

Teachers in E-Libraries: Research and Application

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Abstract

This study aims to emphasize the effectiveness of volunteer teachers who undertake responsibilities related to the services of Enriched Libraries (ELs) by determining the effectiveness of librarianship. Quality and continuity of services will be possible with librarians who have degree in information management, and it is foreseen to increase the service quality in both current and future ELs. The population of the study consisted of 343 teachers working in primary and secondary schools; the sample consists of 79 teachers. Teachers responsible for EL services were found underqualified regarding titles (general approach to ELs, use of library, quality of services, management of library, collection, activities, professional knowledge about librarianship, budget), but interested in librarianship. In conclusion, it was shown that, qualified librarians should be appointed to ELs; and lasting, quality services will be achieved with librarians alone.

Key Words: School libraries in Turkey; Enriched Library; teachers; school librarians; quality of educational services

Introduction

In the realization of educational objectives, one of the means used by schools is the libraries. All kinds of libraries generally support education indirectly. School libraries established within schools do not only achieve educational objectives, but also actively serve as centers that teach students how to use knowledge throughout life.

The effective use of school libraries ensures that students reach information, acquire cultural knowledge, adapt to society, get information technology training and qualifications in various fields (Ak & Çetintaş, 2015, p. 20). It is known that there are some disruptions in terms of school library services in Turkey, and after 2011, there have been significant movements in this field with the Ministry of National Education (MNE)'s "Okullar Hayat Bulsun" ["Let There Be Life in Schools"] Project.

Enriched Libraries (ELs)³, which have been opened and still continue to open in primary, secondary and high schools in all regions of Turkey since 2011, have emerged as the formation of a new school library. Thus, individuals are prepared to acquire reading literacy and library use habits, to improve technology access and use skills, and to acquire information literacy skills early on.

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³ E-L stands for the term "Enriched Library", in Turkish "Zenginleştirilmiş Kütüphaneler" (Z-K) and is used in the scope of the study because it is the term generally accepted in the professional setting, which is synonymous with the newly established "school libraries", proposed by the Ministry of National Education in Turkey.

In the ELs initiative, which aims to provide quality service to users with its modern physical appearance, resources, contributions to cultural development and technological infrastructure; the librarians, who are graduates of the Department of Information Management of universities, and who will help these advantages to be achieved as well as providing excellent service have been of secondary importance. In ELs, library services are largely provided by volunteer teachers who do not necessarily have the skills and knowledge of librarianship.

We have formulated the following research questions to determine the attitudes of teachers who do or do not take part in the libraries, along with the characteristics of the libraries in the schools which have ELs:

1. What do the basic establishment features of ELs include?
2. What is the general attitude of teachers towards ELs?
3. How are teachers' qualifications related to the knowledge of library use/disbursement, quality of service criteria, library management, library collection, budgeting, cultural activities to be held in the library and librarianship?
4. What are the views and thoughts of the teachers on the subject of ELs with their own expressions?

According to the purpose and questions of our research, our hypothesis is expressed as follows:

“Since the teachers who carry out voluntary library services in order to increase the quality of the services provided in ELs, to recognize the deficiencies and to take measures in terms of continuity of the service in existing and future ELs have inadequate knowledge in the field of librarianship, the librarians who graduates from the Information and Document Management Department of universities should work in ELs.”

Individuals' changing needs and expectations that are centered on knowledge make social development a necessity. The opening of modern information centers and the use of information should be supported continuously. Achieving success with quality and continuity in the services offered by ELs reveals a different approach from the understanding of volunteerism. It is seen as a problem that the EL formation process is not adequately covered by professionally trained librarians. In this context, the current study aims to describe the situation of ELs in Turkey and provide examples from similar developments in the world. Studies that draw attention to the lack of librarians in school libraries and address the problems arising from these deficiencies have been evaluated in the literature review. A questionnaire was administered to the teachers who were working in the schools to determine the sufficiency of library services in

order to gain insight into the effectiveness and continuity of ELs. Finally, the possible solutions are suggested in the light of the findings.

Conceptual Approaches and Explanations

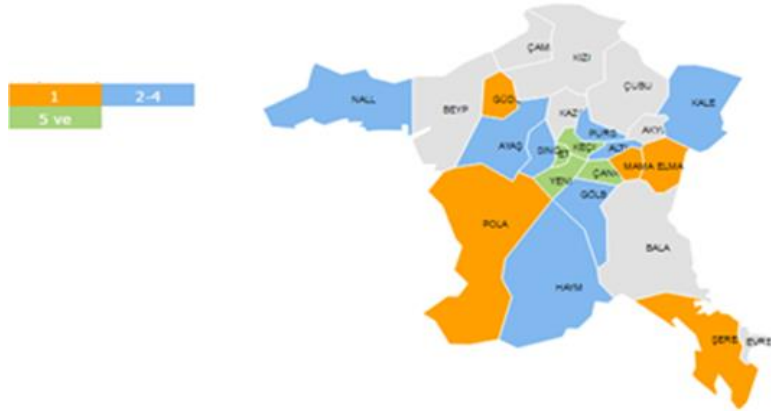
The EL idea in Turkey was led by the MNE in 2011. According to the data of April 2016, there are 590 ELs in Turkey, with Konya having the highest number (100 ELs). About 4/2 of these libraries were established with the contributions of the MNE and the rest were established with the contributions of Önder Foundation, Merter Platform, Turkish Petroleum Distribution Inc., Special Provincial Administrations and school family associations (MNE, 2015). The distribution of ELs in Turkey in April 2016 is given in Figure 1 and the distribution in Ankara in Figure 2.



(MNE, n. d.)

Figure 1. Distribution of ELibraries in Turkey

Figure 1 shows the ELs distribution in Turkey. The number of ELs on each side is expressed in colors. When the distribution of 590 ELs, which were established in Turkey as of April 2016, is checked, it is understood that ELs have spread throughout Turkey except for six cities (Kilis, Diyarbakır, Bitlis, Bingöl, Şırnak and Muş). It is also known that 262 of these libraries are located in Konya, Ankara, Istanbul, Erzurum, Eskişehir and Trabzon.



(MNE, n. d.)

Figure 2. Distribution of ELibrary in Ankara

In Figure 2, the number of ELs found in the relevant districts of Ankara is indicated. In this context, there are no schools with ELs in the provinces of Akyurt, Bala, Beypazarı, Çamlıdere, Evren, Kazan and Kızılcahamam. There is one EL in each province of Çubuk, Elmadag, Gudul, Mamak, Polatlı and Sereflikoçhisar; two in Altındağ, Ayaş, Gölbaşı, Haymana, Kalecik and Nallıhan; three in Sincan; four in Pursaklar; six in Etimesgut and Yenimahalle; eight in Çankaya and Keçiören. There are 53 schools in Ankara with ELs in the period of the study.

ELs aim to provide services to students, teachers and parents. They are designed especially as environments prepared to support the development and changes of students such as knowledge, culture, socialization, self-confidence. With the modern approaches in their design, ELs are considered to be an innovation which aims at students' enjoyment of reading, the excitement of exploring knowledge, the revival and improvement of imagination, the development of the written and electronic media using skills (MNE, 2015, p. 2).

In Turkey, ELs are implemented with a different approach from the classical librarianship concept, and they stand out by making a difference with their features. ELs are a development parallel to other international implementations. Therefore, before giving detailed information about ELs in Turkey, the international implementations will be described first. In this context, especially the “Happening Place” and “Embedded Library” approaches are at the forefront. In the “Happening Place” approach, the user is presented with both printed and electronic facilities, and the user has the chance to spend more free and more comfortable time with non-book materials. While the user-librarian interaction occurs, the user is provided with the opportunity to eat and drink, listen to music and watch videos (Hernon & Matthews, 2013, p. 159-161). The “Embedded Library” approach prioritizes user-librarian interaction and collaboration, encourage teamwork, identify user needs and expectations beforehand and develop

solutions, are free from standards and bureaucracy, are customizable and flexible, create value rather than standard procedures, create an effect on user and consider team success as the measure of success (Defining Embedded, n. d.). It is understood that “Happening Place” and “Embedded Library” are similar to ELs in Turkey in terms of content, interaction, incentive to team work, design according to user requirements, flexible structure and user effect.

ELs are designed according to their purpose and to give particular importance to service quality by being formed in certain features, in the direction of certain components and formats. In particular, the characteristics of physical structure and collections attract a great deal of attraction. In this context, ELs are centers of attraction especially for students, where the school libraries are revived with audio and electronic books on their collections, modern and aesthetic design, portable shelves, wooden and fabric covered walls and the atmosphere that arouses a feeling of reading. In addition to these features, the ELs also show that they have an identity to attract students in terms of their components. Renovation, infrastructure, furniture, computers, printers and books make up the components of ELs. Moreover, the richness and diversity of the collection also allows ELs to be perceived as an environment in which students can spend time, learn, entertain, and need, allowing the development of a different perspective on the library. Containing many materials from computers to electronic educational materials, from internet to mind games and also with children’s literature, current sources, chess, barbecues, tangrams, jigsaws, intelligence-enhancing toys, learning games, CDs, DVDs, computer games and films, ELs draw attention as a colorful, vibrant and well-equipped formation that can respond to many needs in order to develop a reading habit in users, especially in children (Z-kütüphane, 2015).

As can be understood from the above components and features, the aim of ELs is to influence the perception of the library positively by offering different, fun and lively environments to the students beyond educating them and supporting the learning activities only with books. ELs are the environments in which printed and electronic resources are brought together and brought into use in a direct proportion to today’s social structure and requirements and where the opportunity of printing the prepared assignments and especially the opportunity of digital learning is offered to the students. EL formation is assessed in the sense of resurrection of Turkey’s school libraries with the status of ‘in all but name’ (Yılmaz, 2015).

The basic aim of ELs is to raise sociable, well-educated, inquisitive, and enterprising individuals who gain a habit of reading and library use, who can use information communication technologies and who should have information literacy during the process of turning into an information society. In this respect, with ELs, it is aimed to meet the need of a third space, especially for elementary, secondary and high school students other than home and school; to contribute to their being a useful individual for their society, their families and themselves; to make them aware of their abilities and

to give them opportunities to develop their abilities; to make them gain self-confidence and strengthen their sense of responsibility.

Considering that we are in a social structure in which needs and expectations are constantly changing, the change and renewal of school libraries is gaining importance. The components of the library must complete each other in terms of maintaining continuity and quality of service. These components generally consist of building, budget, collection, users and staff. The librarians are the ones who can combine all these listed components. In this context, attention must be paid to the lack of trained librarians in public schools in Turkey.

Increasing Quality in Service: Librarian Factor

In ELs, services are given by the school management, teachers and students on the basis of volunteerism. They have been physically converted to a center of attraction, supported in terms of resources and developed in terms of technological infrastructure. In this context, it should be taken into consideration that the quality of service can be achieved through the decision of what service is to be offered and served to who, how long it takes and done by who, with which intentions it is served and what benefits it provides and the good process management. Qualitative studies, which are defined as the level of availability, reliability, sustainability and competence of products and / or services, especially qualitative researches in libraries, have increased since the 1970s, and the quality issue has become widespread with user based researches (Önal, 2004, p. 38). Quality is generally defined by concepts such as conformity, user focus, and reliability (Üstün, 2001, p. 206). There are many approaches to the concept of quality, but it should not be overlooked that the quality is the means of satisfying the customer / user for institutions and organizations.

Like other organisations providing products or services, customer (user) satisfaction, continuity in activities, productivity, efficiency and quality come to the forefront with information centers (Yılmaz, 2003, p. 260). In this context, a number of approaches are pointed out to ensure quality and continuity in service: meeting the social, cultural and information requirements of users; using the library appropriately for the purpose; creating feeling of satisfaction in users; providing resources efficiently; finding solutions for potential problems; being able to evaluate resources and services and being able to establish standards in this context; following changes and adapting to development and quality; presenting the services quickly, accurately and on time; creating a constantly evolving and changing structure by developing and presenting new services (Önal, 1997, p. 117). With these approaches, the necessity of librarian employment in ELs is particularly important. This necessity will make the change of school libraries more meaningful. The people responsible for the school library should transform their role into practice, but it should be considered that some obstacles may be encountered in this transformation. These obstacles include: not being able to take

time for library works; lack of healthy communication with teachers; problems in cooperation; class teachers' disinterest in libraries; lack of support; implementation of fixed programs instead of flexible ones; and finding lots of students who need to meet their needs and expectations (McCracken, 2001). It is difficult to say that teachers take a positive attitude in the areas indicated.

As stated in the IFLA/UNESCO (2002) school library guide: "A school librarian is an employee with professional qualifications who works together with everyone in the school, contacts the public library along with other libraries, and does his job as good as possible as being the one who is responsible for the planning and management of the school library" (p.13). On a similar line, Alaca (2015) states: "The librarian who is in charge of the intermediary between the user and the service is obliged to fulfill his/her responsibilities in terms of professional qualifications and personal abilities during the process of design and presentation of the services" (p.15). The approaches related to the role of librarians working in the school library and the skills they need to have are addressed in the IFLA/UNESCO school library guide. These approaches can be summarised as follows: analysing the needed resource and data; improving the services; making and carrying out a policy; cataloging and classifying; teaching how to use the library; preparing information skills instruction; assisting students and teachers in the use of information technology; introducing reading schedules and cultural activities; attending to planning activities related to curriculum practice; attending to meetings where learning activities are organized, implemented and evaluated; collaborating with communities outside the school; preparing and implementing budgets; creating a strategic plan are among the tasks (IFLA/UNESCO, 2002, p. 15). Duties, in the joint work of Alexander, Smith and Carey dated 2003 (cited by Shannon, 2006, p. 6) are collected in five basic groups: information literacy, cooperation/leadership/technology, learning and teaching, information access and transportation and program management. When the tasks and responsibilities are considered, it is understood that school librarianship is a specialist area. All these tasks must be performed by the librarians in order to increase the quality of service in school libraries and to ensure continuity of service. It is emphasized that the voluntary service approach does not provide the desired result and that the individuals in the assistant staff category can fulfill the above responsibilities at a certain level even if they are trained in librarianship. On the other hand, some skills are mentioned together with the duties of the librarians. For the sake of healthy completion of the duties mentioned above, the individuals who would be in charge of the libraries must have these abilities; the ability to communicate positively and unbiasedly with children and adults; to understand and accept the needs of readers and cultural diversity; the ability to cooperate with individuals and groups; the knowledge of the learning methods, the theory of education, children's literature, management, marketing, information technology, media and culture; the ability to use information efficiently; the ability to create and use collections (IFLA/UNESCO, 2002,

p. 14). Considering the fact that these responsibilities in ELs are assigned to library teachers for ELs to serve their purposes, it is important to know what kind of duties teachers have in which field and what kind of skills they should have in order to fulfill those duties.

Teachers, technicians, students, parents and volunteers will be in the assistant staff category in the school libraries. In this context, the differences in the responsibilities of the individuals involved in the categories of school librarians and assistant staff should not be overlooked. It is foreseen that the responsibilities of the assistant staff are different and as our argument suggests it is not possible to provide high quality and continuous service only with the efforts of auxiliary staff. The responsibilities of auxiliary staff are more limited and can be listed as: reporting to the librarian, supporting the librarian in the functions specified in the report, having knowledge and skills in office work and technology, and having education especially in the field of librarianship. (IFLA/UNESCO, 2002, p. 14). Hence, it is impossible to expect teachers to be able to provide high quality and continuity in services on their own. Co-operation between the teacher and the school librarian is considered as an important approach that will enhance quality in service; but it is believed that the first step should be employing librarians and the second step should be cooperation especially for the good of ELs.

The quality of service within information services is influenced by many factors. Although legal regulations are the primary factor, “human” is the most important one. In this respect, the capture and maintenance of quality of service in school libraries is directly proportional to the capacities of library staff.

As well as in many other institutions, organizations and enterprises, in information institutions, the measures of the quality of service are; the harmony, balance, good relations and communication between the staff and user; and the happiness of both groups involved in this process (Üstün, 2001, p. 212). The development of school librarians as an integral part of education. In the study of Hannesdottir (1986. Cited by Şenyurt, n. d., p. 222) the institutions that prepare the environment for professional development include: International Federation of Library Associations and Institutions (IFLA), United Nations Educational, Scientific and Cultural Organization (UNESCO), International Association of School Librarianship (IASL), American Association of School Librarians (AASL), School Library Association (SLA). In addition, school librarianship training is provided under the undergraduate and postgraduate programs in the Information and Document Management Departments of the universities.

School libraries and the organisations that prioritize the development of library staff work on various training programmes and projects in order to improve the professional knowledge and skills of the staff and development of libraries. National attitudes as well as international attitudes need to be taken into account in order to develop ELs, which are described as a new formation in Turkey and provide knowledge and experience in the field of librarianship, especially to the teachers responsible for the

provision of services voluntarily. The points to consider in terms of the functionality of the library on the programs developed for the training of school library staff are mentioned in the study of Hannesdottir (1995. Cited by Önal, 1996, p. 91-93). In this context, the training program consists of three main components ('Librarianship and Information'-'Management'-'Education, Teaching, Learning') and three sub-components under each of these. Each sub-title is divided into further sub-components.

The Librarianship and Information program consists of "collection development", "provisioning and organization of information resources", "information services". Collection development includes preparation of provision policy, evaluation of information sources, development of rules for donations, production of information resources. Provisioning and organization of information resources includes methods of provisioning and technical services, classification, cataloging, indexing and automation works for library services. Information-information services includes recognition of need of attention, planning of information services, use of data resources, lending, library types and services of information networks, cooperation, use of technology and development monitoring, media and information literacy (Önal, 1996, p. 91-92; 2007).

The management program includes the topics of "policy making, implementation and evaluation", "resource management" ve "budget management". Within policy making, implementation and evaluation, the subjects of policy making and program preparation, determination of goals and tasks, determination of working methods, tracking of up-to-date development and demands, evaluation and follow-up of legal sanctions are dealt with. Resource management includes implementation of management processes, supervising, organization and use of service areas, protection and maintenance of information resources and related tools, development of services. Budget management includes providing financial resources, budget management and documentation (Önal, 1996, p. 92).

Education, teaching and learning constitute the content of "curriculum development", "information access", "guidance and library use". Curriculum development includes collaboration in preparing the curriculum, practices of learning and teaching theories, enrichment of the curriculum, developmental psychology, educational sociology and behavioral sciences. Within the scope of information access, there are the procedures of analyzing information requirements, analysis, meeting information requirements, user training, developing library services. Guidance and library use includes guidance, cooperation with teachers and students, special education methods, computer-assisted instructional programs, introduction and use of libraries and institutions (Önal, 1996, p. 92-93).

When the contents of the above program are examined, it is understood what kind of points should be taken into consideration to ensure the desired qualifications in ELs and continuity and on which subjects the staff should be trained. In addition to an approach focused on the organization and use of books and other materials in

the physical environment, an approach is now being adopted in which libraries can be used for different purposes, especially with the provision of electronic publications and delivery to users, as well as non-book materials. It is seen that library education programs are expanded by virtual approaches that are mediated by the Internet as well as the printed material and physical field (IFLA, 2012, p. 2). In this context, attention is paid to new duties and responsibilities of the school librarian in the areas of providing individuals with information through online internet services, supporting individuals' ability to access and use information, colouring the lives of especially the students and improving their imagination with supporting reading activities and at the same time increasing their awareness of their culture and also other cultures. (IFLA, 2002, p. 28). The possibility of the school librarian or the teachers responsible for the school library to be assessed for performance in providing quality and continuity of service can also be considered as an approach that should be applied in the future as part of the performance and quality of school libraries. The evaluation approach of educators is necessary for revealing the effectiveness of librarians or teachers, making it possible to find out the deficiencies by school management and develop a school-based suggestion, to make students more successful and to make them more effective users. In addition, it is anticipated that this evaluation approach will have a positive effect on the learning of students. It is possible that the initiatives undertaken in the state of, USA, may serve as an example of the approach of evaluating educators. "Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher"⁴ which is published in 2008 and "Virginia Standards for the Professional Practice of Teacher"⁵ which is published in 2011 by Virginia Board of Education are important attempts to make a positive contribution on the performance of teachers. Both approaches were capitalized in 2012 and re-audited in 2015 (Virginia Dept. of Ed., 2012). It is believed that these approaches that are developed for teachers' competence and skill acquisition in different fields, can be narrowed down within the scope of the development of library competences so that they can be accomplished in schools in which ELs are established in Turkey and that the teachers can feel the real effect of EL formation by including them in a more healthy way.

As it is stipulated by IFLA/UNESCO (2002), "the quality and richness of the library depends on the staff resources employed in the school library. For this reason, it is very important that the staff is encouraged as much as possible, that they are well trained, that libraries have sufficient staff in terms of the size of the school and the library services they need. Here, "the officer" refers to assistant staff who have undergraduate studies in librarianship. Besides, teachers, technicians, parents and volunteers can be counted as support staff. The school librarian must be professionally trained and

⁴ http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf

⁵ http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf

have librarian license degree. Moreover, s/he should study education theory and learning methodology” (p. 13). In addition to all these features, the people responsible for the library need to be informed of the principles of the school libraries and to direct the process in line with these principles. Success in school libraries will be possible through the perception and implementation of librarianship principles (Shannon, 2009). Furthermore, the transformation of these environments into living organisms, the sustainability of service and quality will be possible with a qualified librarian who understands the nature of librarianship (Durukan, 2015, p. 47). Librarians’ being responsible for library will make the process related to the services easier and make the effort spent on school libraries more meaningful.

Literature Review

Ak and Çetintaş (2015) underlined the importance of enriched libraries in education with the attitudes of 3rd and 4th grade students. Most of the students stated that they are satisfied with the physical, environmental and social conditions of the library; However, a significant number of students pointed out that they can not get help to use libraries and resources adequately and effectively because there is not enough staff to handle them in the library.

In his study titled “Total Quality Management and Efficiency in Information Institutions”, Üstün (1998) refers to the factors affecting the importance of total quality management for institutions and businesses and indicates that performance together with success process is limited to the capabilities and skills of employees in the total quality management process.

In his study titled “Total Quality Applications in Education and Information Services”, Önal (2004) points out the importance of total quality management in school libraries while emphasizing attitudes that affect quality in service. While the resources that can not adequately meet the needs, financial problems, increase in the number of users, changing user requirements, the necessity of reflecting development of information technologies to services, dissatisfaction with the services offered are the examples of these attitudes, in the scope of the study the incompleteness of the work efficiency of the staff has been found out.

In the study conducted by Dengiz and Yılmaz (2007), it is mentioned that the deficiencies related to the establishment of school libraries, reading and library usage habits must be eliminated and librarians must be employed in these institutions.

Within the scope of “*Enriched Libraries (ELibrary) Impact Analysis Research*”, results related to librarian deficiency are addressed separately under the headings of “findings related to teachers and administrators “ and “ findings related to students” (MEB, 2014).

Methodology

This research aims to reveal the importance of the librarian factor in initiatives that will improve the quality of services offered in ELs.

The scope of this research consists of teachers working in Gölbaşı Sevgi Çiçeği İlkokulu (GSCİ), Etimesgut Cenk Yakın Ortaokulu (ECYO), Yenimahalle Atatürk Anadolu Lisesi (YAAL), Etlik Anadolu İmam Hatip Ortaokulu (EAIHO), Balgat Hasan Ali Yücel Sosyal Bilimler Lisesi (BHAYSBL) and Pursaklar Fen Lisesi (PFL), in Ankara. There are 53 schools in Ankara that have had an EL since April 2016. While determining the schools within the scope of the study, factors such as socio-cultural geography, different types, willingness to contribute voluntarily to the research, and controlled applicability of the survey method were taken into consideration. It is noted that the results and suggestions of the study will be generalized only to the schools studied within the scope of the research, and thus constitute a limitation.

The current study follows the descriptive design, and uses observation and questionnaire techniques. The physical conditions, use and functionality of ELs were observed. The questionnaire applied to the participants was prepared in print and covered two main sections. The first part included the demographic information of the participants, the time they spent in teaching profession, and the questions that reveals their involvement in the library before. In the second part, the general attitudes of the participants to ELibraries, their use of library, quality of service, library management, collections, cultural efficiency, field knowledge and budgeting competences were measured. All teachers working in the schools were seen as potential participants and the questionnaire was distributed to the teachers. With the level of confidence of 0.95 and the amount of tolerance of 0.05 (Çingil, 1990, p. 262), the “convenience sampling” method, in which only the questionnaires which are returned are evaluated, (Üte, n. d.) was used. In line with this method, the questionnaire forms were distributed to 343 teachers between the dates of April 1-29, 2016 and 79 teachers responded. The proportion of the sample to the universe is 23%. According to the distribution of the schools in the study; 30% (n=24) teacher participation was provided from EAIHO, 25% (n=20) from BHAYSBL, 17% (n=14) from GSCI, 11% (n=9) from YAAL, 8% (n=7) from ECYO and 6% (n=5) from PFL. A chi-squared test was applied in order to find out whether there is a significant difference between the variables. Survey results were analyzed through the IBM SPSS 23 package program.

Findings

Findings Related to Teachers and Administrators

In the study in which it is stated that ELs will contribute to social, cultural and technological development of the students it is also stated that the statistics about the use of the library must be kept but there is a problem about this issue because there are no specialists or full-time staff in the library. Teachers say that the project is not intro-

duced to them sufficiently. In this case, it is also confusing that the teachers will give the services under the ELs, which are not sufficiently introduced to them. In the study, it is found that licensed librarians are not employed in ELs but teachers think that this is not a serious handicap to keep the libraries open and provide user services. And this indicates that there is not enough knowledge on this issue. Despite this attitude, it is mentioned that the appointment of a librarian will enhance the quality of service. With this study, it is understood that ELs do not have permanent library staff and especially Turkish language and Literature teachers are perceived as permanent library keepers. It is noteworthy that 90% supports the idea that libraries must have full time librarians. When the teacher suggestions are taken into consideration within the purpose of ELs being more efficient, increasing the number of materials takes the first place. And the need to appoint full-time officers in libraries takes the second place. One of the most striking findings of this research is that some of the teachers are not aware of the ELs established in the schools (MEB, 2014, p. 37-38-49-58-80).

Findings Related to Students

It is understood that students are dissatisfied with the hours when the library is open due to the lack of full-time librarians. It is seen that in schools where students are responsible for the library, students complain that there is no other staff responsible. In the EL theme students state that they have problems accessing the resources in the library and that this problem could only be resolved with a librarian who has full knowledge of the collection. The majority of the respondents answered yes to the question of whether there is an officer in the library. In this context, it should be taken into account that teachers and students are perceived as the responsables for school library and that this may have positive and negative effects on the individuals' view of the library. Especially the perception that students can fulfill their library responsibilities is thought to negatively affect students' view of librarianship profession and lead to a decrease in the respectability of the profession. The need of education for students about the use of ELs is considered another indication of the necessity of librarians. In the scope of a question that was asked to students to learn about their opinions on the deficiencies of ELs, it is understood that one third of the participants said that there are no missing parts, 1,3% of them said they do not regard the staff as a problem. On the other hand, in a question about expectations only 2.7% of the participants remark the necessity of staff (MEB, 2014, p. 80-83-84-99-104-109-110).

Taking into consideration the sources mentioned above, it is understood that there is no scientific study to reveal the qualifications of teachers for the services of ELs. In this study, school libraries, for the first time, are examined within the scope of qualifications of teachers in terms of library services in the ELs theme.

In this part of the study, the results of the qualifications questionnaire are evaluated. 63% (n=50) of the teachers participated in the survey are female and 36% (n=29)

of them are male. When the age range of the participants is considered, it is understood that the majority (55%; n=44) is between the ages of 41-50. Below is the related data of the types of schools the participants work in, the subjects they teach, how many years they have been engaged in teaching profession, whether they work in the school library and if they do, how many years they have been in the school library.

Table 1. Basic information about ELs

	m ²	Collection	Staff	Budget	Number of Students	Number of Teachers	Foundaton Year of the School	Who Established
Gşçi	70	1100	Officers-Teachers	No Budget (NB)	1260	66	2010	School management (SM)
Ecyo	82	1650	Parents	NB	868	53	2006	SM
Yaal	80	1000	Teachers-Students	NB	1197	103	1971	SM
Eaiho	60	1000	Turkish teachers	NB	775	50	2012	SM
Bhaysbl	60	7000	Guide teachers	NB	506	49	1991	MNE
Pfl	60	1200	Disabled public staff	NB	273	22	2014	SM

Table 1 provides basic information about schools of this study and ELs in them. ELs must have sufficient physical space as specified by the MNE as physical area. In the interview with the school administrators, it was learned that ELs were initially provided with 1000 resources. In this context, it is known that in the schools with more than 1000 sources, the remaining number is transferred from the old library of the school. It is understood that none of the ELs in the scope of the study have permanent staff and teachers are predominantly responsible for them. There is no continuous budget for EL. It is mentioned that the foundation year of the school is not a criterion for the establishment of EL. The idea of establishing ELs in the schools involved in the study was made by the school administration to the MNE in schools other than BHAYSBL. In the selection of the ones suitable for the school among the 11 different types of ELs selected according to the situations like the physical characteristics of schools, budget etc., the decision of the school administration has come to the forefront in schools other than BHAYSBL. Since BHAYSBL was in the pilot region, the decision of the the MNE on the establishment of EL and the selection of EL was effective in this school.

Approximately half of the surveyed teachers are Turkish Language, English language teachers and classroom teachers. Teachers of Biology, Mathematics, Religion

Culture and Ethics, History, Physics, Science, Technology and Design, Music, Information Technologies, Arabic, Social Sciences, Visual Arts, Chemistry, Geography, German, Philosophy and student advisors also participated in the study.

When the time spent by teachers in their profession is examined, about half of the participants have been doing this job for more than 20 years. The percentage of teachers who are relatively new (10 years and below) in this profession is about 20%. Only 22% of the participants (n=18) were found to have worked in the school library during their profession. When the durations of library duty were compared, it was determined that 14 teachers spent 1-3 years, only 4 teachers worked in the library for 4 years and over.

Table 2-9 summarizes the standarts related to the general attitudes of the teachers working in the schools of the study towards ELs, their competencies on library use, their attitudes towards service quality, their competences on collection, library management, cultural event organization, their library knowledge and skills, and their attitudes towards the budget issue.

Table 2. The general attitudes of the teachers on ELs

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ELs are an important initiative for the development of school libraries	3	3	8	10	68	85
ELs have a positive effect on reading and viewing the library	2	2	12	15	65	82
Vocationally trained personnel are required for EL service activity	2	2	11	13	66	83
Continuity in EL services increases service quality	1	1	7	8	71	89
Continuity in EL services can be provided to libraries who are fully responsible for the libraries	1	1	9	11	69	86
Continuity in EL services enhances the effectiveness of the library	-	-	9	11	70	88
Although full-time librarian employment is not provided to EL, these libraries will continuously increase the average achievement of students	6	7	21	26	52	65
Employment of librarians in ELs will lead to shortcomings	1	1	9	11	69	86
The expectations from EL will be met with continuity in service	-	-	9	11	70	87
I can prepare a library program at the beginning of the academic year	51	64	16	20	12	15
I can prepare a library study report at the end of the academic year	51	64	19	24	9	11
I can prepare a library plan at the end of the academic year	53	67	20	26	6	6
I need to take a course related to librarianship	13	15	25	31	41	51
Librarianship is a field of expertise	2	2	14	17	63	79
Librarians must be appointed to EL	4	4	12	15	63	78

^aIn Table 2, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 2 provides information about teachers' general approach to ELs. When the general attitudes of teachers are evaluated within the scope of ELs, this new format on is said to be positively reflected in the development of school libraries, students' reading and their view of the library. Attention is drawn to the need for educated staff to increase the quality of service and library effectiveness, as well as the availability and continuity of the services and meet of expectations according to this continuity.

Teachers state that they have some shortcomings in preparing the library program, the plan and the study report. In order to cover their shortcomings, 51% of the participants (*n*= 41) state that they can attend to inservice trainings like lessons and courses, and it is said that librarianship is a specialization area and it is necessary to appoint a librarian to ELs (79%). It is underlined that the shortcomings can be eliminated by employing librarians in ELs (%87). Within the scope of in-service training, it is also

known that Turkish language and literature, Turkish language and classroom teachers are given priority for EL project.

Table 3. Teachers' general competencies on ELs uses

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have the habit of using the library	14	17	25	31	40	50
I encourage people in the neighborhood to use the library	8	9	21	26	50	63
I have the habit of reading boks	2	2	11	13	66	83
I encourage people in the neighborhood to read boks	2	2	7	8	60	88
User-library interaction is not efficient because the hours that the library will be open depend on the teacher	16	21	32	40	30	37
I have enough knowledge and skills to guide the EL s to use different groups for different purposes	30	37	30	38	19	23
I have enough knowledge and skills to explain to students how to use EL and how to benefit from it	45	56	2	27	12	14
I have enough knowledge and skills to develop the necessary practices for students to overcome the feelings of embarrassment and anxiety about using the library	18	22	24	30	37	46
I have enough knowledge and skills to make students benefit from technological facilities like printer and projection	19	23	21	26	39	49
I have enough knowledge and skills to engage students in perceiving EL as a need	21	26	21	26	37	46
I have enough knowledge and skills to create a habit of using EL among students	30	37	19	24	30	37
I have enough knowledge and skills to play creative games in EL and to accompany the students	35	44	20	25	24	29
If a librarian is assigned to EL, a more successful user-library interaction will occur	5	6	7	8	67	84

^aIn Table 3, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 3 provides information about teachers' competence in library use. Teachers' seeing themselves sufficient in the areas of using the library, reading habits, directing students to books and library are considered to be positive attitudes to avail students of ELs; however when the competencies and skills of the participants on using and making students use the libraries are evaluated in general, it is understood that some negative attitudes/teacher instabilities stand out on the issues of the use of library by different groups for different purposes (38%), guidance of students on the use of ELs (56%), developing the habit of using the library in students (37%), designing creative games for students in libraries and accompanying students in games (44%). It has been determined that 84% of the teachers support the idea of appointing a librarian to ELs

in order to reduce all these shortcomings about the provision of library and to have a more effective library-user interaction.

Attitudes of teachers who are and are not employed in the school library to the competences in library use and provision have been examined. It is verified that the attitudes are similar except for one of the above criteria and according to the results of the chi-squared test the difference between the variables are statistically significant to the criterion of “I have enough knowledge and skill to make the students make use of technological opportunities such as printers, projectors and so on.” ($p=0,047$).

Table 4. Qualification criteria for teachers’ quality of service

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Awareness level is low for increasing service quality	26	32	29	36	24	30
I do not have enough experience to improve the quality of service in EL	24	29	20	25	35	43
I do not have enough knowledge to improve the quality of service in EL	23	28	22	27	34	42
The teacher responsible for the EL will have a positive impact on the quality of the service that is financially profitable in the face of this responsibility	6	7	17	21	56	70
Conducting lessons and library responsibilities together will adversely affect the quality of EL services	12	16	10	12	56	70
If only teachers are responsible from EL, quality in service will be at a certain level	7	8	13	16	59	73
If the teachers are responsible from EL, the satisfaction of the students will stay at a certain level	9	11	22	27	48	60
I have enough knowledge and skills to develop innovative and creative ideas to improve service quality in EL	29	36	30	38	20	25

^aIn Table 4, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 4 provides information on teachers’ qualifications on the service quality. It is noteworthy that the attitudes are largely unstable to the criteria of increasing service quality and it shouldn’t be considered as a positive situation. It is seen that there are deficiencies in increasing the quality of service in ELs, awareness, experience, lack of information and developing innovative-creative services. It is also pointed out that carrying out the courses and the library duty at the same time have a negative effect on the quality of the service (70%). It is clearly expressed that the quality of the service can not go beyond a certain point if only the teachers are responsible from the library. In addition, it should be emphasized that it will make a positive affect in the quality of the library service if the library duty is carried out with a financial gain (70%).

Table 5. Teachers' competencies in library management

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I do not think I can provide control of students in EL	32	40	23	29	24	29
Especially literature teachers should be responsible from EL	24	29	20	25	35	43
Being responsible for the administration of EL is increasing the business obligations	10	11	13	16	56	70
I think that taking a position at EL should be left to my preference	8	9	12	15	59	74
I am ready to take this responsibility until the librarian is appointed to EL	43	54	21	26	15	18
I have the necessary equipment to manage EL	43	53	18	22	19	24
I can fulfill the service and administration of EL as professionally as the librarians	19	23	19	24	41	51
Students should take responsibility in the administration of EL	16	19	22	27	41	51
Students and teachers should cooperate in the administration of EL	11	13	21	26	47	59
School administration should take responsibility in the administration of EL	12	14	8	10	59	74
Servicemen should take responsibility in the administration of EL	37	46	21	26	21	26
Teachers should take responsibility in the administration of EL	24	30	22	27	33	40

^aIn Table 5, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 5 provides information about teachers' competencies in library management. When the attitudes related to the management of ELs are examined, it is understood that some attitudes take the center stage, such as thinking that there will be problems in providing student control within the library, thinking that being responsible for the library management will increase the workload, unwilling to take administrative responsibility until a librarian is appointed, not having necessary skills for management, thinking that library services and administration can not be realized as professionally as librarians, leaving the choice to teachers whether to take the task in the administrative affairs. Also it reveals that there is an attitude which claims that especially the teachers of literature should not be held responsible for library management. It has been understood that the participants have been unstable on the idea of students' taking responsibility administratively and engaging in student-teacher co-operation. On the other hand, it is emphasized that attendants should not be put in charge, school administrations must be in charge of this administrative duty. It is also understood that teachers are not willing to take responsibility.

Table 6. Teachers' competencies in the library collection

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have enough knowledge and skills to follow up and supply new resources	23	28	27	34	29	36
I have enough knowledge and skills to contribute to collection development work	33	40	27	34	19	24
I have enough knowledge to choose resources for EL	28	34	28	35	23	29
I have enough knowledge to fund the EL	34	42	29	36	16	19
I have enough knowledge to catalog resources in EL	49	61	15	19	15	18
I have enough knowledge to classify resources in EL	46	58	17	21	16	20
I have enough knowledge on maintenance, repair and sorting of resources	47	58	20	25	12	14
I have enough knowledge and skills to update the collection by following the source	48	60	17	21	14	17
I have enough knowledge and skills in terms of raising students' awareness of using electronic information resources	37	46	20	25	22	27
I have knowledge and skills about what to do when students, teachers and parents can not find the resources they seek in EL	36	45	22	27	21	26
I think that the service approach based on continuity rather than volunteering will have a positive effect on the supervision of library resources and the collection development approach	9	10	20	25	50	63

^aIn Table 6, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 6 provides information about teachers' competencies in the library collection. When the teachers' attitudes related to library collection are examined, it can be clearly seen that there is a lack of knowledge and experience on the subjects of source selection, provisioning, cataloging, classification, maintenance, repair, sorting, keeping the collection updated, providing electronic information resources, follow-up of new sources and supplying them. A negative opinion is expressed on contributing to the works on collection development but it is argued that the service approach based on the continuity principle will positively reflect on the source control and the development of the collection (63%). Also, it is mentioned in previous parts that continuity can be achieved only through the employment of librarians.

Table 7. Teachers' competencies on cultural activities that will take place in the library

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have enough knowledge and skill in organizing extracurricular practical activities in the EL to improve students' interest in and frequency of reading.	29	36	26	32	24	29
I have enough knowledge and skill in directing students to the resources and activities in the EL for their personal development.	26	32	22	27	31	38
I have enough knowledge and skill in directing students to the resources and activities in the EL for their cultural development.	29	35	23	29	27	34
I have enough knowledge and skill in directing students to the resources and activities in the EL for their social development.	28	35	21	26	30	37
I have enough knowledge and skill in organising activities which can make children become aware of the EL and its functions.	31	39	25	31	23	28
I have enough knowledge and skill in following the students who never or rarely benefit from ELs and planning and presenting activities which can lead them to the library.	33	41	29	36	17	20
I have enough knowledge and skill in organising activities such as interviews and etc. in ELs to catch the attention and interest of students.	29	35	6	32	24	30
I have knowledge and skill in organising activities in the EL to which students can join individually and in groups.	28	34	26	32	25	31
Continuity-based service approach in ELs will positively affect the continuity and productivity of cultural activities.	11	13	9	11	59	73

^aIn Table 7, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 7 provides information about the competence of teachers on cultural activities that will take place in the library. When the teachers' attitudes towards the activities to be realized under ELs are viewed, it is understood that there are incapacibilities in organising activities to raise awareness of the library, activities that can attract the students who never or rarely benefit from the library, interviews, signature days and group activities. There is also a negative situation regarding the orientation of students to the resources that contribute to their personal, social and cultural development and the organization of activities in this context. Participants also express that the continuity based service approach will reflect positively on the activities and productivity will increase (73%). In this context, the need for librarians who are specialized on the subject is again highlighted.

Table 8. Teachers' proficiency in field knowledge related to librarianship

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I do not have enough knowledge and skills to meet expectations from EL	33	40	21	26	25	31
I have enough knowledge and skills to make the school curriculum - EL relation	32	40	29	36	18	22
I have the necessary knowledge about the regulation of EL	40	49	25	31	14	16
I have enough knowledge about creating the EL service policy	37	46	30	38	12	14
I have enough knowledge to use the EL automation system	46	57	20	25	13	15
I have the knowledge and skill to develop services by taking and evaluating the statistics related to the use of EL	45	56	26	32	8	9
I have enough knowledge on "information literacy"	32	39	24	30	23	28
I have enough knowledge and skills about "lifelong learning"	21	26	8	35	30	37
I have enough knowledge and skills on "creative reading"	24	30	29	36	26	32
I have enough knowledge and skills on "user training"	37	46	28	35	14	16
I have enough information to provide information counseling to users	44	55	25	31	10	11
I have sufficient knowledge and skills to support students in reading and creating ideas, project etc. in library matters	29	36	28	35	22	27
I have the ability to communicate positively and without prejudice to users	12	14	20	25	47	59
I have the ability to cooperate with the individuals and groups in and outside the school about EL	28	34	28	35	23	28
I am positive about understanding cultural diversity and accepting it	8	9	19	24	52	65
I have knowledge about learning education method	14	17	23	29	42	52
I have knowledge about children's literature	19	23	29	36	31	38
I have knowledge about media culture	14	17	29	36	36	45
I have knowledge and ability to market information	33	41	26	32	20	25
I have knowledge and ability about information technology	24	29	30	38	25	31
I have knowledge to make students acquire digital citizenship skills	36	45	28	35	15	18
I have sufficient knowledge and skills to provide students with information, understanding, imagination and entertainment opportunities about the EL	31	38	29	36	19	23
I look positively to improve myself in the field of librarianship with in-service trainings until the appointment of a librarian to EL	31	38	25	31	23	28

^aIn Table 8, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 8 provides information about teachers' qualifications about librarianship. When the teachers' attitudes towards the field of librarianship are reviewed, it is understood that they are generally distant from the field. In this context, although there is a positive attitude on the criteria of positive and unbiased approach to users, being able to understand user diversity, having knowledge about learning method and theory, having knowledge and skills about how to use information; except for these criteria, there is incapability in general.

The qualifications of teachers who have or have not employed in school libraries have been examined in the field of librarianship. Qualifications are similar except for six of the above criteria and as a result of the chi-squared test, statistically significant difference was found between the variables within the scope of the criteria of "I have enough knowledge and skill to establish the school curriculum – EL relationship.", "I have enough knowledge and skill in information literacy.", "I have enough knowledge and skill in lifelong learning.", "I have enough knowledge and skill in creative reading.", "I have enough knowledge and skill in user training." and "I have enough knowledge to be able to do information guidance for users." (*In order of; p=0,017, p=0,099, p=0,045, p=0,025, p=0,017, p=0,013*).

Table 9. Teachers' competencies in school library budget

Criteria	1		2		3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Purchasing policies should be respected for EL sources	22	27	19	24	38	47
A part of the school budget needs to be divided into EL	9	10	23	29	47	59
Budget management is important in terms of service quality	6	7	18	22	55	68
The continuity of the budget is important in terms of service quality	8	9	18	22	53	67
I think that I need in-service training on EL budget management	22	27	24	30	33	41

^aIn Table 9, it is expressed as (1) I do not participate, (2) Undecided, (3) I agree.

Table 9 provides information about teachers' qualifications in the school library budget. When the opinions of the teachers on budget issues are examined, it is obvious that it is argued that it is possible to influence the quality of service with a budget which is allocated to the EL directly and continuously. With this result, it is thought that an expert on this subject is needed and budget responsibility should be carried out by this expert.

Within this study, an open-ended question was asked to the participants to express their opinions and thoughts about the ELs. For the open-ended question, 31% of participants (25 people) reported their opinions. Common views strongly emphasizing

the librarian factor in the achievement of ELs perfection have been expressed with these words: “Working in school libraries cannot be based just on volunteerism; No teachers, including literature teachers, cannot be held responsible for library services; It is a must to appoint a professional librarian”. Within this context, it is mentioned that it is not right to expect teachers to give quality, continuous and efficient services apart from their profession; the stated situation will increase the workload of teachers; the library and its services can not be perceived as it should be. Other thoughts of the participants in our research are concentrated on the areas of “introduction of various libraries, development of reading culture, arrangement of flexible working hours, provision of budget support, use of technological facilities, providing services parallel to the course schedules, use of service regulations, encouraging to do researches” in the school libraries.

Conclusion

Our hypothesis that we tried to prove throughout our research was “Because teachers who carry out librarianship services voluntarily have insufficient knowledge in the field of librarianship, librarians who graduates from the Information and Document Management Department of the universities must serve in ELs in order to increase the quality of services offered in ELs, to notice deficiencies, to be able to take measures in terms of continuity of service in existing and future ELs”. Our hypothesis is proven at the end of our research.

When the literature is reviewed, it is understood that the result of the necessity to increase especially the quality of service in school libraries is parallel to the results of our study.

The results of our surveys conducted to reveal the librarianship qualifications of teachers who work in the schools within the scope of the study and the suggestions are given below. When evaluating the results, it should not be ignored that teachers did not receive any vocational training in librarianship and they try to continue providing these services in ELs voluntarily with their own knowledge and experience.

The results of the study can be summarized as follows. Within the scope of the study, only 4/1 of the participants stated that they have worked in the school library. The duration of the task is mostly between 1-3 years. The level of knowledge and skills of EL administrations is low on activities to be organised and taking measures in order to improve the quality of service. Participants do not take a positive attitude of taking responsibility for providing library services in ELs. Participants do not have enough knowledge of librarianship. Librarians who graduate from the Department of Information and Document Management are required for quality and continuity in EL services. It is thought to be good to take in-service trainings such as lessons, courses, etc. in order to increase the quality of service in ELs and to make the library functional. There is a lack of interest, knowledge, perception, awareness and experience

in increasing the quality of service in ELs. It is argued that ELs increase the workload of teachers. It is argued that providing financial gain in exchange for library duty will positively reflect in the quality of service. It is revealed that the decision of having duty in ELs should be left to the teachers themselves. It has been determined that EL services should be developed and maintained on the basis of continuity, not on the basis of volunteering. Teachers are generally reluctant to be responsible for ELs.

The suggestions developed within the scope of the results of the study are listed as follows. In terms of the quality and continuity of the service provided in ELs, it is necessary to appoint librarians who graduate from the Information and Document Management departments of universities. It is possible to find temporary solutions to the librarian problem with the help of activities such as training teachers on librarianship, receiving help from expert librarians, exchanging information with the school administration, and so on. It should not be ignored that a significant proportion of the teachers involved in the study do not want to be trained on ELs. Since it is planned that the library services will be provided by the teachers on the basis of volunteerism within the scope of the EL project, especially teachers who are willing to take in-service training should be assigned and unwilling teachers should be evaluated as supporting power. In the scope of the EL project, financial incomes can be provided to the teachers who are responsible for the EL under the name of library bonus with a share to be allocated directly from the Ministry budget or from the school budget. At least the functioning of the EL can be provided by transferring basic information about librarianship to teachers, students and parents who will be responsible from the library in the process until a librarian is appointed. Within the scope of transferring the resources in the ELs to the automation system, related departments of universities can be contacted as well as resources can be cataloged by cooperation with especially provincial and district public libraries. Awareness-raising initiatives should be made for teachers about ELs. Projects about information services in Turkey should be realized in partnership with government agencies, librarianship associations, librarians and related academicians. Thus, the risks that may arise will be reduced to a minimum, and the issue will be dealt with in a more detailed way from different perspectives.

Those who have service responsibilities need to be educated in the field of librarianship for better quality of service, continuity and increased effectiveness in the ELs which are designed for the development of individuals and have educational supportive qualities. In this context, in order to ensure the quality and continuity of service in ELs which are and will be opened in Turkey, the solution of the problems of budget, collection, staff, user, technology and cooperation will increase the success of the services. Realization of the projects about information services in ELs through the cooperation of government agencies, librarianship associations and librarians will bring the services to perfection.

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