but there has been no apparent interest in school libraries in this development. After the curriculum has been reviewed in terms of addition, modification or revision, many problems still limit the educational role of the library; it was noted that there was no systematic and severe activity for the library, where there is no curriculum to teach libraries in the general framework nor the general or specific objectives of all curricula and textbooks (Department of curriculum and textbooks).

The concept of library education refers to studies and exercises that enable the user to understand the library in the modern sense and its organization, and the ability to use it. Successful library education helps users earn library skills, so it becomes part of their cultural and professional composition. Shafi identified two ways that can be implied to teach library skills. The first method relies on

(individual guidance) for each student when an educational position arises that requires a particular library skill or when a student faces a problem when using the library. The second method is to teach a curriculum for library education (collectively) with individual guidance and counseling. However, the most effective ways of library education are to link library skills with educational experiences.

According to Reynolds and Carroll (30-34), a librarian teacher is a specialist teacher working in a specialist classroom, with a specialist training in the teacher librarianship to perform the role. The role of school libraries and librarians is essential as it acts as one of the significant factors behind students' achievement. This is due to the explosion of information compatible with the existing means of information, such as digital resources, that have taken place in the past few years. Considering the availability of unlimited information and the obsolete nature and quality of information available on the internet, the role of the school library and librarian is crucial. Reed and Oslund emphasized the collaboration between teachers and school librarians based on the framework developed by Montiel-Overall. The explanation was held in the light of the theory of collaborative behavior. The collaboration between the two entities was explained through four steps. The first step includes sharing time and resources with teachers and librarians. The second step comprises cooperation following commitment and co-planning to a limited extent. The third steps involve increased collaboration, where both teacher and librarian make joint efforts to produce instructional content and mode of delivery. The final part then included planning the instructions for each classroom at least once a year throughout school education.

According to International Federation of Library Associations and Institutions (2015) school librarians are commonly expected to enact a literacy support role that may also include literacy instruction. Moreover, another study by Lance and Kachel (15-20) suggests that qualified school librarians can have a positive impact on students' literacy achievement. However, a recent research has suggested that school librarians may struggle to attend to this aspects of their role due to workload and complexity (Merga). It has also been contended that while school librarians are often enthusiastic to collaborate with their classroom teachers colleagues in areas such as literacy learning and related reading engagement, there is concern that the teaching community more broadly do not understand what school librarians have to offer in this capacity (Merga), and that school librarians may be seen as an unaffordable luxury (Dow and McMahon-Lakin).

While emphasizing the importance of the school library, Hilts outlined that school libraries provide information in several different formats to fulfill the requirements of the textbook and supplement the needs of the work. However, inadequate resources lead to insufficient references, encyclopedias, dictionaries, recent research, etc. (Janes, 549–566). Chorum et al. (180–184) shed light on the problem usually encountered in schools with the availability of few or no resources of information, creating problems for students in identifying relevant materials and references in writing projects and assignments. El-Fadil conducted another study to examine university students' perceptions of academic libraries. The study included higher secondary students and respondents as participants to collect their responses about their experiences with academic libraries. The study's findings indicated that most graduated students relied on digital resources such as the Web for their academic assignments and research. Students further perceived the library as an essential organ for the educational institution, which helps provide educational assistance and standard resources for academic information. It further contributed to developing information search skills among students. Students recognized the importance of information literacy and opted for integrating information literacy into their higher education curricula. Also, the collaboration between librarians and faculty members helps disseminate information literacy. Rahme et al. (223–235) study provide an original empirical sight of the situation of school libraries in Lebanon and their role in development. The finding suggests that focusing on school library programs to promote reading concepts among the students makes the best use of print books while supporting curriculum and research skills that are still underplayed.

Bouazza and Al-Mufaraji (140–147) conducted a study to determine the nature and extent to which the teachers in Oman used school libraries. It further showed a detailed analysis of the teachers' types of material and range of services. Findings of the study indicated that the use of school libraries was minimal; one of the primary reasons was the availability of insufficient learning resources, which majorly included; electronic resources, journals, audiovisual materials, and internet access. Besides, teachers expressed their deep concerns regarding ineffective and poor services of the school library, which thus served as the primary reason behind students' low progress in education. Sulieman (247–270) conducted a study to determine and identify the school library education level in various Jordan schools. It further explored the concept of education by analyzing the Jordanian school library, affective planning, and the importance of coordination between classroom, library, and the adapted curriculum to achieve the library goals. The study's findings indicated that students had a low level of library education and recommended implementing library education classes at



least once a week. The study further suggested that topics covered in the classrooms must align with those covered in library education. Besides, integration and repositioning of the content coherent e-learning resources are additionally required. Finally, a significant need was identified to introduce training sessions regarding the proper use of the school library and to develop a realization regarding the effectiveness of librarians in effective higher education services.

### 3. Methodology

The study used a mixed-method approach (qualitative and quantitative methods) to achieve the study objectives and was conducted in the second semester of the academic year 2023–2024 in private schools in Jordan. A total of six private schools were selected to extract the target population. The current study population included librarians, and faculty members working in the private schools of Jordan. Of the overall population, 125 participants participated in this study, including both; librarians and faculty members. Table 1 provides details regarding the male and female population and a sample of teachers and librarians, along with the overall number of students enrolled in six schools. The following questions will be answered in this study:

1. To what extent the curriculum includes assignments and activities carried out in the library?
2. What is the reality of involving school libraries in the educational process?
3. Does the school schedule include a time in the library?
4. What is the reality of employing school libraries by teachers and librarians in the educational process?
5. What is the importance of employing the library in the educational process?
6. What is the availability of electronic information resources within the e-learning system?

**Table 1. Study Population and Sample.**

| School | Type             | Population |        | Sample |        | Numbers of Students in Schools |        |
|--------|------------------|------------|--------|--------|--------|--------------------------------|--------|
|        |                  | Male       | Female | male   | Female | male                           | Female |
| 1      | Mixed elementary | -          | 35     | -      | 15     | -                              | 450    |

|       |                      |        |    |        |    |         |      |
|-------|----------------------|--------|----|--------|----|---------|------|
| 2     | Female comprehensive | -      | 12 | -      | 10 | -       | 490  |
| 3     | Male elementary      | 30     | -  | 30     | -  | 470     | -    |
| 4     | Secondary            | -      | 38 | -      | 21 | -       | 420  |
| 5     | elementary           | 22     | -  | 22     | -  | 160     | -    |
| 6     | elementary           | 41     |    | 27     |    | 600     |      |
| Total |                      | 93     | 85 | 79     | 46 | 1230    | 1360 |
|       |                      | N= 178 |    | N= 125 |    | N=2,590 |      |

The selection of the participants was based on the following characteristics. As indicated in Table 2, most of the participants were male, i.e., n=79, and were teachers, i.e., n=119. From the selected sample, n=85 teachers had specialization in the degree of social sciences, while most participants, i.e., n=106, had completed their BA. Regarding the experience level, n=54 of them had an overall experience of 8-4 years.

**Table 2. Characteristics of Study Sample**

| Independent Variable | Variable Levels  | Frequency | Percentage |
|----------------------|------------------|-----------|------------|
| Gender               | Male             | 79        | 63.2       |
|                      | Female           | 46        | 36.8       |
| Job                  | Teacher          | 119       | 95.2       |
|                      | Librarian        | 6         | 4.8        |
| Specialization       | IT               | 18        | 14.4       |
|                      | applied Sciences | 16        | 12.8       |
|                      | Social sciences  | 85        | 68         |
|                      | Libraries        | 6         | 4.8        |
| Educational level    | Diploma          | 10        | 8          |
|                      | BA               | 106       | 84.8       |
|                      | Postgraduate     | 9         | 7.2        |
| Experience           | 1-3              | 40        | 32         |
|                      | 4-8              | 54        | 43.2       |
|                      | 9- and more      | 31        | 24.8       |

Both qualitative and quantitative methods were used to collect data collection. Quantitative information was collected through a questionnaire, which



consisted of 28 items. While qualitative findings were made by conducting interviews and analyzing students' curricula to determine the library's activities included and the schedules of the study programs. Before commencing the data collection procedure, informed consent was obtained from all the participants. Finally, the collected information was analyzed using the Statistical Package of Social Sciences (SPSS), and the results were presented through descriptive statistics.

Ten faculty members tested the reliability of the questionnaire in the Department of Library Science. To test the stability of performance, the Test-Retest test was applied. Ten questionnaires were distributed to the study population from those not included in the sample. After a week, the questionnaire was redistributed to the same sample. Stability was examined to measure the independence of information within the measuring instrument. The holistic equation was applied, and the consistency rate was found to be 87%, which is acceptable.

#### 4. Results and Discussion

Concerning the first question of the study, Table 3 shows that the total number of library activities that develop skills in using information resources, scientific research, and motivational thinking at all stages of the ten grades do not exceed  $n=92$ . Notably, in grades 1 to 3, the curriculum does not contain library activities, despite the importance of including library activities in the curriculum in this stage, especially for the child aged between 6 and 8 years.

**Table 3. Curricula of the grades (1-10) and the number of library activities included**

| Subject            | Number of activities according to age group and grade level |                 |                 |                 |                 |                 |                 |                  |                  |
|--------------------|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
|                    | First-3rd elementary  | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> | 8 <sup>th</sup> | 10 <sup>th</sup> | Total activities |
| Religion education | -   | -               | 1               | -               | -               | -               | -               | 1                | 2                |
| Arabic             | -   | 5               | 3               | 5               | 4               | 1               | 1               | 2                | 21               |
| English            | -   | -               | -               | -               | -               | -               | -               | -                | -                |
| Mathematics        | -   | -               | 1               | -               | -               | -               | -               | -                | 1                |
| Science            | -   | 2               | 3               | 1               | 10              | 4               | 1               | 5                | 26               |
| History            | -   | 3               | 1               | 5               | 10              | -               | 2               | 1                | 22               |

|                      |   |    |    |    |    |   |   |    |    |
|----------------------|---|----|----|----|----|---|---|----|----|
| National Education   | - | 1  | -  | 1  | -  | - | 1 | -  | 3  |
| Computer             | - | -  | -  | -  | -  | - | - | 1  | 1  |
| vocational education | - | -  | 3  | 2  | -  | - | - | -  | 5  |
| Geography            | - | 1  | 1  | 1  | 5  | - | 1 | 2  | 11 |
| Total                | - | 12 | 13 | 15 | 29 | 5 | 6 | 12 | 92 |

Regarding the findings for the second question, i.e., to find out the reality of using the library in the educational process, six librarians were interviewed, three males and three females. The librarians' views were varied, where the library's role in the educational process was suitable for female schools with an arithmetic average of 8 out of 10, while it was 4 out of 10 for males. This shows that the female schools activate the library by giving classes for some subjects inside the library and assigning students to do assignments in the library. Still, there is a lack of library activities in the educational process for male schools. In addition to the students' lack of sources of information, the library is also used only in cases of teachers being unable to conduct their classes due to an emergency. The curriculum analysis further revealed that some curriculums had abandoned library activities, such as the English language curriculum. However, the library can provide important references such as dictionaries and the possibility of assigning students to extract the meanings of words either from monolingual dictionaries or bilingual. Library activities are rarely mentioned in math or computer curricula. There is also no organized methodology in the distribution of library activities. It is sometimes available in all grades starting in the fourth grade, as in the Arabic language, history, and science curricula, where more than 20 activities are in each. At the same time, it is found rare in other curricula in English language, mathematics, and computer curricula. This shows a lack of library activities with conflicting distribution in the curriculum. Therefore, there is a weakness in using the library in the educational process and weak support for the curriculum.

Regarding the third question of the study, which is to know the reality of the classes allocated to the library in the weekly program, study schedules for all grades at all stages were scanned. Findings indicated that no library classes were assigned within the weekly program, which leads to the absence of the library's role in the educational process. The results suggest that the highest percentage allocated for library classes was 24.8% per month, according to the views of teachers and librarians, as shown in Table 4.

**Table 4. The extent of the allocation of library classes from the point of view of teachers and librarians**

| Variable        | Variable levels       | Frequency | Percentage |
|-----------------|-----------------------|-----------|------------|
| Library classes | Once a week           | 30        | 24         |
|                 | Once every two weeks  | 27        | 21.6       |
|                 | Once a month          | 31        | 24.8       |
|                 | Once every two months | 12        | 9.6        |
|                 | Once every semester   | 25        | 20         |
| Total           |                       | 125       | 100%       |

The Five-Point Likert scale was used regarding questions 4 and 5 of the study. 1 indicated 'Strongly Disagree' and 5 indicated 'Strongly Agree.' Regarding the role of the school library in the educational process and its importance in the teaching methodology, the study results, as shown in Tables 5 regarded it as of huge importance.

**Table 5. The role of the school library in the educational process**

| The part of the school library in the educational process and the importance of its methodology   | Standard Mean | Standard Deviation |
|---|---------------|--------------------|
| There is a need for a curriculum for library education  | 3.9600        | .91933             |
| The librarian should teach the students in prescribed courses on library education, library use, skills, and information resources  | 4.1360        | .82642             |
| The school library has an important role in the educational process   | 4.1520        | .99236             |
| There is a need to have at least one library activity per week for each curriculum where the teacher implements it in the library   | 4.1520        | .73018             |
| There is a need to include in each curriculum duties and activities in the library that expand the child's awareness from the limited boundaries of the curriculum to the broad boundaries of the library | 4.1600        | .76622             |

|   |        |        |
|---|--------|--------|
| There is an important role of the school library and its methodology in the educational process | 4.1120 | .51769 |
|---|--------|--------|

Regarding the extent of the implementation of library activities within the curriculum and assigning students to carry out library activities, the results in Table 6 indicated high. Whereas, regarding the extent of coordination between the librarian and the teacher to accomplish the library's actions, the results indicated that it was huge, as shown in Table 7.

**Table 6. The extent to which library activities within the curriculum are implemented**

| The time to which library activities within the curriculum are implemented and that students are assigned to complete library activities   | Arithmetic mean | standard deviation |
|--|-----------------|--------------------|
| The teacher makes weekly visits to the library to attract students to it and to inform them of its importance  | 3.7600          | 1.10278            |
| At least one library class is allocated in the semester to be implemented by the teacher to increase students' knowledge of curriculum topics and to train them to seek knowledge                    | 3.8000          | 1.00000            |
| Appropriate references are available with the curriculum to resolve the library activities within the curriculum   | 3.8080          | 1.10494            |
| I assign students assignments to solve them in the library even if the curricula I am teaching do not include library activities   | 3.8080          | .93925             |
| The librarian conducts training courses for students to train them on the skills of using the library and information resources  | 3.8640          | 1.09503            |
| The curriculum I am teaching includes library activities   | 3.9120          | .97564             |
| At least one non-curricular library class is allocated in the semester to be carried out by the librarian to train students to use the library and its indexes and electronic information resources. | 4.0560          | .93588             |

|   |       |        |
|---|-------|--------|
| The extent to which library activities within the curriculum are implemented and that student are required to complete the activities | .8583 | .74020 |
|---|-------|--------|

**Table 7. The extent of coordination between the librarian and the teacher to complete the library activities**

| The extent of coordination between the librarian and the teacher to complete the library activities   | Arithmetic mean | Standard Deviation |
|---|-----------------|--------------------|
| Students are escorted to the library to complete the library activities planned in the curriculum   | 3.9520          | .99073             |
| The librarian informs the teacher about the new books that reach the library, which can be used to accomplish the library activities          | 4.0160          | 1.06244            |
| Implementation of the library activity is shared by the teacher and the librarian   | 4.0640          | .94821             |
| Coordination between the librarian and the teacher to carry out extracurricular activities (such as competitions) for students in the library | 4.0800          | .97219             |
| The librarian allows students to enter the library and fulfill their duties   | 4.1280          | .88878             |
| The teacher coordinates with the librarian before performing the library activity   | 4.1520          | .87119             |
| There is a cooperation between the librarian and the teacher in carrying out the library activities   | 4.1760          | .93381             |
| The degree of coordination between the librarian and the teacher in carrying out the library activities                                       | 4.0811          | .72329             |

As to the extent to which guidance exists within the teacher's instructional plans to implement the library activities, the results indicated that the direction exists to a greater extent, as shown in Table 8. Whereas, regarding the availability of electronic information resources within the electronic education system (eduwave), the result indicated that it was also significant, as shown in Table 9 of the current study. Findings further suggest that the highest ranking for the paragraph that states that the library provides all the electronic resources

required for the library in the light of digital development, the arithmetic mean is 3.8080, and the standard deviation is 1.20279.

**Table 8. The presence of guidance within the teacher's instructional plans for the implementation of library activities**

| The extent of the existence of guidance within the teacher's instructional plans for the performance of library activities | Arithmetic mean | standard deviation |
|--|-----------------|--------------------|
| I write reports on the activities that are carried out for students in the library   | 3.8880          | 1.05659            |
| There are specific instructions for teachers to write reports on library activities carried out in the library             | 3.8880          | 1.00976            |
| The Directorate of Education gives the librarian and the special teacher forms for the library                             | 3.8960          | .95735             |
| There is a form dedicated to library halls reservation for library work  | 4.0400          | .90161             |
| The extent to which guidance is provided within the instructional plans for teachers in implementing library activities    | 3.9280          | .81184             |

**Table 9. Availability of electronic information resources within the electronic education system**

| Availability of electronic information resources within the electronic education system                               | Arithmetic mean | standard deviation |
|---|-----------------|--------------------|
| The library contains enough computers for students to use electronic resources  | 3.4720          | 1.20868            |
| The librarian and the teacher train the students to use the e-learning system   | 3.5760          | 1.18637            |
| Online information is available in the e-learning system (eduwave) to promote knowledge expansion for each curriculum | 3.7280          | 1.04245            |
| I am aware of the availability of electronic information resources in the e-learning system                           | 3.7760          | 1.03849            |

|   |        |         |
|---|--------|---------|
| The library provides all electronic resources necessary to keep pace with digital development | 3.8080 | 1.20279 |
| Availability of electronic information resources within the electronic education system       | 3.6720 | .95661  |

The study's findings indicated that the role of the library in the educational process was suitable for female schools. They activate the library by giving classes for some subjects inside the library and assigning students to do assignments in the library. Still, for male schools, there is a lack of library activation in the educational process; in addition to the lack of information resources needed by the students, the library is also used only in cases of teachers apologizing for giving their classes due to an emergency. While regarding the reality of employing school libraries in the educational process by teachers and librarians from their perspectives, it was found that each curriculum should include library duties and activities and weekly library assignments, library activities within the curriculum should be implemented by students and teachers who supervise them, librarians should conduct training courses for students on the skills of using the library and information resources, there are coordination and cooperation between the librarian and the teacher to implement library activities, there are guidance plans for teachers to carry out the activities of the library, where a model is available for reserving library halls for the implementation of the library activities. Essawy supported the idea and indicated that to teach library skills, it is necessary to specify a class library; without this, students cannot get library skills. It is an effective way of ensuring continuous access of students to the library; the class requires an organized program co-operated by the librarian and teachers to achieve the most significant amount of advantage. Library class contributes to achieving the needs of the study and requirements of self-education in various fields through productive reading.

## 5. Conclusion

The current study's findings identified some of the significant lacking in the use of school of the library in private schools since most of the private school teachers failed to apply them effectively. As in the first place, for first to third elementary grade students, all curricula do not have library activities. Also, some subjects have completely abandoned library activities, such as the English language curriculum for all grades. There is also no organized methodology for the distribution of library activities. It is sometimes available in all grades starting in the fourth grade, as in the Arabic language, history, and science curricula, where



more than 20 activities are in each. At the same time, it is found rare in other curricula in English language, mathematics, and computer curricula. There is a weakness in the library activities available with conflicting availability and distribution in the curricula; thus, there is a weakness in the use of the library in the educational process, so its support for the curriculum is weak. The study also concludes that female schools have much more activity in school libraries than male school libraries. According to female librarians' perceptions, school libraries have a good role in education.

Considering the study findings, it recommends that library activities should be adequately and accurately studied at all stages of study in private schools, especially in the elementary grades 1 to 3, where students learn to develop the students skills of using information resources, scientific research, and stimulate thinking, to allocate a library class within the weekly schedule, the library activities within the curriculum should be implemented and assigning students to accomplish in the library, the website of the electronic system (eduwave) should be updated so that an application interface is given to the digital library which including various information resources available to teachers and students, and there should be a specific curriculum for teaching library education in particular.

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