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EDUCATION FOR SCHOOL LIBRARY MEDIA SPECIALISTS
IN THE STATE OF KUWAIT:
A COMPETENCY-BASED APPROACH

by

Yaser Yousef Abdel-Motey

A Doctoral Thesis
Submitted in partial fulfilment of the requirements
for the award of Doctor of Philosophy
of Loughborough University of Technology
1989

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Declararion

This is to certify that I am responsible for the work submitted in this thesis, that the original work is my own except as specified in acknowledgments or in footnotes, and that neither the thesis nor the original work contained therein has been submitted to this or any other institution for a higher degree.

Yaser Yousef Abdel-Motey
This work is dedicated to Teresa, my dear wife, for her support and patience through this study. It is also dedicated to my father, Dr. Yousef Abdel-Motey, who made a difference in the lives of many who knew him, and to my mother, Soad Salem, as to her prayers I owe so much.
Acknowledgment

I would like to express my gratitude to all who helped in making this study possible. Special thanks are due to Helen Pain-Lewins for her supervision and constructive revisions of this work. My thanks also to Professor P. Havard-Williams for his supervision. I also thank Mr. Abdul-Aziz Al-Tamar and Mr. Salamah Agammy of the Central Department for School Libraries in Kuwait for their assistance in conducting the field research.
ABSTRACT

This study examines modern curriculum design, school librarianship, and literacy, education and librarianship in the Arab countries in an endeavour to formulate an appropriate and effective programme for the education of school library media specialists in Kuwait. Traditional and modern methods of curricula design are studied in search of an approach to education which is appropriate to the various needs of Kuwait society. The growth and development of school librarianship in both industrialized and developing countries are examined, as well as the role of school library media specialists and the educational requirements of their professional preparation. From a comparison of the competencies necessary for school library media specialists in several countries, a research tool is constructed, tested, administered and analyzed to define the competencies necessary for school library media specialists in Kuwait. The resulting competencies are compared to the competencies required of students in three established programmes for school library media specialists and serve as a basis for a suggested competency-based programme for school library media specialists in Kuwait, including the behavioural objectives suggested for the achievement of the identified competencies of a Bachelor level programme. Further recommendations are made for the positive development of school librarianship and education for librarianship in Kuwait and the Arab region.
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Since their independence in the course of the past three decades some Arab countries have experienced rapid economic growth with a noticeable increase in the Gross National Product; however, they are still considered developing countries under the classification system used by the United Nations. Such countries are characterized in varying degrees by having low standards of living, rapidly increasing populations, and incomplete educational systems with many children having no schooling and with widespread illiteracy.

Developing countries generally emphasize innovation as a comprehensive means to achieve socio-economic independence, stressing the role of education as the means to overcome ignorance, improve the quality of life, and to supply an adequate number of trained people at all levels to run an autonomous state and to achieve rapid economic growth. The evolution of education in the Arab countries in the past three decades has shown increased attention not only in the quantitative aspects such as expansion of educational budgets and an increase in the number of educational establishments and pupil enrolment, but also in the quality of education at various levels.

Although many positive efforts have been made to improve the quality of education, the Arab countries suffer from many shortcomings and problems in need of resolving including:

- Approximately 70 percent of the 15 and over age group remain illiterate.
- Approximately one-third of Arab children aged six
to 11 are not attending school (4).
- Higher education is 'still unable to accommodate sufficient enrolments to satisfy individual aspirations and meet the requirements for the development of the region's technological capacity and to establish an adequate manpower structure' (5).
- Although the number of graduates has increased considerably, the educational system has not been able to instil in these the basic skills needed for the various sectors of national development. Similarly, educational and training institutions have not been able to balance their output of qualified workers with the demands of the economy' (6).
- Arab education continues to apply foreign models which are incompatible with the needs of Arab society (7).

In addition, educational methods at all levels are highly traditional, emphasizing memorization and the rote learning of facts. Classroom instruction is based on lectures and textbooks and has failed to stimulate a spirit of inquiry, creativity and initiative in the students. Naturally the role of the library in education is weak; it is often viewed as a mere storehouse for books.

As education is regarded as an important developmental tool, it must be developed fully to meet the needs of each particular society. Its content must be responsive to the needs of the society and its methods appropriate to the characteristics of the learners. Most important, education must achieve self-motivated life-long learning in students,
for with today's growing information needs it is no longer enough to teach only facts. Students must acquire the competencies necessary to solve the problems of everyday living in a changing world. Libraries, in addition to offering a variety of media resources and support not utilized in traditional methods of education, provide access to education outside the classroom, which is essential to continuous self-development.

Developing countries generally have a high percentage of youth aged 15 years and younger, sometimes double that of industrialized countries which is approximately 24 percent of the total population(5). This large percentage of youth calls for quality basic education that emphasizes the student and the learning process as well as the subject matter. School libraries can and should have a greater role in education in the Arab region. The more students are encouraged to seek information, taught how to find and use it, and instilled with the desire for life-long development, the more educated and responsible they will be as adults. The development of the region in the future depends on quality education for its youth today. School libraries have a vital role in enriching education by providing a variety of resources and activities both in and out of the classroom.

Although school libraries currently have a minor role in education in the Arab countries in general, they are the fastest growing sector of librarianship in Kuwait. The first school library in Kuwait was established in 1936 when there were only two schools in the country. Since then, more than 550 public schools have been established, each with a library(9) as required by the Ministry of Education. While public, academic and special
libraries have experienced insignificant growth in the past decade, the number of school libraries increases yearly, requiring a large number of librarians. The majority of librarians in Kuwait are school librarians and the largest group of users in libraries is students.

Although the number of school libraries has increased dramatically in the past 50 years, the growth has been quantitative rather than qualitative. School library standards for Kuwait are far below those for the United Kingdom and the United States of America as well as the guidelines for school libraries recommended by Unesco(10). School libraries in Kuwait are inadequately stocked and the services are minimal.

In addition, there is a severe shortage of qualified library personnel, especially in school libraries. Only 12 percent of school libraries are staffed with qualified librarians(11). Until 1988 there was no programme for the education of librarians except for a post-secondary non-professional programme to prepare assistant librarians. This programme is currently being extended to the Bachelor level. Kuwait has depended primarily upon librarians contracted from Arab and other countries, many of which are suffering from similar shortages in qualified library personnel. Quite naturally, this shortage in Kuwait has a negative effect on the professional image of librarians and the services they offer, as they have neither the qualifications nor the staff to carry out their responsibilities.

A number of studies and seminars have addressed the importance of the establishment of an educational programme in library studies in Kuwait, and in particular, a programme for the preparation of school librarians(12). With the
recent announcement of the Central Department for School Libraries' plans to convert all public school libraries into school library media centres(13), a programme for the preparation of school library media specialists is of paramount importance. Such a programme would respond to the need for qualified librarians and may be viewed as the foundation in the hierarchy of library services and education in Kuwait.

The suggested programme must overcome the problems indicated by related literature: library schools in the Arab region suffer from unclear objectives, out-dated curricula, and traditional teaching methods(14). Their curricula lack adequate course content in information science and library automation, and place too much emphasis on classification and cataloguing, book selection, and reference work(15). In addition, schools of library studies, notably in the Arab countries, have failed to respond to rapid change in the field and to consider the present and future demands of the community. A fresh approach to education for librarianship must be adopted, one which incorporates high achievement expectations and results, adaptability to change, updated curricula content and modern learning techniques. Schools of library studies' objectives should be a clear translation of the needs of the community and should apply to its particular social, political and economic conditions. A competency-based programme is suggested as the adequate model of education for school librarians in developing countries, specifically Kuwait.
In such a programme, behavioural objectives are designed to meet the educational needs of the community at present and in the near future, as identified by a survey of the field. Whereas educational practices in the region currently require students merely to demonstrate their ability to memorize information, competency-based education stresses behavioural objectives and the demonstration of appropriate knowledge, skills and attitudes. Competency-based education strikes a balance between theory and practice, which is clearly lacking in traditional methods of education. In competency-based education, it is clear to students that they will be expected to demonstrate certain competencies before graduation. 'The perponderance of studies tended to support the competency-based education hypothesis: students who know in advance the specific objectives of instruction achieve more than those unaware of the objectives'(16).

It is expected that a competency-based school library programme would not only develop in the student the necessary competencies for today's information demands, but also it would train him to be problem-oriented and to adapt his behaviour to meet changing needs. This type of education has an important role in the innovation and development of the region as it demands individual responsibility and the demonstration of usefulness to the community.
Rationale

This study is important to library education in Kuwait both quantitatively and qualitatively. While school librarians represent the fastest growing sector of librarianship in Kuwait, there is also a severe shortage in qualified school library personnel which is due, in part, to the absence of professional preparation in librarianship in Kuwait until 1988. With the Ministry of Education's plans to convert public school libraries into school library media centres, there is an urgent need for qualified school library media specialists. This study, therefore, addresses the current increasing need for qualified school librarians and the future need for school library media specialists.

An educational programme should address not only the quantitative need for qualified personnel but also qualitative aspects such as the suitability of the programme to local characteristics and circumstances and the ability of its graduates to perform competently in the field. A quality educational programme must be based both on sound theory and current practice. There is a need, therefore, for a programme for school library media specialists in Kuwait to be based on the characteristics of Arab and Kuwaiti society to meet the needs of current and near future practice in Kuwait. Consideration must be given to library educators' and practitioners' opinions as to the value of educational goals to the practice of school librarianship in Kuwait. While world trends and educational research in other countries is considered, this study determines the unique needs of Kuwait's school librarians through field research, which determines the competencies.
necessary for school library media specialists in Kuwait and forms the basis for a suggested Bachelor degree programme and several recommendations regarding school librarianship in Kuwait.

This study also has value to school library education in general as it reviews and summarizes similarities and differences between school library development and provision in the United Kingdom and the United States; school library standards in the United Kingdom, United States, Kuwait and those suggested by Unesco; and the functions or areas of competence determined important for school library media specialist performance by library associations and individual or institutional research of both industrialized and developing countries. The literature review, therefore, provides a necessary reference for the consideration of any programme to educate school librarians: it traces development of school librarianship, it considers the various types and levels of education for librarianship currently offered in several countries, and it presents a compiled list of areas of competence and individual competencies which must be considered for school library media specialist preparation. The literature review, coupled with the field research, provides a step-by-step process of curriculum development with broad considerations yet specific application and adaptability to the development of educational programmes in various fields of endeavour.
Method of Study

In Chapter One, methods of curriculum design, both traditional and contemporary, were reviewed in search of an educational approach suitable to the needs of education for school librarians in Kuwait. Traditional curriculum design uses organized subject matter as the predominant data source and a logical organization of content is emphasized. Although this is a convenient way to administer curricula, coverage of content often becomes more important than depth of understanding, which results in an insufficient integration of knowledge and may encourage a passive or superficial approach to learning.

Contemporary curriculum design, a systems approach, necessitates the identification of aims, goals and objectives in terms of desired behaviours and the selection of learning experiences and content which help students attain those aims, goals and objectives. Continuous evaluation and modification of the whole system must also be undertaken. Although the systems approach is more difficult and time consuming in application, a greater coordination between education and practical application is encouraged, as well as effective, motivated and self-directed learning.

With reference to curriculum design, some current problems in education for library and information studies were reviewed. Criticisms being charged at schools and departments of library studies include failure to respond to rapid change in the field, of taking insufficient account of present and future demands of the community, and a lack of functional relationships between library
educators and practitioners. In addition, differences in the educational requirements and subsequent roles of library and information professionals have been reported, indicating a need for curriculum review.

Increasingly more researchers and educators are suggesting competency-based education (CBE) as appropriate for the library and information profession. CBE derives curriculum from an analysis of a prospective or actual effective role in society and certifies progress on the basis of demonstrated performance in some or all aspects of that role. CBE does not place a great deal of emphasis on the absorption of information -- the dictation of notes and their subsequent memorization -- but rather on the student's demonstration of specified competencies to the required level and in the agreed-upon manner. Chapter One concludes by suggesting CBE as an appropriate method of curriculum design for the preparation of library and information professionals not only in industrialized countries of the world but especially in its developing countries.

Chapter Two examines the characteristics of Arab and particularly Kuwaiti society regarding literacy, education, librarianship, and education for librarianship. These characteristics are important considerations in the development of an educational programme for school library media specialists to meet the developmental needs of Kuwait society. The conclusions and recommendations of the study, therefore, are specifically for Kuwait as a case study but could be adapted to the particular needs of other societies.

Chapter Three reviews school librarianship as it
pertains to the history, standards and professional education in the United Kingdom, the United States of America and developing countries in general. Although school libraries have existed for centuries, it was not until this century that libraries were widely considered an essential part of a student's education. World evaluation of education in the 1960s, combined with technological development and the use of audiovisual equipment and materials, contributed to the development of the modern school library media centre. By 1980, Unesco's School Library Manifesto(17) was approved. It proclaimed that school library media services are essential to effective education for all children and adolescents.

With the contribution of a well-organized school library to teaching and learning widely recognized, policies and standards of library and media services were being established around the world. Standards in the United Kingdom were first published in 1970 and were reworked and updated in 1977 (18). They outlined the purpose and function of a school library media centre and provided recommendations for its staffing, stock, support services, planning and accommodation. Although school library standards in the United States were first formulated in 1918, the 1960 Standards for school library programs (19) were the first to be heavily oriented to the new media; since then regional and state school library standards have changed rapidly. With the realization that standards in developing countries are likely to have some marked differences from those in other countries, a set of standards for different types of libraries which might be
applied to developing countries was prepared at the request of Unesco (20).

The requirements of education for school librarianship vary from country to country as do school library standards. School librarians in England may be teachers, teachers with diplomas or certificates in library studies, or chartered librarians. In the United States, school librarians must be qualified teachers with some education in librarianship. Some states offer specialized courses and certificates for teacher/librarians which combine education and librarianship, though not at full professional recognition level for both, while other states require a Master's degree in library science, education, instructional technology or a related field. Although several developing countries have implemented educational programmes in librarianship, courses in school librarianship are minimally represented in the curricula. School librarians frequently have little or no formal education in librarianship or have received their education through study abroad where the special needs or educational facilities of developing countries may not have been adequately considered.

Chapter Four analyzes school library media specialist areas of competence determined important by national studies or standards in industrialized countries, individual or team research findings, existing competency-based university programmes and studies conducted in developing countries. Ten areas of competence were identified by the studies: Foundations of Librarianship; Building Collections; Organization and Maintenance; Design, Development and Instruction; Production and Equipment Utilization;
Communication; Information Services; Professionalism; Management; and Research. Of the 29 studies or programmes reviewed, areas representative of Organization and Maintenance, Information Services, Management, and Design, Development and Instruction were the most frequently valued areas of competence necessary for school library media specialists.

Through the comparative analysis a list of 108 competencies was developed. Forty-one representative competencies were chosen as the basis for the development of a questionnaire to identify the current and near future competencies desirable for school library media specialists in Kuwait, and to determine whether they should be acquired in a Bachelor degree programme or in on-the-job training. The questionnaire was forwarded to professionals in the fields of librarianship, educational media and educational research to illicit their opinions and remarks as to the suitability of the survey to its purpose, the comprehensiveness of the competencies under review, and the clarity of instructions and competencies. Necessary alterations to the final format were made in the light of their positive response. The resulting questionnaire, which is presented in Chapter Five, was tested through a pilot study on a limited number of the survey population before final application.

The competency questionnaire was presented to relevant populations, both educators and practitioners, in the fields of librarianship and educational media. According to their experience in the field, participants were asked to rate each of 41 competencies as high, medium, or low value either to a Bachelor degree programme or on-the-job training or to recommend it for higher or lower levels of education;
participants were also given the opportunity to add or delete competencies. This survey responds to the unique needs and characteristics of Kuwait school libraries as professional librarians, their supervisors, school teachers of library studies, and higher education instructors of library and information studies and educational technology in Kuwait have participated directly in its completion.

The participants' responses for each competency are presented and analyzed in Chapter Six as well as the findings of comparative studies. Based on the data, it was determined that school library media specialist preparation is most appropriate at the Bachelor degree level, that some competencies are more important than others to current and near future practice, and that some competencies are suggested as important to Kuwait society in particular. The analysis of the competencies may serve as a basis for curricula design and development to prepare school library media specialists in Kuwait, to develop certification requirements, and to aid in the preparation of job descriptions for Kuwait's school librarians.

In Chapter Seven, the competencies determined important for Bachelor level education in Kuwait were compared to three established competency-based programmes for the education of school library media specialists in order to determine if a single programme for the preparation of school library media specialists is practicable on an international level. Although there are several similarities between the programmes, there are also fundamental differences in the level of education at which school library media specialists are prepared, the competencies deemed important
for effective school library performance, and the detail with which the competencies are described. Based on these differences, competency-based research on a regional or national level is recommended to determine the most appropriate type of preparation and the specific competencies important for competent school library media specialist performance in the society.

Based on the literature review and the results of the survey, Chapter Eight suggests a Bachelor degree programme for the preparation of school library media specialists in Kuwait. The eight required courses and four elective courses described therein include competency requirements and detailed behavioural objectives.

Chapter Nine discusses further recommendations for the future development of school librarianship and education for librarianship in Kuwait and the Arab region regarding the unique characteristics and needs of Arab and/or Kuwaiti society for the preparation of school library media specialists, on-the-job training, the establishment of standards of competence, Master's level education in library/media studies, and the establishment of an active professional association for school librarians.
Limitations of the Study

1. The field research is limited to the determination of competencies necessary for school library media specialists in Kuwait.

2. Private schools in Kuwait are not considered for the field research, as they generally employ expatriate librarians to meet the special needs of their schools.

3. The competency survey is limited to library media competencies; other areas of preparation for the same graduate (e.g., courses leading to certification as a teacher) will be under the jurisdiction of the departments relevant to the subject.
REFERENCES


3. Ibid.

4. Ibid.

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6. Ibid.

7. Ibid.


10. Refer to section 3.5.2.


The present status of school libraries and the means of their development in the Arab Gulf States. (Seminar, Riyadh, 1983.)

Methods to support school libraries to serve education and self-education. (Seminar, Kuwait, December 1985.)

Librarians in Kuwait: present and future. (Seminar, Kuwait, 30 March 1988.)


15. Ibid., 93.


The developing countries are not alone in their need for appropriate curricula implementation and evaluation, effective teaching methods and suitable instructional materials. However, special considerations must be given to the needs of developing countries where new educational programmes are being established or where curriculum development faces the particularly difficult and important task of revising what has in many cases been an alien and ill-suited content of education into a new curriculum that is more responsive to the needs, traditions, and aspirations of the country. There is a need to design curricula deliberately, carefully, and cost effectively, not only in terms of design and content but also in terms of effect on manpower requirements. Chapter one, therefore, reviews both the traditional and modern systems approach to curriculum design, and serves as a basis for a review of the current problems in education for library and information studies. The chapter ends with an examination of the characteristics of competency-based education as a suggested approach to modern curriculum design which more adequately responds to the need for an educational programme for school library media specialists in Kuwait.
1.1. Definitions

As there is no widely accepted definition of the term 'curriculum,' the following definition is used for the purposes of this chapter: the means to achieve an educational programme in which planned and guided learning experiences and intended learning outcomes, formulated through a systematic reconstruction of knowledge and experience, contribute to the learner's continuous and willful growth in personal and social competence.

'Curriculum development,' synonymous to curriculum planning and curriculum building is the broad social process, the syntactical structure, the interpersonal dynamics of decision making about instructional planning. In a broad sense it is characterized as a dynamic process of political, social, ideological and personal negotiations that occur in a cooperative and collaborative context to produce educational plans.

Curriculum development is a shared responsibility, no longer to be thought of as being primarily vested in local district educational authorities acting as agents of state governments. It is not within the plan of this research to follow through the stages of curriculum development but to examine the main trends in the field of curriculum design in an endeavour to determine the most appropriate and effective approach which meets the objectives of an effective school library media programme.

Curriculum design, therefore, may be defined as 'a set of abstract relationships embodied in the materials and learning activities of a course in use. It is the way that the critical variables of subject matter, pupils, teacher, and milieu are brought together.'
determined by decisions made on a broad level which involves role definition or basic value choices and on a specific level which involves the technical planning and implementation of curricular elements such as objectives, content, learning activities and evaluation procedures. The fundamental requirements of curriculum design are to specify and to justify what should be taught, to which persons, under what rules of teaching, and how these should be interrelated. The challenge of curriculum designers is to achieve a high degree of consistency, integration and relevance among the elements in the curriculum. Although aspects of curriculum development are inseparable from curriculum design and the terms are often used interchangeably in the literature, the scope of the present study is curriculum design and the processes and components of its effective implementation.

1.2. Traditional Approach to Curriculum Design

The most common approach to curriculum design utilizes organized subject matter as the sole or predominant data source. Curriculua content is determined in terms of the structure of the discipline, and the concepts and processes necessary to understand it are taught. A logical organization of content is emphasized, as the selection and organization of content is the major task in the design. Learning, however, can become a mechanistic process which emphasizes covering the desired content rather than developing understanding in students.
In this approach to curriculum design, objectives are often stated in instructional terms and are usually in the cognitive domain; however, in practice most of the objectives are lower cognitive behaviours which emphasize the recall of content, and learning activities are often the traditional verbal type. Evaluation procedures are planned and developed to measure the extent to which the student has learned the body of content or achieved the objectives of the course, but emphasis is usually on quantitative measurement.

The advantages of using this approach to curriculum design include the fact that it is the traditional way of designing curricula and that it emphasizes the logical organization of content. It is familiar to teachers as they were educated in the same way and the most prevalent materials and leaning resources are developed on this basis. It is also a convenient and easy way to administer curricula.

The weaknesses of this design are several. First, it compartmentalizes and fragments knowledge for the sake of organization which leads to an insufficient degree of integration in the student's knowledge. Secondly, the subject approach to education is removed from the real world of students. The problems, events and concerns they face daily are usually not adequately covered. Thirdly, as the students' needs, abilities, interests and experiences are generally not considered in this type of curricula design, students may not be intrinsically motivated, individual potentialities and differences are not addressed, and process skills which enable students to cope more adequately with the demands of life are neglected. Fourthly, it is an inefficient and unnatural arrangement of knowledge which may
encourage a passive or somewhat superficial approach to learning. In practice, coverage of content often becomes more important than depth of understanding. Finally, as knowledge expands, new subjects must be created, causing crowding of the curriculum which may, in turn, lead to even more inadequate coverage in some subjects(7).

The traditional curriculum design process is represented in Figure 1, whereby first course content is defined and that content organized into one or more course structures. The sum total of the courses makes the curriculum(8).

Figure 1. Traditional Curriculum Design Process

1.3. Modern Systems Approach to Curriculum Design

A new approach to curriculum design is one of systems approach. It has two basic assumptions: 1) the purpose of education is to change behaviour, to provide the learner with different behavioural capabilities at the conclusion of the learning experience than he had at its beginning, and 2) when one component in the system is affected, other components and the total system are also affected(9). Thus, if educators provide a learner with new capabilities, they change a
A subsystem within the total social system, or in the case of library and information studies, the total professional system.

Burrell outlines the steps involved in curriculum development based on a systems approach (10):

1. Initial selection of aims, goals and objectives (expressed in terms of desired behaviours).
2. Selection of learning experiences as are likely to help students to attain the chosen aims, goals and objectives.
3. Selection of suitable subject matter content as a vehicle for the chosen learning experiences.
4. Organization and integration of learning experiences and subject matter content to sustain the learning and teaching process in the classroom.
5. Planning certain other elements of the educational process:
   a. learning and teaching methods
   b. assessment of student achievement
   c. selection or adaptation of plant and facilities
   d. preparation, development and continuing education of staff.
6. The planning and implementation of the continuous evaluation and modification of the whole system.

The systems approach to curriculum design is most simply illustrated by Wheeler in Figure 2 (11).

Figure 2. Curriculum Design Process

1. Aims, Goals and Objectives
2. Selection of Learning Experiences
3. Selection of Content
4. Organization and Integration of Learning and Content
5. Evaluation
Although the systems approach is behaviourally oriented, Geis reminds us that 'a mere restatement in behavioral terms of irrelevant educational objectives will not produce a marked improvement in education'(12). Therefore, it is of particular importance that the curriculum designer first identifies and defines, in considerable detail, the demands of the social milieu, the subject matter and/or the learner to arrive at educational objectives relevant to the roles for which the learner is to be prepared.

The benefits of a systematic design approach are both educational, --as instructional strategies can be both improved and better understood --, and managerial, --as aims and objectives can be clearer, course designers make their intentions more explicit to sponsors, and cost-effectiveness and accountability can be built-in when planning accommodation, educational resources and evaluation. It encourages effective learning by implying a level and style of conceptualizing on the part of teachers and course designers, encouraging decision-making, subject and task analysis, cost-consciousness and self-awareness individually and institutionally(13). The systems approach also encourages greater coordination between education and practical application as it asks educators to specify aims and precise objectives, to organize courses with close attention to feedback and learning outcomes, to diversify learning experiences and by implication make them more relevant to subsequent practice, to encourage motivated and self-directed learning, and to set up evaluation and assessment procedures which can serve as the best proof not only of the internal efficiency of the course but also of its
effective response to market forces(14).

Although its advantages are many, the systems approach to curriculum design is more difficult and time consuming in application because it makes clear the need for role analysis and definition, which involves objective empirical investigation including empirical investigation of expert opinion, job or task analysis, and the systematic transformation of general aims of education into highly specific behavioural objectives. Care must be taken to ensure that not only skills and techniques are taught, reflecting the psychomotor aspect of competence, but also the affective and cognitive aspects. In addition, competencies for future performance should be considered so not to perpetuate an educational or professional status quo, and curriculum must be subject to continual evaluation in relation to changing society, subject matter and learner characteristics.

1.4. Criticisms of Education for Library and Information Studies

A review of both the traditional and modern approaches to curriculum design helps in the understanding of the inadequacies being attributed to education for library and information studies. There have been many professional society meetings devoted to the problems in library education, together with articles, special journal issues, and conference proceedings. As White and Paris state(15):

Practitioners representing academic, public, school, and special libraries have all tended to agree that there is much wrong with library education; educators, too, have engaged in considerable self-examination and self-criticism. The noisy consensus that change is indeed necessary
has hidden the fact that there is little agreement
on what those changes should be.

There has recently been much talk and research about
curriculum changes and improved teaching methods, but Boaz
states that 'the efforts have been sporadic and little has
been done of an innovative nature. The need for change has
not resulted in change. The reasons may be a fear of
departing from the known traditional patterns or it may
simply be a matter of lethargy'(16).

One of the criticisms being charged at schools and
departments of library studies is a failure to respond to
rapid change in the field, and of taking insufficient account
of present and future demands of the community. Such a
charge is symptomatic of the traditional approach to
curriculum design where a content of information is the sole
or dominant data source rather than needs assessment. As
early as 1923 library schools were charged with conservatism
in the Williamson Report(17). Williamson was able to give
 katagorically the usual library school curriculum of the
day(18), which included 26 topics. Osborn (1971)
notes that 'apart from computer studies, there is very little
in the usual library school curriculum today that was not
covered to some extent or another by these twenty-six
topics'(19).

Among the 26 courses listed by Williamson were
what has come to be known as 'the core' of library and
information studies: cataloguing, classification,
bibliographical studies and library management. The same
courses were the main topics of the Library Association's
syllabi in the United Kingdom. In 1923 half of the student's
time was spent in these four areas (20), in 1970 Reed reported that all accredited library schools in the USA offered courses in those areas (21), and in 1980 Conant stated in his report that library schools concentrate on the same 'core' as basic functions of the profession (22). McGarry reports that (23):

Changes in nomenclature occurred during the 1970s and varies according to the particular school. Cataloguing and classification became 'information retrieval', 'information storage and retrieval' and in some schools 'indexing studies'. 'Bibliographical studies' are sometimes called 'sources of information'. Library management, in previous existences known as 'library economy' and 'library administration', now frequently appears as the 'management of library and information services'. Whatever their mutations in form and content, these areas of study express a certain centrality.

The persistence of the core curriculum may contribute to the charges of failure of library schools to respond to rapid change. The problem of the core curriculum is that modern knowledge and technology change the importance of the courses, or at least their structure implications on the profession and required approaches to teaching. For example, cataloguers face the challenges of technology concerning both the transmission and storage of data and the difficulty of standardizing new documentary forms. 'The cataloguing curriculum,' states McGarry, 'could not ignore the realities of online cataloguing -- and more importantly -- the demise of the traditional cataloguing department' (24). As society changes and information technology develops, perhaps the recommendations of professionals and educators calling for changes in the curriculum are not ungrounded. A systematic analysis of the roles and tasks of library and information professionals and the aims and objectives of library
education stated in behavioural terms may be initial steps to overcome conservatism in the library education field.

Another criticism of library education seems to originate in a lack of functional relationships between library educators and practitioners, another charge resulting from rigid adherence to traditional curriculum design. Conant reports that very few graduate library schools work with nearby libraries in internship and field-work projects, and that strained relations between graduate library schools and university libraries are common. One reason is that library school faculty seldom invite nearby librarians to participate in curriculum planning and other aspects of policy making and, conversely, library educators are seldom invited by library administrators to participate in planning and policy discussions in their libraries. The lack of communication between the workplace and educational and training organizations is also mentioned in the monumental study by Griffiths and King (25). As communication was considered to be at the very heart of achieving information professional competencies, the principal role of the King Research was to be a change agent for, and facilitator of, the communication process among participants in the study which included employers and educators of information professionals, concerned professional societies, researchers and librarians (26).

Burrell believes it is perhaps a common experience that library schools tend to misjudge the reality of library work as ex-students returning to visit or teach in their schools of librarianship often assert that what they were taught bore little relevance to the jobs awaiting them in the field;
employers make the same complaint about their newly-recruited employees' inability to cope with routine matters (27). Similar conditions were investigated by Crowe (28), and Roberts and Bull (29) in their studies assessing the educational preparation of library and information students against the subsequent competencies required of them in their workplaces. Both studies reported differences in the educational requirements and subsequent roles of library and information professionals, indicating a need for curriculum review. Stone writes that (30):

professional education and library information science is still conducted by and large without enabling the students to gain any very reliable sense of competencies needed. They do not know exactly how much can and should be learned in how much time or how best to pursue or follow up professional learning activities on one's own. Typical courses in library science, even at places where extensive (and often costly) syllabi have been compiled, too often constitute more or less random and sterile exposures to the names of places, people, and events considered more or less representative of a given professional area, while the student is left to his own devices to figure out which attitudes, specific skills, and knowledges must be acquired to do useful work. Fortunately, there is now a growing interest in trying to do a better job of orienting students to the desired work outcomes. But, with exceptions, library and information science programs remain fairly vague about learning objectives, and the majority of courses in library science haven't yet been subjected to expert analysis for the derivation of teaching objectives which then can be stated in behavioral terms. Nor have standards of competency been determined. As a consequence, a true sense of relevance to actual on-the-job performance all too often is lacking.

Burrell asserts that professional education and training should be based more on an analysis of the tasks of librarians and information workers and of the context in which those tasks are to be performed in the future -- in the early part of the student's professional career. From such
an analysis appropriate educational objectives may be derived and appropriate subject content selected in light of the chosen objectives (31). In this way, library school curricula would have more relevance to the demands of the library and information profession.

As the components of successful professional education for librarianship are not agreed upon, they are the subjects for extensive research in the field. Although there has not been much agreement concerning appropriate curriculum design, content, and teaching methods, increasingly more researchers and educators are suggesting competency-based education as appropriate for the library and information profession. Section 1.5. reviews the characteristics of competency-based education and its relevance to education for librarianship.

1.5. Competency-Based Education

Competency-based education (CBE) derives curriculum from an analysis of a prospective or actual effective role in society and certifies progress on the basis of demonstrated performance in some or all aspects of that role (32). Competency may be defined as (33):
A generic knowledge, skill or attitude of a person that is causally related to effective behavior as demonstrated through external performance criteria where:

- knowledge is having information about, knowing, understanding, being acquainted with, being aware of, having experience of, or being familiar with something, someone, or how to do something;

- skill is the ability to use one's knowledge effectively; and

- attitude is a mental or emotional approach to something or someone.

The competency-based concept emphasizes pragmatism in determining the content of programmes, it is a systematic approach and has potential for improvement through research. The basic concepts are simple and straightforward (34):

1) Programme requirements are derived from, and based on, the practice of effective practitioners.

2) Requirements are stated as competencies rather than inferred cognitive states such as 'knowledge' or 'maturity,' and are known to the teacher and learner alike.

3) Instruction and assessment are specifically related to competencies and the later role for which the student is being educated.

4) The learner knows that he is expected to demonstrate the specified competencies to the required level and in the agreed-upon manner and his progress is determined by demonstration of those competencies.

5) Other implied elements are: a) instruction is individualized and personalized, b) the learning experience of students is guided by feedback, c) the programme as a whole is systematic, and d) the emphasis
is on exit, not on entrance requirements. No credit is given for exposure to classroom experience -- only for required achievement or performance.

In recent years CBE has gained wide acceptance in both secondary and post-secondary educational settings. Although it is thought of as a new approach to curriculum design, it has antecedents as far back as the late nineteenth century in a variety of educational movements, including those for efficiency in education, vocational education, progressive education and instructional technology\(^\text{35}\). CBE can also be traced through teacher education and undergraduate college programmes. It has recently developed as a conceptual framework or model for programmes in the teaching field in the USA. Legislature required that schools demonstrate their effectiveness in terms of learning outcomes, especially in basic skills. Critics demanded accountability of the programmes and proposed that teacher education should be firmly grounded in knowledge of the demands of actual classroom practice and prerequisites of effective performance, thus giving rise to the CBE movement\(^\text{36}\). CBE has also been used in preparing nurses, engineers, attorneys and school administrators. It has been used to train karate experts, oil field workers, and restaurant managers. It has also been used in teaching social sciences at the British Open University\(^\text{37}\), and library and information studies at the University of California at Los Angeles\(^\text{38}\). CBE has recently been used in several colleges and universities in the United States in programmes designed to prepare school library media specialists. Presently seven states require the demonstration of specified competencies for certification.
in school librarianship in the USA and several other states require practice in the field(39). Some of these programmes are examined briefly in Chapter Four.

There are two major approaches being taken in contemporary competency-based programmes, as Chisholm and Ely explain(40). The first approach is highly behaviouralistic with emphasis on planning curricula on the basis of well-defined, specifically stated objectives. This approach is similar to King's study, in which the activities performed by library professionals were highly specific and broken down into knowledge, skills and attitudes(41). The second approach recognizes the importance of defining and measuring performance, but bases its educational programme on the broader view of competence as a larger entity. This approach includes the totality of qualities needed to perform a given competency. In this approach, a competency statement is a cluster of tasks which are amalgamated to form a general competency. Performance measurement in the second approach is possible but perhaps without some of the precision of the purely behavioural approach.

The competency-based assessment and programme development process as envisaged by King Research, Inc. is illustrated in Figure 3 (42).
Competency-based education does not place a great deal of emphasis on the absorption of information -- the dictation of notes and their subsequent memorization; or to take an example in education for library and information studies, the mechanical learning of details of reference books and cataloguing rules. This learning approach is hardly appropriate to the library profession -- a dynamic one, subject to rapid change, and calling above all for flexibility of mind and responsiveness on the part of those who practice it. Ramey states that 'learners need to know how to learn, how to use what they have learned and how to communicate what they have learned. In a changing world the
curriculum must prepare the learner for change. Rather than teaching 'facts' that tell our students what the world is really like, we should help them cultivate those knowledges that help them cope with events in their own world' (43).

Many library professionals advocate the teaching of competencies in practical situations to achieve a higher degree of relevance in the curricula. As Burrell states (44):

In general, students learn best through direct personal experiences which teach them to reflect and think critically and to practice the higher cognitive skills of analysis, synthesis and evaluation in the course of applying that which they may otherwise 'inertly' know and comprehend without really understanding. Direct experience is also the only way to learn important skills in the affective domain and in the area of social interaction.... Practical experience, as in fieldwork, helps students to extend their sensitivity to the presence and needs of others and gives them the desire and ability to respond: to accept, to organize and adopt relevant values in an atmosphere of service.

Line also believes that skills specific to library work are practical skills and must be taught in practical situations. He states that although it can be argued that behind all practice there is or should be theory, 'the relevance of theory to practice can be understood and appreciated properly only if theory is learnt while librarianship is being practiced' (45). While theory in itself can easily become an abstract pursuit, there is an opposite danger in training in practical skills -- that they will be learnt without questionning. 'Wherever skills are acquired,' states Line, 'it is important that they are seen against the objectives that they are intended to achieve, and that the trainees are made aware that they can be achieved in various ways' (46).
1.6. Conclusion

The review of the traditional and modern systems approach to curriculum design has suggested several essential characteristics of relevant curriculum design. Firstly, it must be the result of deliberate decision making about the aims, goals and objectives of the educational programme, not the result of omission or neglect. Secondly, the objectives must match the intent or function of the curriculum, such as to prepare the student for performance in a specific role in society. Thirdly, curricular elements must be handled with consistency, i.e., objectives, content, teaching methods and evaluation procedures should be highly related. Finally, curriculum design must be flexible and evolve as new demands are placed on educational institutions and as knowledge, societies and students change. The curriculum, above all, must not become static and unchanging, but rather creative and adaptable.

In the light of such essential characteristics and components of curriculum design, education for library and information studies in developing countries must avoid several shortcomings, including:

1. Education for the past, based on outmoded views of the library/information professional's role in society.
2. Narrowly prescriptive programmes leading to rigidity rather than flexibility in practice.
3. Emphasis in breadth of knowledge at the expense of depth and the ability to perform competently, resulting in superficiality and irrelevance to the demands of the workplace.
4. Blind imitation of successful programmes where
social, cultural, political and economic conditions vary.

The library schools must design their curricula by obtaining the best available information on the essential tasks to be performed by library/information professionals, to assess competencies achieved by students, and to evaluate programmes in terms of demonstrated performance and relevance to the field. In short, they must demonstrate accountability.

Competency-based education (CBE) is suggested as an appropriate method of curriculum design for the preparation of library and information professionals not only in industrialized countries of the world, but especially in its developing countries. Chapter Two examines the state of literacy, education and librarianship in the Arab region which will further demonstrate the suitability of CBE to the needs of the region.
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CHAPTER TWO

LITERACY, EDUCATION AND LIBRARIANSHIP IN THE ARAB REGION

The Arab region includes the African countries of Algeria, Morocco, Tunisia, Egypt, Sudan, Djibouti, Somalia, Mauritania and Libya and the Asian countries of Lebanon, Jordan, Syria, Iraq, Kuwait, Bahrain, Qatar, the United Arab Emirates, Oman, the People's Democratic Republic of Yemen, the Yemen Arab Republic and Saudi Arabia. These countries share common history, religion, language and culture as well as common Arab concerns and interests. Arab unity and nationalism is expressed in the constitutions of the Arab states, all of which include a proclamation to the effect that their country is a part of the Arab nation (1).

In the past three decades the Arab countries have achieved considerable progress in economic and social development. Although several countries have had some of the highest income per capitas of the world, they are still considered developing countries by United Nations standards. They are characterised by high population growth, high illiteracy and incomplete educational systems. This chapter reviews literacy, education and librarianship in Arab countries as necessary considerations in the development of an educational programme for school library media specialists. The study of these elements indicates the type of programme and educational methods appropriate for people of the region and serves as a basis for further study on the topic.
2.1. Literacy

A literate society is understood to be one in which most adult members possess at least the minimum skills of reading and writing. It depends heavily on books, reading and writing for recording and communicating information. By this definition the United Kingdom, the United States of America and other western countries are classified as 'literate societies,' while Sri Lanka, Sudan and Yemen are 'illiterate societies.' An illiterate society may be further classified as 'preliterate' in which little use is made of printed letters or 'non-literate' in which no use is made of letters, a long oral tradition sufficing its communication needs.

A study of illiteracy in the Arab region indicates a state of preliteracy; although comparatively little use is made of printed letters, there is a recognized need and a concerted effort to increase the literate population. Illiteracy rates vary considerably among Arab countries; it is, therefore, useful to divide them into four groups based on economic and social factors such as national income, the variety of economic activities and population growth and density (2).

A. Countries whose income is derived primarily from petroleum production and its by-products, with low population and density and similar economies. Such countries include Saudi Arabia, Kuwait, Bahrain, Qatar, the United Arab Emirates and Oman.

B. Countries with a wide variety of economic activities although their basic incomes are derived from petroleum production, with moderate population and density, such as Algeria, Libya and Iraq.
C. Countries with a wide variety of economic activities, of which petroleum production is not a major source of income, and with high population and density. These countries include Egypt, Morocco, Tunisia, Jordan, Lebanon and Syria.

D. Countries whose income is derived primarily from agriculture, characterized by moderate or high population and density, including Sudan, Somalia, Djibouti, Mauritania, the People's Democratic Republic of Yemen and Yemen Arab Republic.

In 1980 illiteracy rates were highest in the agricultural countries (group D) when the percentage of illiteracy was 81.1 percent of the adult population aged 15 years and older. The oil countries of the Arabian Gulf (group A) also had high illiteracy -- 77.2 percent of the adult population. The countries of groups B and C had much lower illiteracy rates, with 56.3 percent reported for group B and 51.6 percent for group C. The average illiteracy rate for Arab countries in 1980 was 69.1 percent of the adult population.

Illiteracy rates have decreased slowly since 1970 when total illiteracy among adults was 71.3 percent. However, the expected annual decrease in the adult illiterate population is 2.9 percent based on the decrease between 1970 and 1980; by the year 2000 illiteracy in the Arab region is expected to have decreased to approximately 38.1 percent. Illiteracy rates for the fifteen and older age-groups for the years 1970, 1980 and the expected rates for the year 2000 are presented in Table 1 according to country divisions as outlined above.
Kuwait has a low illiteracy rate compared to neighbouring countries; in 1980 illiteracy among Kuwaiti adult citizens age 15 years and over was 42.2 percent. Among the total adult population that year, illiteracy was reported to be 32.5 percent. However, an additional 28.3 percent of the total adult population possess minimum skills in reading and writing or have no education past primary school (4). Table 2 presents the educational status of Kuwait's population age 15 years and over in 1980.

<table>
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<tbody>
<tr>
<td>A</td>
<td>87.4%</td>
<td>77.2%</td>
<td>37.5%</td>
<td>-3.5%</td>
</tr>
<tr>
<td>B</td>
<td>72.5</td>
<td>56.3</td>
<td>26.9</td>
<td>-3.6</td>
</tr>
<tr>
<td>A+B</td>
<td>76.7</td>
<td>62.1</td>
<td>29.7</td>
<td>-3.6</td>
</tr>
<tr>
<td>C</td>
<td>61.6</td>
<td>51.6</td>
<td>34.8</td>
<td>-2.0</td>
</tr>
<tr>
<td>D</td>
<td>87.9</td>
<td>81.8</td>
<td>58.0</td>
<td>-1.7</td>
</tr>
<tr>
<td>C+D</td>
<td>69.3</td>
<td>60.1</td>
<td>41.6</td>
<td>-1.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>71.3</td>
<td>69.1</td>
<td>38.1</td>
<td>-2.9</td>
</tr>
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</table>
Table 2. Kuwait's Adult Population by Educational Status (4)

<table>
<thead>
<tr>
<th>Educational Status</th>
<th>Kuwaiti Citizens</th>
<th>Non-Kuwaiti Residents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>42.2 %</td>
<td>27.2 %</td>
<td>32.5 %</td>
</tr>
<tr>
<td>Read and Write</td>
<td>10.9</td>
<td>22.1</td>
<td>18.1</td>
</tr>
<tr>
<td>Primary School</td>
<td>12.8</td>
<td>8.7</td>
<td>10.2</td>
</tr>
<tr>
<td>Intermediate School</td>
<td>19.7</td>
<td>15.2</td>
<td>16.8</td>
</tr>
<tr>
<td>Secondary and below university level</td>
<td>11.3</td>
<td>16.7</td>
<td>14.8</td>
</tr>
<tr>
<td>University and post-graduate level</td>
<td>3.1</td>
<td>10.0</td>
<td>7.6</td>
</tr>
</tbody>
</table>

The bodies responsible for the eradication of illiteracy differ from one country to another. Most often the Ministries of Education or Social Welfare assume responsibility. Other bodies such as national associations and clubs, unions and the like also participate; however, libraries do not yet have a significant role in these efforts.

In Kuwait the Ministry of Education assumes full responsibility for the eradication of illiteracy in Kuwait. There are 67 free-of-charge centres for adult illiterates and 334 classrooms (5). The Department of Adult Education and Eradication of Illiteracy of the Ministry of Education carries out a campaign in the media to encourage illiterate people to attend classes in these centers. However, in 1980
the total number of participants in literacy programmes was 10,025 (6), which was only 3.8 percent of the illiterate population of Kuwait that year (7).

Widespread illiteracy among adults is one of the greatest obstacles to development in the region. Despite educational progress in the region, illiteracy rates are still very high, especially in countries of the Arabian peninsula. Among young people, fifteen to twenty-six years of age illiteracy has shown a marked decline (8); however, many Arab countries are not yet producing a sufficient number of qualified workers to meet their developmental needs. In some countries as much as 46 to 85 percent of the adult male population and between 85 and 98 percent of the adult female population are illiterate (9), a factor which severely handicaps progress in the region.

2.2. Education

In the past three decades there has been increasing recognition of the importance of education in the successful innovation and development of the region. Education, as one of the basic rights set out by the United Nations, is a means to overcome ignorance, improve the quality of life and supply an adequate number of sufficiently trained people to achieve national socio-economic independence. The formulations in government plans for the development of education in the region is often expressed in hopes such as the following(10):

1. That better education would overcome ignorance and so open the way for individuals to lead richer lives, to establish better social relationships within communities, and so enable the local communities to gain in self-respect and become more democratic and responsible, more able to take initiatives for their own improvement and to become more outward looking.
2. That to improve education would contribute to economic growth, thus raising the general standard of living, and helping towards better employment opportunities, health, housing etc.

3. That education would improve the quality of rural life, especially the level of agricultural skills with the aid of literacy, and the opportunities for a richer cultural life.

4. That it would improve the training in skills for the development of industries, and also modern social services, increasing the readiness to learn new techniques required for innovation and change.

5. That it would be the most effective means of developing a more equitable society, with better opportunities for individuals in the countryside as well as in towns, with less extremes of poverty and affluence, more responsible leaders and administrators. Hopefully such a society would have fewer tensions and frustrations, and so be more satisfied and peaceful.

6. That education would contribute to nation building, by fostering a growing respect for each nation's own culture and traditions, and by aiding the development of political maturity, which would be capable of combining orderly leadership with freedom of thought and expression, and respect for individual rights.

Several conferences in the Arab region have called for the development of education such as the 1976 conference for the eradication of illiteracy held in Alexandria, Egypt, where a unified strategy was outlined. Following years showed an increase in the number of students in Arab countries. For example, during the period 1978/79 to 1982/83 the number of male students in Qatar and Yemen doubled and increased fivefold in Syria. Similarly, the number of female students doubled in Oman and Morocco, quadrupled in Kuwait and increased tenfold in Iraq (11).

Between 1960 and 1980 the number of students registered in schools in the Arab countries more than tripled. The percentage of registrations among school-age children rose
from 19.9 percent to 40.4 percent with the highest number of students in primary school. Although the percentage of secondary school-age students registered in 1980 was only 6.9 percent, it showed an eightfold increase since 1960 (12).

Table 3 represents the number of students registered in Arab countries in 1960 and 1980.

Table 3. Total Number of Students Registered in Arab Countries (in thousands) (12)

<table>
<thead>
<tr>
<th>Students</th>
<th>1960</th>
<th>1980</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>7,040</td>
<td>21,120</td>
<td>x 3.09</td>
</tr>
<tr>
<td>(percentage of total age-group)</td>
<td>(47.7)</td>
<td>(78.4)</td>
<td></td>
</tr>
<tr>
<td>Intermediate School</td>
<td>1,300</td>
<td>8,400</td>
<td>x 6.05</td>
</tr>
<tr>
<td>(percentage of total age-group)</td>
<td>(10.4)</td>
<td>(35.9)</td>
<td></td>
</tr>
<tr>
<td>Secondary School</td>
<td>163</td>
<td>1,320</td>
<td>x 8.08</td>
</tr>
<tr>
<td>(percentage of total age-group)</td>
<td>(1.6)</td>
<td>(6.9)</td>
<td></td>
</tr>
<tr>
<td>TOTAL STUDENTS</td>
<td>8,503</td>
<td>30,840</td>
<td>x 3.63</td>
</tr>
<tr>
<td>TOTAL AVERAGE PERCENTAGE</td>
<td>(19.9)</td>
<td>(40.4)</td>
<td></td>
</tr>
</tbody>
</table>

Since 1960 there has been an appreciable expansion in all categories and levels of education throughout the region. This has resulted in a considerable increase in education budgets, which in certain instances have risen to nine percent of the national income (13). Spending on education rose from 680 million dollars in 1960 to 8970 million in 1980, doubling 4.5 times during this period. Increased
spending on education in Kuwait, for example, is evident in the increasing number of students, teachers, and schools (14):

The total of students enrolling at government schools has been increasing at a rate of more than 7 per cent each year, yet the number of schools and classrooms has kept pace. In fact, the pupil-teacher ratio has fallen consistently from more than 30 to 1 in the forties to about 10 to 1 by the late seventies, and less than 10 to 1 in secondary schools. The number of school buildings of all types has soared: in 1970-1 there were 210 kindergartens, primary, intermediate and secondary schools; by 1978-9 there were 437 and that year the Ministry of Education announced plans to build still more.

By 1986 there was a total of 559 government public schools, 150 private Arab schools, and 104 private foreign schools in Kuwait (15).

Increases in school enrolment and educational budgets in Arab countries are an indication of an increasing faith in the role of education in the successful innovation and development of the region. Although notable progress has been made in many quantitative aspects of education the quality of education in many cases is poor: research indicates that education in the region is didactic and authoritarian (16). Educational activities outside the classroom are rare and examinations are the sole form of evaluation, by which the student's ability to memorize a single textbook and classroom notes is measured. This type of education yields poor results and students seem to learn little. 'They do not learn to understand what they read, to express themselves freely and clearly, to think about ideas and practical questions; theirs is inert and passive response to reason' (17). Students of such an educational system frequently dislike school and the number of repeaters and dropouts are significantly higher than in industrialized countries (18).
Students of a traditional system of education may complete enough schooling to develop basic literacy skills; however, with changing world information trends the meaning of literacy is expanding. As the Inner London Education Authority states(19):

It has become something of a cliche to say that we live in an Age of Information, or that we are witnessing an Information Explosion. However, although the terminology has entered easily into our language, many of our institutions (including schools) have yet to respond to the challenges that such an age confronts us with. The ability to locate, retrieve, select, organize, evaluate and communicate information will increasingly become a major component of what we understand the term 'literacy' to mean; consequently such abilities will be crucial to each individual's quality of life. New developments in information and communication technologies are rapidly expanding our 'information environments,' and also the range of skills required to exploit them; however, many pupils are still leaving school unable to manipulate even our most basic and traditional information sources.

Although the statement refers to English schools, the failure of the educational system to teach necessary skills is particularly applicable in developing countries. Although schools in the region seem deeply committed to the traditional method of education, changes can be made within the system to enrich education and shift emphasis from examinations and the memorization of information to learning skills and the application of knowledge in practical situations. Although examinations cannot realistically be eliminated altogether, education can be modified so that examinations do not dominate the curricula. As D'aeth states, 'the only way to relax the grip of formal instruction coupled with dominating examinations... seems to be to incorporate non-formal education as a major component within the system' (20).
A school library media programme can enrich education within the school and aid in improving literacy rates in the community by offering library and media resources and support. However, as in most developing countries, libraries in the region do not have a significant role in general education. Asheim describes the system of education and the role of books in developing countries(21):

The system of education in most of the developing countries places emphasis upon unquestioning acceptance of professional authority, and that means that books have very little part to play in the process. The lecture notes and the single textbook suffice to see the student through most of his academic career, and everything about the system tends to discourage rather than encourage the habit of reading. The texts are dull and uninviting, outside reading, if it leads to independent ideas or ideas in conflict with the class lectures, will jeopardize the student's chance to move ahead. Since advancement is based absolutely on examinations along the ladder from elementary school to advanced study in the university, since the examinations are designed to test the student's rote memory of the lectures rather than his knowledge of the subject... it is the unusual student indeed who would be motivated to use the library for any other purpose than a space in which to cram for examination.

Sharif reports that the typical school library in the region consists of 'a room in which books are kept in locked cupboards. The library room is open during recess, and students are permitted to borrow books. Generally, most libraries are not large, and bookstock will not support any strong program of independent learning' (22).

In Kuwait, the school library is said to be an integral part of the school programme and the country has the largest average number of school libraries in the Arab world(23). However, the library's role is actually very limited; the main task of the librarian is 'to preserve the library as an entity' (24).
Library courses, or 'free reading' periods are supervised by Arabic language teachers, and apart from the curriculum research set aside by their teachers, pupils have little time to spend in the library.

Haider explains a problem of attitude and lack of understanding toward school libraries shared by peoples of many Arab countries (25):

At the present time there is a great lack of understanding on the part of the public in general and particularly educational authorities in Kuwait toward the philosophy and objectives of school library services. Teachers and administrators share in this lack of understanding. These groups regard the library in the school as little more than a storehouse where books are preserved rather than used. This attitude is one of the basic obstacles to the development of school library services in the country, and any attempt to revise it may prove to be the most difficult task the DSL [Department of School Libraries] will encounter in its development plan. Part of this difficulty stems from the lack of awareness among the majority of the officials responsible for educational planning in Kuwait of the importance of the school library as a factor in improving the quality of education. This lack of image is due to the unfamiliarity with books and libraries among officials, most of whom have never used either books or libraries as part of their educational preparation. In fact, they might never have been in a library at all.

The benefits of a school library media programme as a part of the educational system in the region should not be underestimated, as it serves several functions, succinctly described by the American Library Association (26):

Programs of media services are designed to assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media, a student acquires and strengthens skills in reading, observing, listening, and communicating ideas. The learner interacts with others, masters knowledges as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, discipline, and capacity for self-evaluation. With a quality media program a school can challenge its members to participate in
exciting and rewarding experiences that satisfy both individual and instructional purposes.

The incorporation of effective school library media programmes into the educational systems of the Arab region would enable it to more adequately meet developmental needs of the region. With the population of youth in the region 15 years of age and younger at 43 percent (27), a large portion of the literate population would acquire skills necessary for self motivated life-long learning and development. They would learn how to better cope with problems of everyday living and the growing information demands of the community.

Higher education in the region is also characterized by the traditional method of instruction and insufficient library media utilization; however, the basic shortcoming of higher education is the fact that it is not properly related to the economic needs of the society. A Unesco study reports that (28):

While higher education enrolments throughout the Arab countries are relatively few in view of the size of the region, its needs and aspirations, there is a growing feeling that education at this level has already reached saturation point. In certain subjects the number of graduates exceeds the demand on the labour market, whereas there is a growing call for qualified workers in other subjects that are still not included in higher education curricula. In addition to this, many graduates receive an unsatisfactory scientific, technical or social training.

Although education has reached 'saturation point' in certain specializations it is in demand because it seems to be the easiest way to move up into the affluent sector. In Kuwait, for example, each citizen is guaranteed employment; his level of education determines his position and salary. Consequently, 'the aims, structure and content of existing educational systems
are such that the whole object of teaching is the conferral of degrees' (29). The university degree is viewed as the ultimate goal of education and the university has become the main attraction of the educational system since it is regarded as a social escalator to a better financial and social status.

In secondary education, curricula and evaluation are academic in nature, aimed at preparing students for university rather than for productive work in society. In Kuwait as in many other Arab countries, this leads to an imbalance in the types of study among youth (30). Not only is vocational or technical work looked down upon, but also there is no incentive for students to do more difficult studies when their basic salaries after graduation will not be affected by their type of study. Therefore, the output of arts graduates from secondary school is more than that of science graduates. This imbalance weakens the ability of general education in meeting the developmental needs of the country.

This attitude extends to the university where the student's goal is to acquire a diploma rather than to receive a quality education based on a demand in the employment market. A university diploma is viewed as a passport to the work field and has become something which every individual feels he has the right to
achieve. Naturally, educational standards are frequently lowered by sympathetic teachers wishing to grant each student his right to a diploma, and a large number of students graduate unskilled and poorly educated.

The inability of the educational system to produce a sufficient number of skilled workers despite heavy enrolments is the most obvious and superficial aspect of the lack of coordination between education and development in the Arab countries. The lack of coordination seems to be qualitative in nature and to rectify only some of its quantitative aspects is bound to produce partial and superficial results. A strategy which connects secondary and higher education to the development needs of the region is needed, one which awards diplomas based not only on the number of years of formal study completed, but also on the demonstration of acquired competencies and their successful application to work-like situations.

The application of competency-based education is suggested as a suitable means to achieve greater coordination between the educational system and developmental needs of the region. Competency-based education is an educational approach which derives a curriculum from an analysis of a prospective or actual role in modern society and structures learning around competencies defined as fundamental for successful performance. The application of competency-based educational programmes in the region would demand not only more responsibility from the students but also accountability from the teachers and the educational system in general. Therefore, both students and teachers would assume more active, responsible roles in the development of the region.
2.3. Librarianship

The library is an old institution in Arab-Islamic history. A typical library was part of the mosque and included among its collection not only religious books, but also books on language, law, literature, history and science (31). At the height of Arab civilization there were also public libraries sponsored by the state. However, many libraries in the Arab world today are a recent development and as yet do not have a significant role in society. Services that are considered quite ordinary in libraries in industrialized countries are rare in the region. Union lists, interlibrary cooperation, user services, programmes to reach non-users, public relations, and library programmes are not found (32), and poor professional education programmes and the lack of regional professional library associations contribute to the problems facing librarianship in the region.

Book collections in public libraries are mostly in Arabic and do not include the variety of subjects needed to meet the increasing information demands of the community. Recreational materials predominate, whereas subjects such as science, technology, fine arts, business, social sciences, linguistics, self-improvement and professional occupations are not well represented: there is a lack of standard reference books and many gaps in sets of periodicals (33).

Perhaps as a result of the insignificant role of libraries and the poor services offered, most libraries are poorly staffed. According to latest statistics for Kuwait's public and national libraries, for example, only 7 percent of the employees are professionally qualified, that is, with at
least a bachelor degree in library studies (34). The Central Department of School Libraries reported that only 34 percent of its administrative staff is professionally qualified (35) (with at least a bachelor degree in library studies) and only 12 percent of Kuwait's school librarians (36). Of Kuwait's academic librarians, only 27 percent possess at least a bachelor degree in library studies (37), not significantly higher than the 23 percent reported for special libraries. Table 4 represents the staff qualifications for the main types of libraries and administrative departments according to latest statistics for each type.

Table 4. Staff Qualifications for Main Types of Libraries and Administrative Department in Kuwait

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Public and National</th>
<th>School</th>
<th>Academic</th>
<th>Special</th>
<th>Central Department of School Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum bachelor degree in library studies</td>
<td>7 %</td>
<td>12 %</td>
<td>27 %</td>
<td>23 %</td>
<td>34 %</td>
</tr>
<tr>
<td>Bachelor degree in unrelated fields</td>
<td>26</td>
<td>8</td>
<td>25</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Non-professional associate degree</td>
<td>11</td>
<td>42</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Secondary school</td>
<td>32</td>
<td>18</td>
<td>21</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Intermediate school</td>
<td>23</td>
<td>15</td>
<td>31</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

* Complete statistics for this group of libraries are not available.
Asheim describes a staffing situation which is not uncommon in the Arab region:

In one Middle Eastern country, an eminent professor of archaeology who had done some advanced study in the United States was assigned, upon his return to his homeland, to take charge of the library of the faculty of letters, in addition to his full-time academic responsibilities. None of his protests of lack of interest and lack of training were of any avail.... Never once did it occur to them that a professionally trained person should be put in charge; the post goes to an academic who may (but need not) use libraries for advice.

Where such an attitude prevails, it is to be expected that library needs carry a very low priority in the competition with other demands upon the limited budgets of the university, the city, or the national government. There is no question about where to put the available funds, as between a science laboratory or a library, a public administration professor or a librarian, or a comptuter or a collection of books. Those in a position to make decisions on such matters have probably never seen a library from which they could derive any service or benefit; those in charge of the libraries are more interested in their own subject fields than in this secondary obligation that they did not seek; those with some library training and a knowledge of the library's potential are not in a position to present the case.

The shortage of qualified personnel is due, in part, to many of the programmes to educate librarians in the region having been established only within the past twenty years. With the exceptions of the Department of Librarianship and Archives at the University of Cairo, Egypt and the Department of Librarianship at the University of Omdurman, Sudan, all schools of library studies were established in 1970 or later. Most schools offer either a diploma in library studies of two years duration or a bachelor degree of four years duration. The only Ph.D. programme in the region is of three years duration at the University of Cairo, which also hosts one of the four master's or post-graduate diploma programmes in the region. Other post-graduate courses are offered at the
University of Baghdad, the National Documentation Center of Morocco, and the University of Jordan. Academic programmes for library studies are presented in Table 5.

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
<th>Years</th>
<th>Levels/Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Librarianship and Archives, School of Art, University of Cairo</td>
<td>Egypt</td>
<td>1951-</td>
<td>BA - 4 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PGD - 1 year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MA - 2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PhD - 3 years</td>
</tr>
<tr>
<td>Department of Library and Educational Media, College of Education, University of Helwan</td>
<td>Egypt</td>
<td>1982-</td>
<td>BEd. (lib/mc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 years</td>
</tr>
<tr>
<td>Departments of Librarianship and Archives, School of Arabic and Islamic Studies, University of Omdurman</td>
<td>Sudan</td>
<td>1966-</td>
<td>BA - 4 years</td>
</tr>
<tr>
<td>Department of Library Science, School of Art, University of El-Mustansria</td>
<td>Iraq</td>
<td>1970-</td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BA - 4 years</td>
</tr>
<tr>
<td>Department of Library Science, School of Art, University of King Abdul-Aziz</td>
<td>Saudi Arabia</td>
<td>1973-</td>
<td>BA - 4 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1977-</td>
<td>MA - 1.5 years</td>
</tr>
<tr>
<td>Department of Library Science, School of Arabic Language, University of Imam Mohamed</td>
<td>Saudi Arabia</td>
<td>1974-</td>
<td>BA - 4 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1977-</td>
<td>PGD - 1 year</td>
</tr>
<tr>
<td>Department of Library Science, University of Riyadh</td>
<td>Saudi Arabia</td>
<td>1976-</td>
<td>DLS - 1 year</td>
</tr>
<tr>
<td>School of Information Sciences, National Documentation Center</td>
<td>Morocco</td>
<td>1974-</td>
<td>Certificate - 2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DLS - 4 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MLS - 4 years</td>
</tr>
<tr>
<td>Department of Documentation and Library Science, University of El-Fateh</td>
<td>Libya</td>
<td>1976-</td>
<td>BA - 4 years</td>
</tr>
</tbody>
</table>

Table continued on following page.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Country</th>
<th>Start Year</th>
<th>End Year</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Beirut College of Women</td>
<td>Lebanon</td>
<td>1970-75</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>The College of Information and Documentation</td>
<td>Lebanon</td>
<td>1975-</td>
<td></td>
<td>BA - 4 years</td>
</tr>
<tr>
<td>University of Lebanon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algerian National Library</td>
<td>Algeria</td>
<td>1962-</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>The Institute of Library and Documentary Science</td>
<td>Algeria</td>
<td>1975-1983</td>
<td></td>
<td>BA - 4 years, PGDL - 1 year</td>
</tr>
<tr>
<td>University of Lebanon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantine University</td>
<td>Algeria</td>
<td>1962-</td>
<td></td>
<td>BA</td>
</tr>
<tr>
<td>Wahran University</td>
<td>Algeria</td>
<td>1984-</td>
<td></td>
<td>BA</td>
</tr>
<tr>
<td>National School of Administration</td>
<td>Tunisia</td>
<td>1971-78</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>Institute of Journalism</td>
<td>Tunisia</td>
<td>1979-</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>Al ma'ahad al-ala lil-tawtheek (Institute)</td>
<td>Tunisia</td>
<td>1981-82</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>College of Education</td>
<td>Jordan</td>
<td>1977-</td>
<td></td>
<td>PGDL - 2 years, DLS - 2 years</td>
</tr>
<tr>
<td>University of Jordan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of History and Library Studies</td>
<td>Qatar</td>
<td>1977-</td>
<td></td>
<td>BA - 4 years</td>
</tr>
<tr>
<td>College of Humanities and Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service Training Center</td>
<td>Bahrain</td>
<td>1981-</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>Department of Library Science</td>
<td>Oman</td>
<td>1965-67</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>Teachers' Institute of Oman</td>
<td></td>
<td>1980-</td>
<td></td>
<td>DLS - 2 years</td>
</tr>
<tr>
<td>Department of Library Science</td>
<td>Kuwait</td>
<td>1977-88</td>
<td></td>
<td>DLS - 2 years, BA</td>
</tr>
<tr>
<td>College of Basic Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(formerly Teachers' Institute)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* DLS - Diploma in Library Studies
* PGDL - Post-Graduate Diploma in Librarianship
* BEd(lib/med) - Bachelor of Education with specialization in library and media studies.

** A 1987 article (39) identified four new departments of librarianship in these universities but details of the dates of their establishment are lacking in the literature.
Although several schools of librarianship have recently been established in the area, the number of students entering the programmes is still insufficient to meet the needs of Arab countries. Saunders describes the shortage of library and information professionals as a problem of the educational systems of developing countries(40):

In a situation where a country is still only producing a very small number of people with sufficient education to qualify for tertiary and higher level training, how can they be attracted into librarianship, when the opportunities open to them include the far higher 'prestige professions' such as medicine and the law? How attractive would even the top flights of librarianship appear when compared with the prospect of quick promotion to high rank in the Civil Services or in Government? At the early stages of development it is by no means unrealistic for a bright graduate to see himself as a Minister or a Permanent Secretary; these are understandably far more glittering targets than the Chief Librarianship of the national or university library. Obtaining for library and information work a fair and reasonable share of the best young people emerging from a nation's educational system is a major problem in its own right. It is a problem which is at its worst at the very early stages of development and it should improve as the years pass by, as more and more people emerge from the higher educational system, and the more glamorous and glittering alternatives become fewer and further between. Yet even then it is not uncommon to find problems in attracting high calibre recruits into the profession, because all too frequently the status and salary of library and information workers in the developing world is far too low to attract the right kind of entrants. In this way, and for this reason it is all too easy to get into a spiral of the worst kind: a poor public image of the profession results in poor status and salary; this in turn leads to a poor calibre of recruit; and the poor performance of these poor calibre recruits perpetuates the poor professional image.

The problem of attracting high calibre students to the library profession is only one of the problems shared by library schools in the Arab region. They also suffer from similarity in curricula, unclear objectives and traditional curricula and methods of teaching. The similarity in
curricula might be due to, and affected by, the fact that most of the schools were established in the 1970's, primarily by graduates of the Egyptian school or with their participation, as the Egyptian school was the only school in the area for more than half of the past three decades. Quite naturally, the Egyptian school's courses and teaching methods were adopted in newly established schools, with little innovation and development in the curricula. Sharif writes(41):

the purposes and objectives of the schools in the region are limited to graduating staff, the graduates having the same quality. These objectives and aims are the same everywhere, although the methods of achieving them may be different. Establishing of clearly specified general objectives and purposes of the schools is obstructed by the fact that the library profession still has problems of recognition, there are no well-defined job descriptions for staff in the libraries and documentation centers, and there is no information available about the estimated number of required staff and their levels.

Teaching methods are bound by traditionalism, the lecture being the dominating method of education, and their development is checked by lack of enthusiasm shown by teachers and educational authorities (42).

The syllabi of library schools in the region lack advanced courses in library automation and information science, with much emphasis put on classification and cataloguing, book selection and reference 'since about half the syllabus covers these four courses' (43).

The problems which affect the development of library education in the Arab region can be summarized as follows:

1. The organizational structure of library schools in the region is such that they are often housed within other departments. For example, library programmes in Egypt, Iraq and Saudi Arabia are housed in the Schools
of Art; that in Qatar is in the School of Humanities, and in Kuwait in the College of Basic Education. With this organizational structure, not only do library schools' administrators have to cope with a complex bureaucracy whenever they wish to promote change, but also students of the programmes must take a significant number of courses from arts, education or other fields as college requirements.

2. There is a lack of adequate teaching materials in the Arabic language which leads to dependence on literature which not only is often understood with difficulty, but also rarely pertains to the circumstances of developing countries.

3. There is an acute shortage of qualified faculty which leads to the employment of foreign teachers or Arab teachers educated abroad who may not have a complete understanding of the special needs of the region.

4. The curricula of library schools are not designed to educate individuals to solve specific problems in the area, and modern methods of education are not used.

5. There is a lack of awareness in public and government sectors of the problems which hinder the development of adequate library education. Consequently, there is inadequate financing and support for necessary staff and facilities, and little interest of high calibre students for the library and information field.

6. There are no strong professional associations of librarians and information scientists, which is due, in
part, to the lack of awareness previously described, and contributes to the problem as well. Although there are eleven library associations and organizations in the Arab region\(^{(44)}\), most of them are inactive except those in Jordan, Tunisia, Morocco and Egypt\(^{(45)}\).

To help resolve the problems of education for librarianship in the region, modern curriculum design and development are essential. Educational programmes should be structured around the competencies necessary for successful performance in the work field and stated as objectives for the programme and specific courses. These competencies should be identified by examining the future work places of graduates and surveying educators in the field and future employers. Such a method of curriculum design and development will alleviate the problems of similarity in curricula, unclear objectives, traditional educational methods and lack of advanced courses in certain subjects, contribute to higher standards of professional service and achieve greater coordination between the educational system and the developmental needs of the region.

2.4. Conclusion

As an aid to innovation and development, quality library and information services are an important aspect of the information infrastructure of a country. As a type of non-formal education, libraries provide readily accessible information for people of all age groups and educational levels. However, as Farid states, 'the promotion of the supply side of an information infrastructure does not constitute in itself a necessary and sufficient condition for
the use of information and utilization of information technology' (46). Even when sophisticated library and information services are available there is no guarantee that they will be used. Therefore, it is also important to build the human information infrastructure of the region, which should emphasize two groups: youth and library and information science professionals.

Since nearly half of the population in the region is youth 15 years of age and younger and most of the literate population is in this age group, library services can influence this group more than adults or illiterate people, especially considering that most students have daily access to a library even in its most rudimentary form. Library and information science professionals must possess the qualifications necessary to offer quality services which, in time, may build a greater respect for their profession and greater use of their services. Curriculum design and development and the implementation of effective educational programmes are of paramount importance with the realization of their potential effects on the public image, status, and performance of professionals in the field, and the resulting quality of professional service. Havard-Williams writes(47):

the development of professional education for information services generally is of the utmost importance for the development of the services themselves. Good educational programmes will in time encourage good students, for it has to be recognized that until systems have a certain sophistication they will not attract people of outstanding ability, given the opportunities available in other fields of activity. A good educational programme will of course be in a constant state of evolution because of the constant
development of practice. But it will also recognize realistically the limits imposed by the conditions of the countries it serves and the abilities of the students it can attract, while at the same time seeking to 'stretch' its students, and improve conditions of service in the country.

An educational programme for school library media specialists accommodates the special needs of youth for library services, promotes improved educational methods and meets the growing demand for school librarians in the region. An effective educational programme, however, must be appropriate for the characteristics of the society and individual students, based on effective, flexible and relevant educational theory, and demand accountability from the educational system and responsibility from the students. A competency-based educational programme can meet these requirements.

In conclusion, an effort must be made to benefit from research already done in the fields of school library media services and competency-based education, keeping in mind the special needs of the developing countries of the Arab region. Chapter three, therefore, discusses school librarianship in the United Kingdom, the United States of America and developing countries and compares their standards for school libraries with those of Kuwait. Chapter four reviews the studies, educational programmes and standards which identify the competencies necessary for school library media specialists in both industrialized and developing countries. From the literature review a survey tool is developed as a means to identify the competencies necessary for school library media specialists in Kuwait.
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16. Most educational methods in the Arab countries are traditional and depend primarily on lectures; modern methods of education are rarely used. Obstacles to application of newer teaching methods include insufficient teacher preparation, a lack of relevant educational media and a shortage of subject textbooks. Student progress is determined mainly by written
examinations about the subjects covered in class.


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3.1. The Role of Educational Reform in the Growth of School Librarianship

Although the school library is viewed by some as a modern development in education, the concept of library services in schools is not a new one. Early records indicate that secondary school students of ancient Athens annually gave one hundred books to the school library as a gift. Very early religious schools often had libraries in them, such as the mosque-schools in the Middle East and monasteries in Europe. The Ashton Ordinance of 1578 illustrates one of the earliest conceptions of the school library as a place where reference materials besides books may be kept; it prescribed buildings to include 'a library and gallerie for the said schools, furnished with all manner of books, mappes, spheres, instruments of astronomye and all other things apperteyninge to learning which may be eyther geven to the schoole or procured with the schoole money' (1). Although many people would speak of the importance of school libraries, the educational necessity of employing library materials to extend learning beyond the textbook and the classroom had long to be recognized as essential for effective learning.

For centuries the traditional mode of education prevailed; the now outmoded practice of memorization coupled with rote recall was encouraged by the use of a single textbook. However, memorization is not synonomous with understanding, as Emerson expressed more than 130 years ago (2):
We are students of words. We are shut up in schools and colleges and recitation rooms for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing.

However, until educational philosophy and practice was severely criticized by John Dewey and his school of thought in the rise of this century and rekindled in the sixties, this mode of education would remain essentially unchallenged.

In 1945 in the United States, Dr. James Conant, then President of Harvard University, recognized the necessity for rethinking critically the very purpose and nature of education. The resulting report, General education in a free society, presented a searching analysis of the background, theory, and philosophy of American education. The limitations of a single textbook were once again highlighted:

Texts often fail. They sum up too soon. It is right to let a student know roughly where he is going but wrong to save him the journey. Too many courses tell him throughout what he is seeing, so that he memorizes the account of a trip which he never took. His head was buried in the guidebook.

However, twenty years later Goodlad observed that 'the textbook was the most visible instrument of learning and teaching' in the classroom.

It was not until Russia launched its first successful Sputnik in 1957 that the United States, followed by the rest of the world, began to seriously consider the quality of education being taught in schools. A year later a significant educational document was published by the Rockefeller Brothers Fund entitled The pursuit of excellence: Education and the future of America. Excellence in all aspects of education was stressed as well as the concern for quality of opportunity and optimum achievement. The report
stated that there could be no excellence in America's educational endeavour until individuals were rescued from the faceless anonymity of impersonal mass education.

During the 1960s a new educational atmosphere emerged and a move from passive learning on the part of the student to active participation in the educational process by both teachers and students occurred. Emphasis shifted from classroom presentations to individualized and personalized instruction. Greater importance was given to both the library and audiovisual materials; the textbook was recognized as a possible tool for orientation to a subject but not as the only source of learning.

World evaluation of education led to curriculum reforms and new teaching methods. By 1974 the Organization for Economic Co-operation and Development (OECD) reported that (5):

...A picture of education in schools is emerging which reflects the following characteristics, which are likely to be major forces for change in the next two decades:

- the school is becoming increasingly regarded as more an agent of change, or at least a means by which both the individual and society can accommodate change, than as a transmitter of the culture;

- stress is being placed on a curriculum relevant to the manifold goals of education and extending learning opportunities over a life-time;

- thus, the curriculum particularly at secondary level, is becoming a broad one;

- emphasis is shifting from teaching to learning; from the learning of facts to the understanding of principles, from the learning of knowledge to learning how to learn, from the acquisition of knowledge to the development of personal and social attitudes;

- the school, which has long been regarded as a community on its own, a state within the state with its own rules, is now being seen as an extension of
the community; an open system which forms a part of the whole; in this regard, roles and relationships, responsibilities for decision-making, policy determination, and even instruction are extended beyond the traditional boundary of the school;

- a greater understanding has emerged of the increasing power of the informal education system, particularly of the mass media; with this comes perhaps a conscious attempt to use this informal system as an instrument for -- or a supplement to -- the formal system.

By this time, the stress on self-learning and learning skills throughout a life-time had shifted the focus from one textbook to learning resources in the library and community.

The United States National Educational Association prepared a guide to curriculum development, *Curriculum change toward the 21st century* (1977) which made specific recommendations for future curriculum building. They included a flexible educational process, increased emphasis on self-directed learning, respect for individual differences, the personalization of instruction, education as a seamless learning continuum, the application of instructional systems and technologies, greater emphasis on problem solving and valuing, and accentuated interdisciplinary learning(6).

The innovative teaching methods that evolved in the 1970s reflected the planning, community involvement, money and teacher energy involved in the educational reforms being carried out in most countries of the world. The very nature of the schoolhouse itself was changing; the provision of education became one of diversity and equal opportunity. Bilingual, environmental and performing arts schools are a few of the different types of schools established; although the curricula in these schools included traditional subject areas, the emphasis and approach varied. Many schools began
offering several educational programmes within a single school building, which may have included traditional, fine arts, career, work-study, and special education programmes. Community involvement increased in the educational process itself as business and industrial leaders provided facilities or instructors for learning situations.

World-wide re-evaluation of educational aims and goals contributed to the development of the modern school library media centre. The developing school library, with its growing collection of both print and non-print media, had interacted well with the educational changes of the sixties and seventies and attained a consolidated position in the educational system. Although most school libraries were limited financially, they had the means to accommodate what seemed to be the position of society and education for the 1980s -- the recognition and the provision for a diversity of people.

Technological development and the use of audiovisual equipment and materials combined with educational reform to shape the school library media centre. Technology, specifically media, has been extremely influential in changing the facilities and collections in school libraries. Phonographic records, slides, projected transparencies, and films were the earliest formats used extensively. Complex media such as television and computer-assisted instruction were later used. The expansion of media collections led to the integration of all forms of media and audiovisual resources, which were naturally housed in the school library. The librarian assumed the role of coordinating media usage and displayed the abilities of the school library to support
In August 1976 the Australian National Commission for Unesco held a seminar on the Planning and Development of School Library Services, during which the preparation of a 'School Library Manifesto' was recommended. A draft was prepared and forwarded to the Unesco Secretariat in 1978. The following manifesto was discussed at the meeting of the Section on School Libraries at the Conference of the International Federation of Library Associations and Institutions in Manila in 1980 and 'received unanimous approval and support' (7).

UNESCO and School Library Media Service (8)

The United Nations Educational, Scientific and Cultural Organization was founded to promote peace and welfare by working through the minds of men and women. This manifesto proclaims that school library media services are essential to effective education for all children and adolescents and that education is a vital agent for fostering peace and understanding between peoples and nations.

School Library Media Service

Effective school library media service is essential both to the achievement of the educational programme of the school and as a necessary component of the total library service. An effective school library media service will:

- give continuing support to the teaching and learning programme and provide impetus to educational change
- ensure maximum access to the widest possible range of resources and services
- equip students with the basic skills to obtain and use a wide range of resources and services
- lead them towards a lifetime use of libraries for recreation, information and continuing education.
To achieve these objectives the school library media services will:

- require staff with professional qualifications in education and librarianship, assisted by sufficient support staff.
- need an adequate collection of relevant print and audiovisual materials.
- require physical facilities to house resources, ensure access and facilitate services.

**Extent of Services**

Resource services should provide:

- a) a wide variety of print and audiovisual materials. These materials need to be evaluated, selected, acquired and organized for use in accordance with accepted procedures to facilitate access, to ensure use and to avoid unnecessary duplication of materials. The printed word has been traditionally accepted as the medium for the recorded communication of knowledge, ideas, and information. Books, periodicals and newspapers continue to be most important resources in school libraries. Technology has created new forms of record, however, which have become and increasing part of the school library's stock. These forms include print in reduced form for compact storage and transport, films, slides, gramophone records, audio tape and video tape, tactile objects, media kits and relia.

- b) materials which serve the special needs of gifted children and slow learners, as well as the special needs of children learning under various conditions.

- c) facilities, equipment and materials for both individual and group use.

- d) opportunities for personal enjoyment, recreation and stimulation of the imagination.

- e) resources for encouraging research and the development of study skills.

- f) materials for the professional growth of teachers and for the selection and production of resources to support curriculum development, implementation and evaluation.
Sharing Resources

This manifesto recognizes that the involvement of the whole community in the planning of total library services is essential. Such involvement should accommodate all interested groups concerned. Its primary purpose is to meet the needs of school students and teachers, although the school library media centre must be seen as one element of the library network which may contribute to the total library service of the community within the terms of its resources.

Although this concept of the role and structure of the school library media centre on the international level is the culmination of continuous efforts endeavouring to ascertain the new role of the school library in achieving educational goals in the rise of a learning society, it is often on the conceptual level more than a common practice. It is difficult to have complete, reliable and comparable statistics regarding the number of school libraries in some countries and the services they provide. Unesco began collecting statistical information on libraries in 1950 but it was not until 1970 that its first report on international library statistics and their operational provisions was complete (9). By 1975 less than a quarter of the countries could provide data on all categories of libraries, the handicap being the apparent lack of a central authority as a source of information or any means for consolidating information from various agencies. Although the concept of school libraries has reached all areas of the world, school library development has been less sophisticated, more scattered and related primarily to the achievement of quantitative goals in many cases.
To draw a better understanding of the movement of the school library media centre toward the achievement of its new roles, this chapter reviews the history of school libraries and the growth of school library media centers in the United Kingdom, the United States of America, and developing countries in general, as well as the development of education for school library media specialists. School library standards of the UK, USA, Kuwait and Unesco are also studied and compared.

3.2. Terminology

The school library originally served the function of providing a basic reference collection for the community in which the school was located. It was regarded, however, more as a storehouse which served as a depository for printed material. Today, most people understand and accept the general description of a school library as a collection of books and audiovisual materials centralized in a school under the supervision of a person with appropriate educational qualifications(10). To enhance this definition, the following is quoted(11):

Full and unified range of carefully-selected printed and audio-visual materials, organized and indexed by subject for efficient retrieval and use, together with effective advisory and distribution services and the essential equipment needed to implement curriculum goals, support classroom instruction, and stimulate and assist both group study and individualized learning and self-instruction.

The collection may contain any teaching or learning materials which may also include toys, games, and disposable materials such as worksheets.

A multitude of terms, confusing in their similarity,
have been used to identify the school library as defined above, including:

- multi-media centre
- learning resource centre
- comprehensive library
- instructional media centre
- multi-media learning centre
- resource centre
- library resource centre
- educational media centre
- media centre

Any of these terms may be used to indicate a centre which includes some or all of the functions of both the traditional library and audiovisual services with a view to assisting instruction among pupils. However, since media centres, media specialists and media programmes are relatively new terms being used in education, and school library and school librarian are more universally understood by the total community, the terms 'school library media centre' and 'school library media specialist' will be used in this study to bridge the transition from one terminology to another.

The elements of the modern school library media programme are drawn primarily from the fields of library studies and educational technology, which focus on similar functions including the acquisition, organization and dissemination of media. Information science has also made a contribution to the school library media programme through its concern with information theory, information technology, and service-oriented functions. 'Of the three fields,' states Prostano, 'library science has continued to play the most prominent role, although there is a trend toward the blurring of fields'(12).

As Davies states, the modern school library media centre is 'a source and a force for educational excellence,' but
only when it functions as an integral support component of the total teaching-learning enterprise. 'The library media program and the educational program are interdependent and inseparable'(13) For this reason, Prostano suggests that the school library media programme should focus on teacher needs. Although the student also has needs related to the school curriculum and to personal, individual needs and interests, teachers' needs are greater than those of students for two reasons: reaching a teacher guarantees that student needs will be clarified and provided for; and secondly, the teacher is expected to diagnose individual student needs on a continuing basis and to prescribe the experiences required for the student to perform. The teacher's expert assistance, therefore, is essential for a successful school library media programme(14).

The role of the school library media specialist is a challenging one as school library media programmes gain importance in general education. The school library media specialist is viewed as 'a teacher whose subject is learning itself'(15), one who provides active guidance to the student in his search for understanding, which extends not only to the student's search for and choice of materials but also the profitable use of materials. The primary concern of the school library media specialist is to encourage and enable each student 'to learn to learn,' giving him guided practice in comprehending, analyzing, synthesizing, and evaluating ideas, and to provide information and assistance to the teacher in the formulation of effective lesson plans.
3.3. School Librarianship in the United Kingdom

3.3.1. History

In the United Kingdom, the Ashton Ordinance of 1578 illustrates one of the earliest conceptions of the school library. One hundred years later, Christopher Wase, headmaster of Tonbridge School, says, 'The greatest benefit to learners after the Master is a good library'(16). In his Considerations concerning free-scholars, as settled in England, he gives practical advice on such matters as quick reference, the importance of selection, the duties of the 'Library Keeper' and Library Rules(17). Although the future of school librarianship may have looked promising at the time, the library idea had still long to wait before coming to fruition.

It was not until 1906 that the Board of Education in its Building Regulations for Secondary Schools stated that a room furnished for use as a library was 'desirable'(18). In 1915, the English Association published a pamphlet on School libraries, drawing attention to the use certain well-known schools were making of their libraries. However, it was not until after World War I that the movement among schools to make deliberate use of the library as an educational instrument achieved momentum(19).

In 1928 the Board of Education published a Memorandum on libraries in state-aided secondary schools in England, after which the interest and activities in school libraries increased. When the Board published in 1931 a pamphlet on the planning of new Secondary school buildings, it included 'a room set apart for use as a library'(20). In 1936 a
report to the Carnegie United Kingdom Trust on Libraries in secondary schools was published followed by A guide for school librarians, issued in 1937 by the Incorporated Association of Assistant Masters. The formation of the School Library Association in 1936 by enthusiastic teacher librarians was an obvious indication of the conscious need for a professional body concerned with school libraries. That same year, the first of the annual short courses for school librarians organized by the Board of Education began(21).

By 1944 the Ministry's Building Regulations prescribed a library in every school and in 1950 it published New secondary schools in which explicit statements of the requirements for school libraries were made as well as suggestions to architects for meeting them(22). By this time there was a widespread and growing consciousness that school libraries are a powerful addition to teaching resources.

The school library in the United Kingdom was typically run as a part-time duty by a member of the teaching staff. Although this form of school librarianship effectively linked the library and the daily work of the school through the teacher-librarian, development in new teaching and learning methods and the growth in the size of school enrolments caused this form of organization to break down.

The advent of larger schools with larger book stocks, the addition of non-print media and equipment, and increased use, imposed stresses on the teacher-librarians who had insufficient time and skills to manage the organization, control, and promotion of the growing library collections. As teaching philosophies changed to focus on the child as a
learner rather than the teacher as master, and the use of library materials was stressed, not only was the need for full-time library staffing intensified, but also the need for professionally qualified personnel possessing the wide range of skills necessary to help teachers and students benefit from the media available.

To achieve fuller integration of resources with the school curricula, some local education authorities appointed either school teachers to administer the school library with no or few commitments to classroom teaching, or chartered librarians on a full-time basis. Few school librarians had the dual qualification as a teacher and a chartered librarian, qualifications the School Library Association recommended for British school librarians (23).

There are currently tremendous variations in the provisions, use and staffing in school libraries in the United Kingdom. In England and Wales there is no statutory provision for all schools to have libraries, unlike Scotland and Northern Ireland (24). Two surveys were conducted by the Department of Education and Science successively in 1979 and 1984. The Secondary school library survey in 1979 examined 386 secondary schools in England. The results of the survey, published in 1981 showed that (25):

- three-quarters of the schools maintained a general library for the whole age range of their pupils, whilst almost all the remaining schools had either sixth form, upper school, or lower school libraries, and frequently a combination of these. The survey showed that in these general libraries:
  - the average floor area was 20 sq.m. per 100 pupils;
  - there were on average 5.7 study places per 100 pupils;
  - access to libraries with an adult in attendance
varied as follows:
4% not available at any time
83% 10 hours or less
44% 20 hours or more;
- over 76% were staffed by teachers with no professional librarianship qualifications, compared with 16% staffed by professional librarians. The average number of hours available to teachers staffing school libraries was 19 hours per week. However, there were and still are many examples of teachers having far more limited hours than this;
- the average number of books per pupil was 8.6;
- nearly two-thirds of the stock was non-fiction, and the average additions for 1978/79 were 7% of the library stock;
- the average recurrent expenditure on library books was 93 per 100 pupils for 1978/79, 11% of schools having none.

In 1984 another survey of secondary schools in six local education authorities in England was carried out(26). Sixty-two secondary schools, including three sixth form colleges, were visited to assess the adequacy and use of school library provision. Pain writes, 'The survey revealed a considerable diversity in both provision and use between and within local education authorities. The overall impression was that many libraries were staffed and stocked inadequately, and were poorly financed and under-used'(27).

3.2. Standards

Although the contribution of a well-organized school library to teaching and learning was widely recognized, the lack of nationally agreed policies and the absence of published standards before 1970 had handicapped progress in school librarianship and media services and had led to extreme variations in school library provision in different areas. The fullest quantitative standards were issued by the Library Association in 1970, entitled School library resource
centres. Recommended standards for policy and provision (28).

Feeling that the audio-visual aspect of the work of the school library media centre needed further exploration, the Library Association promoted and published in 1972 a Supplement to its 1970 Standards, giving non-book materials a more detailed study (29). To cater for continuing demand, the two documents were reprinted in one volume in 1973 (30). As the development from school libraries to media centres was still in its formative stage in most schools it was unlikely that one pattern of organization would be acceptable to all. Nevertheless, the standards provided needed guidelines and recommendations for British education and library authorities.

The Library Association's Library resource provision in schools. Guidelines and recommendations, published in 1977, was a complete reworking and updating of the original documents published in 1970 and 1972. The purpose and function of a school library media centre was outlined and recommendations for its staffing, stock, support services, planning and accommodation were given. The standards were 'forward-looking,' states Herring, 'presenting goals to be reached rather than what might be seen as a realistic statement of the present position' (31).

The staffing recommendation for the large number of small schools of up to 400 pupils (approximately 77 percent of the maintained schools in England and Wales (32)) was (33):

sufficient clerical help to assist the teacher in charge...as well as peripatetic help from a chartered librarian either from the school library service or shared between a number of schools; similarly production/technical assistance should be available.
Recommendations for the total minimum allocation of staff in schools with enrolments over 400 are presented in Table 6 (34).

Table 6. UK Recommendations for School Library Media Centre Staff

<table>
<thead>
<tr>
<th>Number of Pupils</th>
<th>Professional Staff</th>
<th>Clerical Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>401 - 600*</td>
<td>1/2 librarian</td>
<td></td>
</tr>
<tr>
<td>601 - 800</td>
<td>1 librarian</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>1/2 production/technical assistant</td>
<td></td>
</tr>
<tr>
<td>801 - 1000</td>
<td>1 librarian</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1 production/technical assistant</td>
<td></td>
</tr>
<tr>
<td>1001 - 1500</td>
<td>2 librarians</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1 1/2 production/technical assistants</td>
<td></td>
</tr>
<tr>
<td>over 1500</td>
<td>3 librarians</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2 production/technical assistants</td>
<td></td>
</tr>
</tbody>
</table>

* Schools with under 600 pupils which undertake individualized learning extensively have the same need of professional library support as large units. In addition the half-time services of a production/technical assistant and a clerical assistant is required.

The recommended figures for stock provision in British school libraries were derived from actual patterns in a variety of schools in a number of authorities and are intended to indicate broad bands of provision. Unlike American standards (section 3.4.2.), the Library Association's recommendations relate to units of stock irrespective of format as 'it is impracticable and undesirable to indicate separate proportions or quantities
for books, films, discs, tapes or cassettes' (35). Recommendations for, and examples of, stock provision are presented in Table 7 (36).

Table 7. UK Recommendations for Stock Provision

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Stock per Pupil**</th>
<th>Extent of required stock in school with roll as shown*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>up to 240</td>
</tr>
<tr>
<td>5-11</td>
<td>11 units</td>
<td>2640</td>
</tr>
<tr>
<td>11-16</td>
<td>13 units</td>
<td>3120</td>
</tr>
<tr>
<td>Over 16</td>
<td>19 units</td>
<td>4560</td>
</tr>
</tbody>
</table>

* Schools with fewer than 240 pupils should be provided for as if they were of this size. Any smaller collection will not be sufficient in quantity and range to meet varying ability and interest levels and to cover adequately the field of knowledge.

** A unit of stock is any item packaged in one piece, e.g. a portfolio, a set of slides in a wallet and a cased collection of butterflies each count as one.

The amount of space for school library media centres required in the Guidelines is based on the space needed to accommodate one-tenth of the pupils of the school together with the bookstock and other media, furniture, equipment and administrative accommodation. The Library Association emphasizes that this amount of accommodation is the minimum in which it is possible to carry out the functions of a school library media centre. Table 8 presents examples of minimum library accommodation calculated as a fixed proportion (eight percent) of the minimum teaching area of the school allowed by the Department of Education and Science.
In this way, the size of the school library media centre relates to the school's overall financial provision.

Table 8. Examples of Minimum Library Accommodation for British Schools.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>School Enrolment*</th>
<th>Minimum School Teaching Accommodation</th>
<th>Amount of Library Accommodation 8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-11</td>
<td>240</td>
<td>500 m²</td>
<td>40 m²</td>
</tr>
<tr>
<td>5-12</td>
<td>240</td>
<td>558</td>
<td>45</td>
</tr>
<tr>
<td>5-8</td>
<td>320</td>
<td>627</td>
<td>50</td>
</tr>
<tr>
<td>5-12</td>
<td>320</td>
<td>716</td>
<td>57</td>
</tr>
<tr>
<td>8-12</td>
<td>320</td>
<td>779</td>
<td>62</td>
</tr>
<tr>
<td>9-13</td>
<td>320</td>
<td>906</td>
<td>72</td>
</tr>
<tr>
<td>12-16</td>
<td>480</td>
<td>2140</td>
<td>171</td>
</tr>
<tr>
<td>11-16</td>
<td>600</td>
<td>2520</td>
<td>202</td>
</tr>
<tr>
<td>11-18</td>
<td>1500</td>
<td>6056</td>
<td>484</td>
</tr>
<tr>
<td>12-18</td>
<td>1500</td>
<td>6255</td>
<td>500</td>
</tr>
</tbody>
</table>

* Schools with enrolments below 240 should be treated as if they had 240.

In addition to the central library area, secondary schools require 14 square meters for a library workroom, 46 square meters for a planning, preparation, reprographic and documentation unit, 28 square meters for an audio-visual workroom and store, and at least one group room/tutorial room of not less than 46 square meters. In middle and combined schools there should be a general work room of not less than ten square meters. In primary schools a minimum provision of a walk-in store room should be made (38).
3.3.3. Education for Librarianship

Until 1877 there was neither a distinguished 'profession' of librarianship in the United Kingdom nor an organized structure for either the education or training of librarians. In that year, however, librarians took the first step toward professionalism with the formation of the Library Association, which set out to introduce a method of education and training for its members. The Library Association developed a means of examination and certification for librarians, the first examination being in 1885 in London and Nottingham.

Summer classes for students of librarianship began in 1893 and the Library Association correspondence courses were established in 1904; both of these were to play a large part in professional education for the next 60 years (39). The establishment of the University College of Librarianship in 1919 gave students the opportunity to study librarianship full-time; however, its impact and effect was relatively slight. 'Nevertheless,' states Edwards, 'it did show that full-time education for librarianship was viable, it helped to produce a body of theoretical librarianship worthy of study as an academic discipline and it paved the way for the schools founded after the Second World War' (40).

Nine library schools were founded in technical and commercial colleges after World War II, offering courses leading to the Library Association examinations. The Library Association, which was the body with complete control of the examination, certification and registration of librarians in the United Kingdom, awarded registration to members as Honorary Fellows, Fellows, Members, Associate Members, and
Students. Personal membership in the Library Association after the war rose dramatically, an indication of the growth and strength of the library profession. In its first seventy years the Library Association reached 5,699 members. By 1973 this had grown to 20,670, nearly 14,000 of whom were qualified librarians. Edwards notes that the number of qualified librarians by 1973 was greater than the entire personal membership of the Association only nine years previously (41).

The introduction of the first professional post-graduate courses in library studies came as early as 1965 at the School of Librarianship and Archives at University College, London, when it was announced that courses leading to MA, MPhil, and PhD degrees would begin. The Post-Graduate School of Librarianship at Sheffield began offering both an MA in Librarianship and an MSc in Information Studies in the 1968/69 academic year, and several other schools followed (42). The introduction of higher degrees in Britain had proceeded with remarkable speed, and librarianship as a profession had now been established at both first and higher degree levels.

Education for school librarianship began in 1956, when the School Library Association in conjunction with the Library Association instituted a joint certificate for school librarians by which most teacher-librarians were able to acquire minimum library skills. Although many institutions offered courses leading to this national examination, it could be taken by teachers without formal preparation.

Due to a low pass rate and much unease about the effectiveness of this teacher-librarian examination, it was
replaced in 1977 by the course-based Certificate in School Library Studies (CSLS). A new joint board of the Library Association and the School Library Association validated courses and individual institutions did their own examining and assessment. Although tutors and students were in close and regular communication and most students reached a satisfactory standard, the CSLS courses failed in some institutions for a variety of reasons. As Ray explains (43):

One underlying reason was that although the courses involved a great deal of time (two years of part-time study with all the reading and course work required), the resulting qualification was fairly low level. For very little more effort, and usually with better support, both financial and moral, non-graduate teachers could acquire a B.Ed., and graduate teachers a diploma or even a Master's degree, all of which would automatically receive financial recognition. Although many teachers who obtained the CSLS achieved promotion as a result, such promotion, with the accompanying financial reward, was not automatic.

The CSLS is no longer available; the last intake of students completed courses in 1987. However, many of the institutions which successfully ran CSLS courses have replaced, or are planning to replace, them with similar courses leading to Diplomas (see Table 9).

The desirability of school librarians being dually-qualified as professional librarians and teachers is controversial. The Library Association recommends the following (44):

We believe that all experience points to the overriding importance to the school librarian of the understanding and confidence given by full professional qualifications and suitable work experience in librarianship. We are convinced that the education and training of a professional librarian ensures that he or she is fully equipped to undertake the duties required in a school library resource centre. At the same time, knowledge and understanding of the theory and
practice of education is desirable. The School Library Association also officially endorses dual qualifications as the ideal. However, to achieve dual qualification is difficult; currently there is no course which leads to both qualifications. The minimum study time, therefore, is four years in addition to the periods of practical experience required by the Department of Education and Science and the Library Association for qualified status. Thus, the financial and career incentives are often viewed as insufficient for the investment of time and money required. Ray notes that among the already insufficient number of dually qualified teacher librarians, many are not working as school librarians, having changed from one profession to the other rather than having acquired an additional qualification in order to improve performance as a school librarian(45).

Graduate teachers wishing to acquire an education in librarianship might attend a one-year diploma or Master's degree course. Some library schools offer postgraduate librarianship courses on a part-time basis. For non-graduate teachers, a three- to four-year course leading to a Bachelor's degree in librarianship would normally be necessary(46). Diplomas and certificates are awarded by a number of courses upon the completion of 1 or 2 years part-time study. Courses in England and Wales designed specifically for librarians in schools and teacher-librarians are presented in Table 9 (47).
Table 9: Courses Designed Specifically for Librarians in Schools and Teacher-Librarians

<table>
<thead>
<tr>
<th>Institution</th>
<th>Award (Degree)</th>
<th>Duration*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loughborough University*</td>
<td>MA in School Librarianship</td>
<td>1 yr. FT or 33 months PT</td>
</tr>
<tr>
<td>College of Librarianship, Wales with the University (Aberystwyth)</td>
<td>M.Ed. in School Librarianship</td>
<td>1 yr. FT</td>
</tr>
<tr>
<td></td>
<td>Award (Diploma or Certificate)</td>
<td></td>
</tr>
<tr>
<td>Birmingham Polytechnic</td>
<td>DPSE: School Library Studies (CNAA)</td>
<td>2 yrs. PT</td>
</tr>
<tr>
<td></td>
<td>(Sept. 1987)</td>
<td></td>
</tr>
<tr>
<td>Bristol Polytechnic</td>
<td>DPSE: School Library Studies</td>
<td>2 yrs. PT</td>
</tr>
<tr>
<td></td>
<td>(Sept. 1986)</td>
<td></td>
</tr>
<tr>
<td>Edge Hill College of Higher Education, Ormskirk</td>
<td>Diploma of Advanced Studies in Education: School Library Resource Centres - development and use (University of Lancaster)</td>
<td>2 yrs. PT</td>
</tr>
<tr>
<td>Essex Institute of Higher Education, Chelmsford/Brentwood</td>
<td>DPSE: Library and Information Studies (CNAA)</td>
<td>2 yrs. PT</td>
</tr>
<tr>
<td></td>
<td>(Jan. 1987)</td>
<td></td>
</tr>
<tr>
<td>Gwent College of Higher Education, Caerleon</td>
<td>Diploma in Educational Librarianship (University of Wales)</td>
<td>2 yrs. PT</td>
</tr>
<tr>
<td>Leeds Polytechnic</td>
<td>Polytechnic Certificate in School Library Studies</td>
<td>1 yr. PT</td>
</tr>
<tr>
<td>Nene College, Northampton</td>
<td>Diploma in School Library Studies (University of Leicester)</td>
<td>1 yr. PT</td>
</tr>
<tr>
<td></td>
<td>Polytechnic Certificate in School Library and Information Studies</td>
<td>1 yr. PT</td>
</tr>
<tr>
<td></td>
<td>(Sept. 1987)</td>
<td></td>
</tr>
</tbody>
</table>

* FT = full-time, PT = part-time. Courses for which a starting date is given are new courses which have succeeded CSLS courses.

* Successful completion of this course leads to a full qualification in librarianship, allowing the holder to register as a chartered librarian.
3.4. School Librarianship in the United States of America

3.4.1. History

School librarianship in the USA began in the colonial era when interest was expressed in establishing academies with their own libraries, but the modern age of school librarianship is said to have begun after 1835 when state laws were passed which were termed 'enabling legislation,' since they permitted a school district to spend money on books. Since libraries developed in secondary schools first and these offered the college preparatory curriculum for many years, these school libraries acquired over a period of time a book stock of some fair size in close relationship to the curriculum (48).

In the 1920s quantitative standards for secondary school libraries were established (49) and in the 1930s the qualitative characteristics of books and other print resources in the school library were evaluated (50). In the 1940s attention was centered on the various services the school library offered to children, youth and faculty, and in the 1950s the responsibilities and roles of the school library in providing multi-media resources and services were clarified. Within the American Library Association were formed the School Library Section in 1914, the School and Children's Division in 1936 and in 1951 the American Association of School Librarians.

In the 1950s many American school libraries 'were in poor condition,' states Carroll, 'some with only a small number of reference books, a few with only a set of encyclopaedia, watched carefully to prevent the loss of a
volume; housed in makeshift quarters; with part-time or volunteer supervision' (51). By 1962 one-half of all public schools were yet without central libraries and only 21 of the 50 states provided direct aid for salaries and/or materials (52). As the number of books began to increase and larger, more attractive rooms were made available, some states insisted on specialists to maintain the growing school library.

Although during the 1950s and much of the 1960s school libraries were underfunded, they were being established in a majority of secondary schools and in some primary schools (53); by 1966 approximately one-third of the primary schools had central library facilities (54). In 1969 it was said that 'during the past two decades... a revolution in school library service has been started and is continuing unchecked' (55). By 1974, 84 percent of all public schools in the USA reported centralized libraries (56). As Carroll explains (57):

the indication of any change generally that was to occur in a school library after 1950 was first noticed in the collection. In the fifties audiovisuals began to be included in the holdings of school libraries, and in the late sixties in the USA the addition of audiovisuals was a very strong trend in collection building. Audiovisuals at that time signified in the majority of situations such as films, filmstrips, slides, and audiotapes. The variety and scope of the materials increased significantly thereafter and resulted in the use of media as a term to indicate books, the new media, living resources, and certain environmental situations. The successful integration of a useful variety of media into the educational programmes of the schools followed after their inclusion in school library collections, and it was the successful use of media in teaching and learning situations that was the major achievement of the seventies associated with school librarianship.

In 1977 the American Association of School Librarians (AASL) emphasized the importance of the addition of audiovisual
material into school libraries by directing that the term 'school library media center' instead of the term 'school library' be used when referring to the facilities (58).

3.4.2. Standards

National standards for school libraries in the United States were first formulated in 1918 by the Library Committee of the Department of Secondary Education of the National Education Association. Standards have continued to be developed by the American Library Association, regional accrediting associations, state departments of education, and professional associations of school librarians. In 1960, the American Library Association published Standards for school library programs based on experience in schools which had very good school libraries (59); since then regional and state school library standards have changed rapidly.

Although the 1960 Standards were the first to be heavily oriented to the new media, the publication Standards for school media programs, published in 1969 by the ALA (60), was described as 'the marriage of the library and media' (61). The standards were issued by the Department of Audiovisual Instruction of the National Education Association and the American Association of School Librarians of the American Library Association and for that reason are often called 'the joint standards.' The desirable number of books per pupil doubled in the new standards, indicating the trend in the 1960s to add audiovisuals to school library collections, but not at the expense of books.

The current American standards, Media programs district and school, were published by the ALA in 1975 (62). In the
new standards, types of personnel for creating and maintaining school library media programmes were described as the professional staff and support staff. The professional staff includes the media specialist, who has professional preparation in education and media, appropriate certification, and possesses the competencies to initiate and implement a media programme. The media specialist should hold a Master's degree in media from a programme that combines library and information science, educational communications and technology, and curriculum. Other media professionals with qualifications in an area of educational technology or information science may be a part of the professional staff (63).

The support staff includes media technicians and media aides. Technicians should have competencies in one or more fields such as graphics production and display, information and materials processing, operation and maintenance of instructional equipment, or the installation of system components. Aides should have secretarial and clerical competencies that enable them to perform tasks related to the ordering, receipt, maintenance, inventory, production, circulation, and utilization of materials and equipment. They carry out all tasks under the direction of the professional members of the media staff. Standards for school library media centre staff are presented in Table 10. (64).
Table 10. US Standards for School Library Media Centre Staff.

<table>
<thead>
<tr>
<th>School Enrollment</th>
<th>Media Professionals</th>
<th>Media Technicians</th>
<th>Media Aides</th>
<th>Total Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>250</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>500</td>
<td>1-2</td>
<td>1-2</td>
<td>2-3</td>
<td>4-6</td>
</tr>
<tr>
<td>1,000</td>
<td>3-4</td>
<td>3-5</td>
<td>3-5</td>
<td>9-12</td>
</tr>
<tr>
<td>1,500</td>
<td>4-6</td>
<td>4-6</td>
<td>4-6</td>
<td>12-18</td>
</tr>
<tr>
<td>2,000</td>
<td>5-8</td>
<td>5-8</td>
<td>5-8</td>
<td>15-24</td>
</tr>
</tbody>
</table>

Several variables influence media staff needs including instructional approaches and emphasis, media programme operations in such areas as television production and materials design and production, patterns of school organization, and the level of use of the media programme and its resources. Considerations are made for varying circumstances:

Personal requirements vary with circumstance. Some schools with enrollments exceeding 2,000 students may find it possible to achieve a full complement of professional competencies and satisfy user needs with less than one professional for every 250 students. In other schools, the number of media specialists and other media professionals may have to be increased because of such factors as a student body with special learning problems, provisions for satellite resource centers, and emphasis on such media production services as graphics, radio, and television. Very small schools with one and two teachers in sparsely populated areas present unique problems in staffing for which the school district needs to devise alternatives to the full time staffing pattern.

The 1975 standards include guidelines and recommendations for district media programme and school media programme operations, including planning, budget, purchasing, production, access and delivery systems, maintenance, public information and programme evaluation. As a minimum, it
was recommended that the school library media programme provides the following production capabilities (67):.

- Graphics: the preparation of visuals, including dry mounting, laminating, and transparency production.

- Photography: facilities and equipment for black-and-white photography, 2" x 2" colour slides, and silent 8mm motion film photography.

- Television and radio: the production of videotape recordings.

- Audiotape production: the recording and duplicating of audiotapes.

Advanced components of school production capabilities were recommended, such as television studio equipment, computer programming equipment, and 35mm cameras and an equipped darkroom (68).

Recommendations were made for a programme of public information as 'a major means of achieving the objectives of the media program.' Public information programmes should reach student and teacher users, administrators at the school and district levels, parents, the board of education, and the general public including audiences beyond the local community (69). These recommendations are presented in Table 11.
<table>
<thead>
<tr>
<th>Audience</th>
<th>Types of Information Needed</th>
<th>Means for Providing Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Media center resources and program functions</td>
<td>Displays, posters, news releases</td>
</tr>
<tr>
<td></td>
<td>Ways of using media in reaching educational objectives</td>
<td>Media presentations</td>
</tr>
<tr>
<td></td>
<td>Contributions of media to personal interests and goals</td>
<td>Personal contact</td>
</tr>
<tr>
<td></td>
<td>Media productions</td>
<td>Classroom visits</td>
</tr>
<tr>
<td></td>
<td>Media presentations</td>
<td>Indirect contact through teachers</td>
</tr>
<tr>
<td></td>
<td>Displays, posters, news releases</td>
<td>Bibliographies</td>
</tr>
<tr>
<td></td>
<td>Media productions</td>
<td>Media packages</td>
</tr>
<tr>
<td>School Staff (faculty and administrators)</td>
<td>Media program goals and functions</td>
<td>Memoranda, handbooks, information sheets</td>
</tr>
<tr>
<td></td>
<td>Ways of using media to achieve educational objectives</td>
<td>Personal contacts and conferences</td>
</tr>
<tr>
<td></td>
<td>Role of media in the total educational program</td>
<td>Staff meetings</td>
</tr>
<tr>
<td></td>
<td>Use of media to reach personal and professional goals</td>
<td>Staff development programs on media utilization</td>
</tr>
<tr>
<td></td>
<td>Media productions</td>
<td>News releases</td>
</tr>
<tr>
<td></td>
<td>Media presentations</td>
<td>Media production</td>
</tr>
<tr>
<td></td>
<td>Memoranda, handbooks, information sheets</td>
<td>Bibliographies</td>
</tr>
<tr>
<td></td>
<td>News releases</td>
<td>Annual reports</td>
</tr>
<tr>
<td>Parents, Citizens, Board of Education, Other Public Officials</td>
<td>Media program goals and functions and their role in the achievement of overall educational goals</td>
<td>News releases, radio and television coverage</td>
</tr>
<tr>
<td></td>
<td>Media program operations in relation to the total educational program</td>
<td>Media presentations</td>
</tr>
<tr>
<td></td>
<td>Memoria, handbooks, information sheets</td>
<td>Personal contacts</td>
</tr>
<tr>
<td></td>
<td>News releases</td>
<td>Open house programs, public exhibits</td>
</tr>
<tr>
<td></td>
<td>News releases</td>
<td>Annual reports</td>
</tr>
<tr>
<td>Media and Education Agencies and Associations</td>
<td>Media program goals functions</td>
<td>News releases</td>
</tr>
<tr>
<td></td>
<td>Program plans and activities as they relate to other agencies</td>
<td>Annual reports</td>
</tr>
<tr>
<td></td>
<td>Information sheets and handbooks</td>
<td>Participation in association activities</td>
</tr>
<tr>
<td></td>
<td>Personal contact</td>
<td>Contribution to professional publications</td>
</tr>
<tr>
<td></td>
<td>Bibliographies</td>
<td>Media programs</td>
</tr>
</tbody>
</table>
A model for the collection of materials and equipment is not presented in the 1975 standards, 'since decisions concerning amounts of materials, their formats, and quantities of supporting equipment are made on the basis of program and user needs'(70). However, stated guidelines identify base quantities of materials and associated equipment needed to insure adequate provisions for content coverage, range in levels, and choice of media formats. Base recommendations are presented for a school with 500 or fewer users, and represent items located within the school. Selected base collection guidelines for a school library media programme are presented below(71).

- Books: 8,000 to 12,000 or 16 to 24 per user
- Periodicals and newspapers: 50 to 175 titles
- Microform equipment: 2 readers, 1 of which is portable, and 1 reader-printer
- Filmstrips (sound and silent): 500 to 2,000 items or 1 to 4 items per user
- Filmstrip equipment (silent and sound projectors and viewers): 10 projectors and 30 viewers
- Slides and transparencies: 2,000 to 6,000 items or 4 to 12 items per user
- Slide and transparency equipment: 6 slide projectors or 1 for every 100 users; 10 slide viewers or 1 for every 50 users; 10 overhead projectors or 1 for every 50 users
- Graphics (posters, art and study prints, maps and globes): 800 to 1,200 items
- Audio recordings (tapes, cassettes, discs, and audio cards): 1,500 to 2,000 items or 3-4 per user
- Audio equipment (tape recorders and record players): 30 audio reproduction units, 1 set of earphones for each audio reproduction unit, and 1 portable listening unit per 25 users.
- Educational broadcast radio: 5 AM and FM receivers, plus a central distribution system
- Games and toys: 400 to 750 items
- Models and sculpture: 200 to 500 items
- Specimens: 200 to 400 items

TOTAL COLLECTION: at least 20,000 items located in the school or 40 items per user.

Recommendations are also given for facilities based on the needs of a school with 1,000 or fewer students. Suggested square footage is given for each; examples are listed below (72):

- Circulation (for display, exhibits, copying equipment, card catalogs, periodical indexes, charging): 800 square feet per area
- Conference areas: minimum of 3 conference rooms of 150 square feet each
- Administration: desk space for media staff as necessary; 150 square feet per media professional
- Stacks: minimum of 400 square feet.

The 1975 standards, Media programs district and school, are currently under revision by the AASL and the Association for Educational Communications and Technology (AECT). The standards will be divided into four sections devoted to societal and programme context; definitions of the media center programme (roles and services); resources and management needed for effectiveness; and professional issues (73).
3.4.3. Education for Librarianship

There were four periods in the evolution of education for librarianship as visualized by Shores. First is the pre-Dewey period, which covers the time before Dewey established the School of Library Economy in 1887. There were two types of librarians at the time: university and college librarians, and public librarians. Retired professors were ordinarily assigned the responsibility of the university and college libraries, while public librarians were trained through apprenticeship or on-the-job training in the libraries themselves(74).

The second period dates from the time Dewey founded the first library school at Columbia College in 1887, and on through World War I. As Shaffer states, 'Dewey's school represented the first step from library 'training' to library 'education.' It provided a controlled, standardized program of instruction for librarianship which replaced the slower, unsystematic plan of apprenticeship of training'(75). Shores describes the two significant decisions made by American librarians in establishing Dewey's school(76):

(1) to educate librarians in a professional school rather than through library apprenticeship; (2) to emphasize the practical almost to the neglect of the theoretical. Both of these decisions were extremely important because as a result of the first the foundation of the American library school system was established, and as a result of the second a body of knowledge, though severely practical, was systematically developed.

By 1900 there were three more library schools in operation, and through World War I several other schools were established. Early library school curricula emphasized the technical and practical aspects of librarianship and gradually evolved to a theoretical base stressing four basic
courses: administration, book selection, cataloguing, and reference and bibliography. These basic courses were supplemented by a variety of electives reflecting varied library functions.

The third period in the evolution of library education dated from the publication of Dr. Charles Williamson's survey report in 1923, to the revision of curricula and degree structure beginning in 1948. During this time librarians started applying new concepts to library activities, taking more interest in their cultural environment, defining library objectives, appraising the library's responsibilities, and seeking a broad philosophy of objectives (77). Dr. Williamson contributed significantly to this trend by making several recommendations based on his study of existing library schools, including (78):

1) insistence that the library school identify itself with a university, (2) that the high percentage of the faculty be full-time instructors selected for their education and ability, (3) that the first year of study be general and basic, and that specialization be reserved for a second and for subsequent years of study, (4) that a distinction between clerical and professional studies be made and the former largely eliminated from the curriculum, and (5) that a national examining board be established for the certification of librarians and the standardization of library schools.

Other recommendations affected in-service training, specialized study, teaching staff and methods of instruction. The Williamson report was monumental; however, it contributed to several subsequent complexities relating to levels, degrees, and the preparation of school librarians in the United States.

In this period the Board of Education for Librarianship (BEL) was established and this prepared two sets of standards
for library schools. The first was highly quantitative and was adopted by the American Library Association in 1925; the second, more qualitative, followed in 1933. The BEL applied the standards and soon accredited twenty-four library schools. It then conferred with the Association of American universities concerning appropriate professional degrees and as a result introduced the Bachelor degree in library science (79). New standards were prepared in 1951 for evaluating the basic professional programme for librarians. Since that time, the American Library Association has accredited only programmes leading to a Master's degree (80).

The fourth period in the evolution of library education is from 1948 to date and is characterized by experimental changes in the curriculum and degree structure of library schools. The period was characterized by the growth of post-Master and doctoral librarianship programmes and the addition of new courses in the curriculum such as research methods, special librarianship, archive studies, humanities, and comparative librarianship including school librarianship. Later information science appeared and library schools began to provide training in computer application and indexing, and management of all types of information (81).

The very early apprenticeship system of training for librarianship was not suitable to school librarianship. With only one librarian likely in most schools, the chances were slight that an interested student would have found a place in which to apprentice. At least until the 1950s the majority of school librarians in the USA were recruited from classroom teaching. However, due to a serious shortage of school librarians in the 1950s, and legislation that they be
qualified teachers with some education in librarianship, experienced teachers began taking courses in librarianship.

As the number of students who wished to become school librarians began to increase in the 1960s, the schools of librarianship began to seek qualified teaching staff with school librarianship as a speciality. Sufficient study opportunity was provided for potential school librarians; several courses began and curriculum changes began to occur reflecting the wide range of content deemed necessary for school librarianship. Also, education for school librarianship at the doctoral level became available in the United States, as courses relating to school librarianship in many nations of the world were still being established and the appropriate content determined.

A school librarian must have as a minimum a bachelor's degree and some library education, usually spelled out in terms of a minimum number of credits. School librarian certification is generally handled by State Boards of Education which set up independent requirements for a particular state. Requirements are frequently based on teaching credentials and call for a library, library-media, educational media or audiovisual endorsement. Some states offer specialized courses and certificates for teacher/librarians which combine education and librarianship, though not at full professional recognition level for both, while other states require a Master's degree in library science, education, instructional technology or a related field.

There are many variations in the general education requirements among the states as well as in professional
education requirements (i.e., library studies/educational media) in terms of the number of credit hours and the coursework required. As Griffiths and King explain(22):

Within the same state it is also not unusual for there to be several levels at which school librarians may be certified and more than one means by which they may accomplish this. Levels of certification are sometimes structured around the teaching level of the educational institution in which the librarian will be working, e.g., elementary school, secondary school and K-12 endorsements, on the one hand, and/or the professional level at which the librarian will be expected to perform, e.g., associate, specialist and director on the other hand. The length of time the certification remains valid (when specified) is very fluid, but in some cases appears to have a direct relationship to the professional level at which the librarian will perform.

Although educational requirements vary considerably, seventy percent of school library employees had degrees in librarianship as early as 1982, with an additional thirteen percent having certification but no library degree(83).

The largest group of educational programmes for school librarianship in the United States are at the first-degree level (bachelor degree) and these equal in number both the accredited and unaccredited graduate programmes in librarianship and educational technology. However, as librarianship has been upgraded to a professional status requiring a Master's degree for full professional training, the undergraduate programme and its value has been vigorously disputed. The shortage of librarians in the 1950s and 1960s, especially school librarians, created the continuing need for the undergraduate programmes not because school librarians need less education but that they must also be certified teachers. Most professionals in the United States prefer that school librarians hold a Master's degree, but
undergraduate library science programmes continue to exist in some states (84).
3.5. School Librarianship in Developing Countries

3.5.1. Background

Library services in developing countries are likely to have marked differences from those in certain other countries due to variations in economic and social development, literacy and educational opportunities. However, there are aspects which are common to library service in most developing countries. In general, special libraries and information centres, university and college libraries are the types of libraries where services are generally best catered for, while public and school libraries are the most neglected(85).

School libraries constitute the most numerous and at the same time the poorest kind of library in developing countries. Several studies, including those by Carroll(86), Bramley(87), Sharif(88), and the International Federation of Library Associations and Institutions(89), reveal several problems in the basic infrastructure of school libraries in developing countries. A lack of adequate funding and resources is frequent, which is due, in part, to a rapid quantitative expansion in education. Primary school enrolments in developing countries increased 139.3 percent from 1960 to 1980 while secondary school enrolments were up 343.1 percent for the same period(90). This expansion is the result of various factors including demographic growth, literacy teaching, and the provision of primary education for all in several countries. Since many developing countries cannot afford a full-scale system of education, funds are often limited for what is viewed as 'extra' facilities such
as the school library, since the textbook is often the sole reference for the student. Shortages in teaching staff and the number of schools often give libraries low priority in the school system, especially if they are poorly stocked and equipped or if there is not a sufficiently trained school library staff. Space is reluctantly given for libraries as classroom space is becoming more crowded with the increasing demand for education. School libraries are often relegated a status of a room for study, homework, reading or browsing. Bookstock, too, is frequently inadequate and many books unsuitable either because they were donations, and these may be worn, out-dated, irrelevant to the culture or for the wrong age-level, or because libraries are stocked with multiple copies of textbooks. For these reasons school libraries in developing countries might range from well-stocked school library media centres to a carton of books stored in the headmaster's office.

Another common problem in the basic infrastructure of school libraries in developing countries is staffing. Libraries are commonly supervised by teacher/librarians as was the case in the United States and is still the case in many English schools today. Many teacher/librarians do not have reduced teaching loads, however, nor do they receive remuneration for their extra duties, resulting in difficulty in devoting adequate attention to the school library and little incentive to do so. Some countries have extremely limited facilities for training librarians. As a result, many school libraries are run by clerks.

In addition to these problems, there are several issues that have long-term implications for the development of
school library services in developing countries. There is frequently no meaningful integration of the school library in the school itself and its services in the curricula, a problem difficult to resolve where the traditional, exam-oriented mode of education persists. Advances in school librarianship, therefore, are tied into larger issues of educational reform.

There is also a lack of commitment to school libraries, which may be due to the educational background of educational authorities and teachers who did not use libraries in their own schools and do not understand their value to modern instruction. In addition to the need for training programmes for school librarians, there may also be a need for training programmes for teachers in the use of the school library and its services. One of the largest concerns should be the development of an awareness of the need for information; obviously schools are an excellent place in which to foster the attitudes, skills, and enjoyment related to information.

Finally, the poor state of indigenous publishing industry and book trade contributes to the lack of suitable materials for children and youth. Book trade is often dominated by expatriate publishers and many books marketed have little relevance to local culture. Relatively few writers, illustrators and publishers are actively involved in producing reference works, topic books, creative literature and picture books for children in their native language.

3.5.2. Standards

Standards for school library media services provide guidelines and recommendations for programmes and resources
for quality education and service. Qualitative goals offer criteria for school media programmes that make exemplary educational experiences available to children and youth. Quantitative statements provide corresponding standards for staff, collections and facilities that are required or suggested in order to implement the programmes. Standards are designed to be used by school library media personnel and colleges and universities that prepare professional librarians and teachers. They provide guidelines for school administrators, supervisors, school architects and others who seek responsible criteria for establishing, maintaining and evaluating school library media programmes. They are also of value to teachers as they work with media professionals to provide the best instructional technology for learning activities(91).

In developing countries, standards are likely to have some marked differences from those in other countries. The level of library service depends not only on the desire, but also on the capacity, of a country to provide the physical resources needed; standards in developing countries often represent only the best that can be afforded at the time. In some poorer countries it may not be possible to provide school library services of satisfactory standard over the entire country; however, this should not be an obstacle in the development of minimum standard guidelines and of high quality service in selected areas of a country initially. In this case governments can appreciate what kind and level of school library services should be provided and aim to meet the standards in the foreseeable future.

At the request of Unesco, Withers prepared a set of
standards for different types of libraries which might be applied to developing countries. While detailed requirements must take into consideration available resources, they can be determined within a general framework, the outline of which may be derived from standards of library service in other countries. Withers presented the following model standards for library service in school library media centres in *Standards for library service: An international survey* (92):

**Role and function.** Standards should indicate the general ways in which the libraries provide, in co-operation with other libraries, services for the benefit of: the student and staff of the school, as an aid to teaching and learning and to the cultural improvement and recreation of the individuals concerned.

**Structure and government.** The library should be administered as part of the school and subject to its conditions. The library should also be associated with a larger school library organization, provided by the area administering the school or a larger unit, or the public library service, so that the maximum number and range of books and other materials and staff services can be made available.

**Services.** The library, or resource centre, should provide a lending and reference service to students and staff and organize book and non-book material for their use throughout the school. It should also provide instruction to the students in the use of books and accommodation for independent work. It should plan an active part in the preparation of instructional material involving the use of books and other media. It may be involved in the provision and administration of audio-visual services throughout the school.

**Materials.** The library should provide for pupils and staff access to books and other printed material, as well as other media, such as records, tapes and films, for both reference and lending purposes, together with suitable accommodation for reading and research. The provision should be in support of the school curriculum, and of the general cultural development of the pupils.

Quantitative standards for book and other materials must be calculated by local librarians having regard to the extent of available local language
material and the extent to which material in other languages will be useful. Accession standards must be worked out on a country basis, having regard to the state of publishing, the extent of use, the physical quality of books and other material produced in the country and other factors.

Staffing. Standards should define the respective roles of teachers, with some library responsibility and training and qualified librarians, and should state the point at which, and the duties for which, qualified librarians and media specialists are required.

Withers states that in general, standards for developing countries should:

- Stress the vital importance of staff adequate in numbers and quality from the highest professional to the lowest clerical and manual worker, since without them the most comprehensive collection of library materials is almost useless.

- Define the minimum personal, educational, professional and other qualifications necessary for work in the particular type of library, which consists basically of successful selection and organization of materials and promotion of their use.

- State that professional staff should be available to provide professional services at all hours when libraries are open or when such services are required.

- Define broadly the nature of professional duties within the library and state that sub-professional clerical and other staff should be employed in sufficient numbers to enable professional staff to undertake the maximum amount of professional work.

- Indicate numbers or proportions of professional staff and other staff, having regard to relevant factors such as population, student and staff members, readership, issues, accessions, and other circumstances.

- State that conditions of appointment and employment should be such as would attract suitable persons to undertake the work and posts should be organized as part of a career service.

Guidelines for the planning and organization of school library media centres were issued by Unesco in 1979, to provide goals which may act as incentives for the development of school library media centres for students and teachers in
Primary, secondary, technical and professional schools. Recommendations are given for the staffing and selection and acquisition of a school library media centre and are presented in Tables 12 and 13, respectively (p4).
Table 12. Unesco guidelines: minimum staff for a school library media centre.

<table>
<thead>
<tr>
<th>Number of Students in School</th>
<th>Professional Staff</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clerical</td>
</tr>
<tr>
<td>1 - 250</td>
<td>0.5*</td>
<td>1.0</td>
</tr>
<tr>
<td>251 - 500</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>500 - above</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

* The time of the professional staff member should never be less than 0.5 in schools of 250 students or less. The time of the professional staff member in the library media centre should be timetabled in such a way that it is possible to develop media programmes with students and teachers at various times in the day.

Table 13. Unesco guidelines: recommended growth rate of a collection.

<table>
<thead>
<tr>
<th>Number of Students in School</th>
<th>Initial Book Collection*</th>
<th>Annual Additions of Items (3 per student)**</th>
<th>Total at End of 10-Year Growth Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 100</td>
<td>1,200</td>
<td>300</td>
<td>3,900</td>
</tr>
<tr>
<td>101 - 200</td>
<td>2,400</td>
<td>600</td>
<td>7,800</td>
</tr>
<tr>
<td>201 - 300</td>
<td>3,600</td>
<td>900</td>
<td>11,700</td>
</tr>
<tr>
<td>301 - 400</td>
<td>4,800</td>
<td>1,200</td>
<td>15,600</td>
</tr>
<tr>
<td>410 - 500</td>
<td>6,000</td>
<td>1,500</td>
<td>19,500</td>
</tr>
<tr>
<td>500 - above</td>
<td>6,000</td>
<td>2,250</td>
<td>26,250</td>
</tr>
</tbody>
</table>

* These figures represent only books (including reference) and any audio-visual materials that the school may possess are not considered in this column.

** Items may be print or audio-visual materials, depending on the needs of the school. Replacements will be needed but have not been considered in this chart.
Unesco recommendations for the minimum space for a school library media centre are as follows (95):

- School enrolment of 1 to 250 students: Total minimum space required is 158.2 square meters (1,700 square feet), 93 square meters (1,000 square feet) of which should be used for the basic reading, viewing, and listening area. The remaining space is allocated for the workroom, office and conference area.

- School enrolment of 251 to 500 students: Total minimum space required is 463.34 square meters (4,981 square feet), 186 square meters (2,000 square feet) of which should be used for the basic reading, viewing, and listening area. The remaining space is allocated for the workroom, office, conference area, production area, multipurpose area, storage and booth.

- School enrolment of 501 or more students: Total minimum space required is 574.99 square meters (6,181 square feet), 279 square meters (3,000 square feet) of which should be used for the basic reading, viewing, and listening area. The remaining space is allocated for the workroom, office, conference area, production area, multipurpose area, storage and booth.

The recommendations clearly state that a school with fewer than 250 students should not go below the above recommendations and, in this situation, the workroom has to provide storage and production facilities (96).
The first standards for Kuwait's school libraries were published in 1987 by the Central Department of School Libraries. Tables 14, 15 and 16 present recommended and minimum basic accommodation, the minimum growth rate of a collection and minimum staffing requirements, respectively (97).

Table 14. Kuwait Standards for School Library Accommodation

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Kindergarten</th>
<th>Primary</th>
<th>Intermediate</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECOMMENDED ACCOMMODATION</td>
<td>10% roll x 3.3m²</td>
<td>10% roll x 3.3m²</td>
<td>10% roll x 3.3m²</td>
<td>10% roll x 3.3m²</td>
</tr>
<tr>
<td>MINIMUM ACCOMMODATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>main room</td>
<td>63m² (678 ft²)</td>
<td>70m² (753 ft²)</td>
<td>96m² (1033 ft²)</td>
<td>136m² (1464 ft²)</td>
</tr>
<tr>
<td>processing</td>
<td>12m² (129 ft²)</td>
<td>12m² (129 ft²)</td>
<td>16m² (172 ft²)</td>
<td>16m² (172 ft²)</td>
</tr>
<tr>
<td>audio-visual room</td>
<td>24m² (258 ft²)</td>
<td>24m² (258 ft²)</td>
<td>26m² (280 ft²)</td>
<td>36m² (388 ft²)</td>
</tr>
<tr>
<td>storage</td>
<td></td>
<td></td>
<td>12m² (129 ft²)</td>
<td>12m² (129 ft²)</td>
</tr>
<tr>
<td>study hall</td>
<td></td>
<td></td>
<td></td>
<td>42m² (452 ft²)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>99m² (1066 ft²)</td>
<td>106m² (1141 ft²)</td>
<td>150m² (1615 ft²)</td>
<td>242m² (2605 ft²)</td>
</tr>
</tbody>
</table>
Table 15. Kuwait Standards for Minimum Growth Rate of a Collection

<table>
<thead>
<tr>
<th>Stock Provision</th>
<th>Kindergarten</th>
<th>Primary</th>
<th>Intermediate</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Stock*</td>
<td>200 units</td>
<td>700 units</td>
<td>1000 units</td>
<td>1000 units</td>
</tr>
<tr>
<td>Annual Additions</td>
<td>200 units</td>
<td>700 units</td>
<td>1000 units</td>
<td>1000 units</td>
</tr>
<tr>
<td>TOTAL at end of five year period</td>
<td>1000</td>
<td>3500</td>
<td>5000</td>
<td>5000</td>
</tr>
</tbody>
</table>

* Only print material was specified in the standards. In addition, each school should have one videotape recorder, one television, and one audiotape recorder equipped with a set of headphones.

Table 16. Kuwait Standards for Minimum Staffing Requirements

<table>
<thead>
<tr>
<th>Staff</th>
<th>Type of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

Comparisons between standards of several countries are difficult to make due to differences in measurement criteria. For example, accommodation recommendations in the United Kingdom are calculated as eight percent of the minimum teaching area of the school allowed by the Department of Education and Science, while in the United States, accommodation is based on 15 to 30 percent of the enrolment...
at 40 square feet per student. By Unesco's model standards, 2000 square feet is required for school enrolments of 250-500 students, and 3000 square feet for enrolments of more than 500 students. Kuwait's minimum standards vary according to the type of school. However, comparisons can be made for a secondary school with an enrolment of 500 students as follows:

UK: approximately 180m²
USA: 3000-6000 square feet (279-558 m²)
Unesco: 2000 square feet for 250-500 students (186 m²)
3000 square feet for 500+ students (279 m²)
Kuwait: 125 m²

While various factors such as level of work to be done, pupil numbers and frequency of use affect the amount of space to be allocated to a school library media centre, the American standards recommend nearly twice as much space as do other standards. The difference between standards may be accounted for in a difference of expectations of the role of the school library and the overall budget and resource provision expected in schools as a whole.

If a similar comparison is made for staff requirements, differences in standards are noted as the size of school enrolment increases. For a school enrolment of 500 students minimum standards are:

UK: 1/2 librarian
USA: 1-2 librarians, 1-2 technicians, 2-3 clerks
Unesco: 2 librarians, 2 technicians, 2 clerks
Kuwait: 1 librarian
As the school enrolment rises to 1500 students, minimum standards are:

**UK:** 3 librarians, 2 technicians, 2 clerks  
**USA:** 4-6 librarians, 4-6 technicians, 4-6 clerks  
**Unesco:** 2 librarians, 2 technicians, 2 clerks  
**Kuwait:** 1 librarian

While British standards improve greatly for schools with high enrolments, the majority of schools in the United Kingdom have enrolments below 400 students (98) and are often denied the services of qualified library staff. A marked difference is noted in the American standards, perhaps as a result of the emphasis placed on school library media services in schools in the United States.

A final comparison of the size of book stock required for secondary schools are:

**UK:** 13-19 units per pupil  
**USA:** 40 units per pupil  
**Unesco:** approximately 12 units per pupil  
**Kuwait:** approximately 2 units per pupil

As seen by the standards, the potential stock of English schools is about 50% or less of that envisioned for American schools, and Kuwait recommendations are far below the other standards. As Herring notes, however, 'the success of a school library depends on the effective use of stock and large numbers of materials do not ensure greater use' (99).
Such comparisons also reflect the high standards set by Unesco in determining the model international standards for the accommodation, staffing and provisions of school library media centres.

3.5.3. Education

In the past, education for school librarianship in developing countries occurred largely through study abroad. The student had the advantages of working in an institution which was usually well-equipped, with a highly trained and specialized teaching staff. He experienced a wide range of complex and technically advanced library systems and services, giving him new ideas and concepts to carry home and the ability to more easily identify mistakes in the development of library services in his own country. Scholarship abroad, however, is not without its disadvantages; students often experience adjustment problems due to societal and language differences, homesickness and loneliness.

The trend since the 1970s in developing countries has been to rely less upon foreign schools of librarianship, especially on the first degree level. Instead, the movement has been toward the establishment of indigenous schools. However, there is frequently a strong influence of foreign programmes of library education. In many cases countries have imported an educational programme that has been successful in another country without carefully considering if that system would be operational and successful when transplanted into a new environment. As Atan and Havard-Williams explain (100):
Most of the curricula are merely modifications of curricula from several library schools in foreign countries and they are obviously not necessarily appropriate for the environment or to the national development. In adopting western programmes, careful consideration should be given as to their applicability in the local environment. Without careful consideration and without several adaptations made to suit local needs, the newly identified profession will be jeopardized. Even though great effort has been put by the curriculum planners in the respective library schools to make their curricula reflect the social, economic and cultural needs of the countries concerned, in practice the programmes are little different from those provided in a British or American library schools. This is due to the fact that the inclusion of indigenous elements is still quite minimal.

Although appropriate aspects of library education theory may be selected from foreign countries, they must be fashioned to the special needs and educational facilities in the area where the library school is to operate.

There are several reasons why developing countries should formulate their own programmes of education for librarianship. In addition to avoiding problems of student adjustment in a foreign country, admission requirements can be adjusted to the educational standards of the country as a whole. Students can study in their own environment and lectures can be delivered in their own language. Courses can also be formulated with the specific needs of the country's libraries in mind. The library school can contribute to the further development of libraries in the country and may serve as a focal point for research and information. The school may attract teachers from other countries which would serve to enrich the programme with others' experience and expertise, while fostering a sense of national pride and identity in constructing its own educational programme.

Although several developing countries have implemented
educational programmes in librarianship, courses in school librarianship are minimally represented in the curricula. Of the Arab countries, for example, only Egypt offers a programme for school library media specialists at university level; the University of Helwan awards a Bachelor degree in education with specialization in school librarianship. Kuwait is currently extending its two-year post-secondary diploma course in librarianship to a bachelor degree school library media specialist programme in the College of Basic Education. Bahrain offers part-time in-service training for teachers and awards a diploma in school librarianship. Except in these countries, education for school librarianship has not attracted much interest in Arab countries, in spite of its crucial role in the education and information infrastructure of the region.

Of the Association of South-East Asian Nations (ASEAN), consisting of Thailand, Malaysia, Singapore, Indonesia, and the Philippines, only the Philippines has a training programme for school librarians. Singapore does not have a library school, while Malaysia and Indonesia have only one, making access difficult for interested students (101). Often the professional librarians coming out of these library schools do not staff school libraries; most prefer to go to academic or special libraries where the status, prestige and financial rewards are more satisfying.

Since the school library constitutes the foundation for the hierarchy of library development in a country, education and training for school librarians can contribute to social and economic development by shaping attitudes towards research, the transfer and dissemination of information and
technical adaptation. However, a programme of school library media education in any country must address the particular needs of the country and its educational facilities and must be flexible enough to accommodate future changes in the state of school library services and education. Such programmes should have among their general objectives: to contribute to the development of both national library services and national education; to achieve recognition of the school library and the school librarian among teachers; and to improve the services of school libraries regarding structure, organization, administration and services to users.
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CHAPTER FOUR

A COMPARATIVE ANALYSIS OF AREAS OF COMPETENCE NECESSARY FOR SCHOOL LIBRARY MEDIA SPECIALISTS

The study of the development of school librarianship in the United Kingdom, the United States and developing countries has revealed similarities in the education for school library media specialists and the competencies required of them for competent performance of their duties upon entering the field. Numerous research teams, individuals, and associations in the past 25 years have systematically investigated various functions of school library media specialists, sorted out specific tasks inherent in the identified functions, grouped the tasks into job clusters, determined what level of staff member should perform the job, and recommended programmes of education and training for each job level(1). In addition, many colleges and universities have identified functions, or areas of competence, in curriculum development based on research findings and recommendations for the education of school library media specialists. This chapter briefly discusses several studies which described the roles, tasks or competencies desired for school library media specialists. To facilitate comparisons, the studies are categorized as follows:

4.1. National studies or standards in industrialized countries

4.2. Individual or team research findings

4.3. Existing competency-based university programmes

4.4. Studies conducted in developing countries.
After a description and analysis of these studies, a checklist of areas of competence identified by each study is presented in Tables 17, 18, 19 and 20 and a combined list of 108 competencies categorized by areas of competence is presented.

4.1. NATIONAL STUDIES OR STANDARDS IN INDUSTRIALIZED COUNTRIES

4.1.1. School Library Manpower Project

The Manpower Project (SLMP) was initiated in 1969 by the American Association of School Librarians and funded by the Knapp Foundation. As one of the earliest studies in the field, it was designed to determine the kinds of media personnel that would be needed to operate school library media centres. Phase I of the project dealt with a task analysis of school library positions; Phase II was concerned with education and recruitment for school librarianship and provided for six experimental programmes in higher education for the preparation of media personnel. Phase III provided for a comprehensive evaluation of the experimental education programmes of Phase II.

A task analysis survey was conducted in 694 elementary and secondary schools in the United States which were judged to have quality library media centre programmes that met the 'Criteria of Excellence' developed for the survey(2). Twelve duty categories were developed for the study: development of the educational programme, administration, instruction, special services to faculty and students, selection, acquisitions, production, preparation of materials, organization, circulation, maintenance, and clerical and secretarial tasks(3). Three hundred tasks were developed to
fit the duty categories and after considerable field testing of the tasks statements in several training programmes, the tasks were refined and categorized into seven competency-based job functions: research, planning and evaluation, human behaviour, media, learning and learning environment, management and professionalism(4).

4.1.2. Media Guidelines Project

The Media Guidelines Project (1970) was funded by the Bureau of Research of the U.S. Office of Education to produce guidelines and other information for planning media training programmes. The ultimate goal was to insure that professional training programmes develop plans and procedures for competency-based education to meet future needs of the field. While the School Library Manpower Project involved both library and media functions, the Media Guidelines Project was concerned with a conceptual organization of the domain of media. After much field research and testing, the following nine areas of competence were determined to be the domain of the media field: research, evaluation, design, production, logistics, utilization, organization management, information management and personnel management(5).

4.1.3. Jobs Instructional Media Study

The Jobs Instructional Media Study (1970), better known as JIMS, was funded by the Division of Vocational Education of the U.S. Office of Education. It field tested several areas of competence by observing more than 100 workers according to job analysis. The JIMS project identified nine areas of competence in instructional media: research,
4.1.4. United Kingdom Standards

In 1977 the functions of the chartered school librarian were defined in *Library resource provision in schools. Guidelines and recommendations.* The functions of the school library media centre and its staff were stated as follows:

To assist in providing a comprehensive source of learning material in different formats for use by pupils individually and in small groups; to satisfy curricular, cultural and supplementary requirements, and offer opportunity for loan for use at home; and to provide a store of material and equipment for use by teachers and pupils in classrooms.

To organize all relevant learning and teaching material within the school, providing a catalogue which should be readily available in the school library resource centre.

To act as liaison within outside agencies and sources of information and encourage their use by pupils and staff.

To acquire and disseminate comprehensive information to all staff on materials to meet professional needs and, in co-operation with the school staff, to be actively involved in curricular development within the school as well as maintaining liaison with appropriate outside bodies in this respect.

To make its team available for the staff to consult on the selection of appropriate material to achieve their learning objectives.

To provide opportunities for staff and pupils to learn how to use the relevant educational material, and training in the exploitation of the facilities of a school library resource centre.

To provide facilities, when appropriate, for the production of material within the school by staff and pupils.

To provide facilities for the use of audio-visual materials, and to act as agency for the organisation of the maintenance of the relevant
technical equipment for the school. 

While the Standards of 1970 neglected the newer functions of design, production and equipment utilization, the current Guidelines included production and the use of audio-visual material and equipment among the duties of a school library media specialist.

4.1.5. United States Standards

The current American standards for school library media programmes were formulated in 1975 and identified four functions of media professionals: design, consultation, information and administration:

The design function relates to formulating and analyzing objectives; establishing priorities; developing or identifying alternatives; selecting among alternatives; and implementing and evaluating the system, the product, the strategy, or technique. In this context media professionals initiate and participate in curriculum design.

The consultation function is applied as media professionals contribute to the identification of teaching and learning strategies; work with teachers and students in the evaluation, selection, and production of materials; and serve as consultants in planning and recording physical facilities to provide effective learning environments.

The information function relates especially to providing sources and services appropriate to user needs and devising delivery systems of materials, tools, and human resources to provide for maximum access of information in all its forms.

The administration function is concerned with the ways and means by which program goals and priorities are achieved. It applies to all aspects of the program and it involves staff and users in appropriate ways.

Activities appropriate to each function were listed in each category, providing more details of the role of the school library media specialist; these are presented in Appendix A.
4.1.6. Canadian School Library Association

Leading elementary and secondary school librarians, library educators and district coordinators/supervisors in Canada contributed extensive suggestions to a draft document prepared by the Vancouver Chapter of the British Columbia School Librarians Association defining a 'qualified school librarian.' Based on their contributions the document was revised and accepted by the Canadian School Library Association in 1979. The nine areas of competence identified were: administration of the learning resource programme; selection of learning resources; acquisition, organization and circulation of learning resources; reading, listening and viewing guidance; design and production of learning resources; information and reference services; promotion of the effective use of learning resources and services; cooperative programme planning and teaching; and professionalism and leadership(10).

4.1.7. School Library Association of the United Kingdom

In 1980 the School Library Association published The way ahead: The organisation and staffing of libraries and learning resources in schools in the 1980s. A list of nineteen professional roles and tasks were recommended if the school library is to be effective. This included promotion, organization, classifying and cataloguing, selection, control and discipline, library instruction, reference assistance, and the supervision of ancillary staff. The function of production and equipment utilization was not represented; however, liaison with the audio-visual/reprographics department regarding the development of non-book stock and
materials produced within the school was listed as a professional role of the school librarian (11). A complete list of recommended roles and tasks is presented in Appendix B.

4.1.8. King Research, Inc.

The Office of Educational Research of the United States Department of Education contracted King Research, Inc. to determine the present and future competencies needed by library and information science professionals and to examine the educational requirements necessary to achieve those competencies. King Research, which began the 18-month project in October 1982, enlisted the help of an advisory group of practitioners and researchers in library/information science education and education in general. The competencies identified by the study were organized by work setting, function performed, and professional level. For school libraries, the following functions were identified and validated: acquisitions, cataloguing, circulation and reader services, collection maintenance, interlibrary loan, management, reference and serials control (12). The competencies listed under each function were highly specific as they dealt not with the integrated concept of competence but with highly specific knowledge, skills and attitudes as components of behavioural objectives.

4.1.9. Office of Arts and Libraries

One of the most recent studies undertaken in the United Kingdom was published by the Office of Arts and Libraries in 1984. The report defined six areas of knowledge and understanding essential to the good school librarian's work. The areas stressed curriculum development and the personal
development of the child, in addition to selection, reference, organization and management. Unlike most, and older, studies in the field, computer literacy, the use of on-line sources and information agencies and computerised retrieval methods were listed as essential to the school librarian's work(13). A complete list of recommended areas of knowledge is presented in Appendix C.

4.2. INDIVIDUAL OR TEAM RESEARCH FINDINGS

4.2.1. Jetter

Jetter (1972) studied the roles of school library media specialists using one of the futuristic research methods, the Delphi Technique. She surveyed experts in the fields of library/media services, library/media education, curriculum and instruction, and educational research, asking them to consider together what the roles of the school library media specialist should be in the future. In her study, seven functions were identified: research, evaluation, design and production, utilization, instruction, communication, and management. Role expectations were listed under each function, and for each the relative importance for the effective performance of the school library media specialist was rated from high to low priority(14).

4.2.2. Crowe

Crowe (1973) studied graduates of the undergraduate Library Science programme at Edinboro State College, Pennsylvania (USA), to determine their perceptions as to the required on-the-job competencies acquired and not acquired through the programme at Edinboro College. Only graduates with experience as school librarians/media specialists were
considered in the research, and the resulting data was used to develop guidelines to revise the library science curriculum at Edinboro State College as a competency-based instructional system. The areas of competence identified by Crowe's research were: education planning and instruction, policy procedure and development, communications, foundations, administration, and technical services; individual competencies were listed under each area of competence (15).

4.2.3. Chisholm and Ely

After comparing several research studies which investigated the functions of media personnel in schools and colleges, Chisholm and Ely (1976) developed a competency approach to the training of school media personnel, a concept which gained considerable recognition with the publication of their study. The improvement of the performance of the student on the job was more assured if the instruction of the student was designed to produce the competencies. Sixty-two broad competency statements were organized under ten functions: research, evaluation, design, production, logistics, organization, management, instruction, personnel management and information retrieval (16).

4.2.4. Conant

Conant (1980) described several areas of knowledge or competence that school administrators and media centre heads in the United States identified as needed by school librarians. They included traditional library skills, including selection and evaluation of materials; reference,
research, and bibliographic skills to support student and teacher needs; skills and resources instruction for both students and teachers; acquisitions procedures; and knowledge of literature for children and young adults and such professional literature as is needed by teachers and administrators. In addition to skills in educational technology, individual and group teaching and counselling, and curriculum development, Conant reports that 'school administrators at both the school and district levels say they would like to utilize qualified media centre professionals in administrative roles and as advisors in such matters as the cost-effectiveness of nontraditional teaching, program evaluation, and nontraditional education'(17).

4.2.5. Pfister

Pfister (1983) conducted a study to determine which competencies selected as essential for school media specialists by professional leaders in Florida (USA) were also considered essential by teachers, principals, and media specialists in the same state. Of the 62 competencies studied, only 21 were considered essential for school media specialists. Competencies considered essential were from such areas as library organization and management, library services, and instruction; competencies not rated as essential by all groups of professionals were from such areas as curriculum planning, research, audiovisual production, communication, networking, and some management functions(18).
4.2.6. Pain

In 1984 Pain surveyed the opinions of readers of SLG News who were also practising professional school librarians. They were asked to identify competencies which they considered school librarians required based on a list compiled by professional school librarians in Nottinghamshire. Pain reported that of the 43 respondents, few considered any of the competencies not required. The results indicated that the knowledge and skills cited in the survey are those found in the education and training of teachers which supports the recommendation of the Library Association for dual qualification. Areas of knowledge considered most essential included materials selection and acquisition, information organization and searching, teaching information skills, children's and teenage fiction and non-fiction, library promotion and communication(19).

4.3. EXISTING COMPETENCY-BASED UNIVERSITY PROGRAMMES

4.3.1. University of Michigan

The programme for school library media specialists at the University of Michigan was described by Carroll in 1981 as an 'exemplary program' as it 'in its inclusions, approach, and terminology reflected considerable advancement' over the typical course for school librarianship(20). A 'typical' programme usually includes courses in selection and acquisition of materials, reference work, cataloging and classification, children's and young adult's literature, and school library administration. The University of Michigan, however, requires competency by students in the following
areas: media, including evaluation and selection, production, organization, retrieval and utilization; management, including communications skills and human relations; curriculum and learning, including instructional development; and research, including the interpretation of existing studies, determining needs for the future and designing action research (21).

4.3.2. Syracuse University (New York)

Education for school media specialists in the School of Information Studies at Syracuse University has been competency-based since 1976, and is reported to be 'a very successful way in which to prepare professionals in every area that the field requires' (22). Seventy-five competencies, organized by seven functions, are required for graduation. They are: administration, design, development and instruction; selection of media and information provision; organization and logistics; production and utilization of media; evaluation and research; and communication and leadership (23).

4.3.3. St. John's University (New York)

The library science programme at St. John's University offers a certificate of eligibility for permanent certification for graduates of the school media programme. The programme is competency-based, and graduates are required to complete thirty-six graduate credits and give evidence of seven general competencies and appropriate 'enabling competencies.' The general competencies are: ability to work with teachers in the design and implementation of the
curriculum to provide the skills of learning in different educational environments; ability to participate with administrators and consultants in the complex tasks of programme development and the administration of the media programme; evaluation of print and non-print materials and selection of media in support of the instructional programmes and additional needs of the media center's clients; the extension of educational opportunities to all users of the school's media programme through utilization of resources and services available within the media centre and through networks; ability to plan, design and produce materials which supplement those available in the media centre or commercially; ability to interpret and apply research and evaluative data to the school media centre and the ability to design or implement studies for improving the media programme; and ability to create, promote and direct media programmes with a commitment to professional ethics(24).

4.3.4: Millersville State College (Pennsylvania)

Millersville State College was one of six institutions selected to participate in the School Library Manpower Project, Phase II. It received $100,000 to develop, implement, and evaluate new curriculum design and innovative approaches for the education of school library media personnel. The experimental undergraduate programme at Millersville State College was designed to achieve three major goals(25):

first, the development of a competency-based curriculum for beginning school library media specialists; second, to provide learning experiences in a variety of modes; third, to emphasize the promotion of instructional leadership through the education of the media specialist.
The Millersville Model is a modularized programme which is competency-based and draws upon education and media as its fields of study; however, a sound, basic library education background seems to be lacking. The curriculum outline is divided into five contexts: media, human behaviour, learning environment, administration and research, and each context is composed of subcontexts that are similar to conventional course offerings(26).

4.3.5. State University of New York at Buffalo

Since 1980 the University of New York at Buffalo has offered a competency-based programme for school media specialists. Five areas of competence were deemed essential for beginning level professionals by members of a curriculum advisory board, which included the representation of school media specialists, teachers, administrators, school media professional associations and teacher education. The areas of competence identified by the board were: acquisition, production, instruction, utilization, and management; 74 competencies are listed under the appropriate functions(27).

4.4. STUDIES CONDUCTED IN DEVELOPING COUNTRIES


The Directory of school libraries, Daleel Al-Maktabat Al-Madrasayah, was published in 1985 by the Ministry of Education of Kuwait. In addition to providing general information and statistics regarding the history, administration, organization, policy, goals and collections
of school libraries, it provides job descriptions and outlines the responsibilities of school librarians in Kuwait. The duties of the school librarian include: acquisition, organization and circulation of material; weeding of the collection; annual inventory; library services; library instruction; and development of activities for students. Due to the state of school libraries in Kuwait, -- poorly qualified staff, inadequate facilities, traditional educational methods and central acquisition, --the duties of the school librarian are highly traditional(28).


In 1962 the Ministry of Education in Egypt issued a bulletin in which the duties of school librarians were specified and organized under seven functions: educational, cultural, sociological and national, managerial, financial, technical and professional(29). There have been no updates to the 1962 bulletin(30).

4.4.3. University of Helwan, Egypt.

The College of Education in the University of Helwan since 1982 has offered a bachelor degree programme for school library media specialists, the only such programme in the Arab region. Approximately 57 percent of the course requirements are in librarianship, 26 percent in education and psychology, and 17 percent in general education. Several areas of competence are covered in the programme; however, courses dealing with research and library management are not represented in the curriculum(31).
4.4.4. Colombia

The National System of School Libraries in Colombia has a programme of education for teacher/librarians; courses have been offered regularly since 1977 under the auspices of the Center for the Promotion of the Book in Latin America. The programme consists of four modules which are divided into chapters. The modules are: 1) the educational system, 2) the school library and the curriculum, 3) organization and installation of the school library, and 4) organization and administration of the school library. The competencies expected of a teacher/librarian upon completion of the course emphasize curricula development and instructional programmes designed to stimulate the students' desire for reading, research, and self-education. Graduates of the course are also expected to make the resources and services of the library available to the community, thus converting the school library into a centre for cultural activities.

4.4.5. Rio de Janeiro, Brazil

A 1977 proposal for a network of school libraries in Rio de Janeiro outlined the responsibilities of the school librarian. Six categories were listed with appropriate responsibilities under each: 1) functions related to the collection of didactic books, 2) administrative and teaching functions related to the reference collections, 3) administrative and teaching functions related to the collection of fiction and non-fiction books, 4) functions related to the collection of newspapers, magazines and cuttings, 5) functions related to audiovisual materials, and 6) functions related to the collection of equipment. The
absence of responsibilities typical of school librarians in
industrialized countries is due to the factors taken into
consideration in building a school library network in a
developing country. Traditional teaching methods, a lack of
school library media professionals, and the absence of modern
audiovisual technology resulted in recommendations for a
simple type of library initially, the function of which was
to be a determining factor in future developments (33).

4.4.6. Ibraheem

Ibraheem (1978) studied education for school media
specialists in several countries after which he produced a
research tool to survey a sample of school librarians in
Egypt. His study culminated in a description of the tasks
performed by the school library media specialist in Egypt and
a suggested list of the competencies to be acquired in
professional preparation. The competencies suggested are
from the areas of foundations of librarianship, building
collections, organization and maintenance, information
services, design, development and instruction, production
and equipment utilization, communication and research (34).

4.4.7. Rizq

In a 1985 study, Rizq identified five areas of
preparation for school librarians and designed a research
tool for the evaluation of educational programmes for general
librarians and school librarians in Egypt. The study
resulted in a programme of education for school librarianship
and educational documentation in the College of Education,
University of Mansorah, Egypt. The courses in the programme
include topics in foundations of school librarianship, building collections, organization and maintenance, information services, design, development and instruction, communication, professionalism, management and research (35).

4.4.8. Abdel-Shaffee

Abdel-Shaffee, head of the School Libraries Department in Egypt (1980), undertook a task analysis survey of school librarians in Egyptian schools. The duties performed were divided into three broad functions: managerial, technical and educational. The skills listed under these functions include those related to building collections, organizing and maintaining the collection, information services, communication, management, and design, development and instruction. Areas such as production, professionalism and research were not included in the skills as the study was based on task analysis and not on programme requirements (36).

4.4.9. Tubgy

Tubgy studied the competencies necessary for the performance of school library media specialists in several countries and developed a list of ten areas of competence and sixty competencies. He surveyed the opinions of teachers and educational authorities in Kuwait as to the importance of each competency, resulting in a rated list. The areas of competence studied in his survey included: management and organization of programmes and services, management of personnel, instruction development, cataloguing and retrieval, logistics, production, communication, evaluation, training, and research (37). In 1987 Tubgy undertook a
similar study of the individual competence of school librarians and educational media specialists in Kuwait regarding the ten areas of competence listed above. Results indicated several differences in the perceived importance and personal competence possessed by the participants (38), suggesting a more integrated approach to the professional preparation of school librarians and educational media specialists, such as a programme for school library media specialists.
4.5. Summary

The 29 studies presented in this chapter have varying characteristics regarding the type of study, research methodology and discipline orientation, i.e., librarianship, media studies or library/media studies. An analysis of the studies in the light of these characteristics provides guidelines for field research in Kuwait. As an aid in the analysis, the competencies, roles or functions suggested as important for school library media specialists by the studies are categorized into ten broad areas of competence:

- Foundations of Librarianship
- Building Collections
- Organization and Maintenance
- Information Services
- Design, Development and Instruction
- Production and Equipment Utilization
- Communication
- Professionalism
- Management
- Research

Representation of these areas of competence in each study is indicated with 'x' in Tables 17, 18, 19, and 20.
A Comparative Review of Areas of Competence Necessary for School Library Media Specialists

Table 17. National Studies or Standards in Industrialized Countries

<table>
<thead>
<tr>
<th>Areas of Competence</th>
<th>Research</th>
<th>Foundations</th>
<th>Building Collections</th>
<th>Organization and Management</th>
<th>Information Services</th>
<th>Design, Development and Instruction</th>
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Table 18. Individual or Team Research Findings

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<th>Information Services</th>
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### Table 11. Existing Competency-Based University Programmes

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### Table 20. Studies Conducted in Developing Countries

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Of the 29 studies presented, at least 27 (93 percent) valued areas of competence for school library media specialists representative of the following: Building Collections; Organization and Maintenance; Information Services; Design, Development and Instruction; and Management. In addition, 22 of the 29 studies (76 percent) valued areas of competence representative of Communications and Production and Equipment Utilization, indicating a fairly high importance to basic school library media specialist performance. Representation of these seven areas of competence among the studies, therefore, was 90 percent, which suggests a 'core' of necessary school library media competence whose validity transcends geographical boundaries, discipline orientation and research methodology as demonstrated by the diversity of studies.

While in general terms a 'core' of school library media competence may exist, differences in the interpretation of these areas of competence are revealed in the individual studies. For example, in the area of Building Collections, librarians' activities may range from contacting publishers and distributors for media to merely receiving a collection of pre-selected media due to centralization of services. Many of the studies in industrialized countries emphasized the evaluation and selection of media, such as the School Library Manpower Project, the Jobs Instructional Media Study, the United Kingdom's standards, the American university programmes, and the studies of the Canadian School Library Association, King, Conant, and Pain. On the other hand, Kuwait's School Libraries Directory and the studies undertaken in Kuwait by Tubgy barely represented the area of
Building Collections as these services are centralized by the Central Department of School Libraries.

Although the area of Information Services was represented in 28 of the studies, suggesting universal relevance, the specific competencies required of librarians in Colombia vary considerably with those recommended by the Library Association. While in Colombia librarians are expected to extend library sources and services to the community, English school librarians provide comprehensive services for students and school staff while acting as liaison with outside agencies and sources of information. The interpretation of the areas of competence is necessarily affected by the degree of national library development, local needs and characteristics and school size. While no country can deny the fact that there are world trends in the field, statements of required competence must be geared to the realities of today in each country. Therefore, while a core of school library media competence may exist, studies such as those reviewed in this chapter must continue to clearly and specifically define those areas of competence.

It is worth noting that while Production and Equipment Utilization was not represented in seven of the 29 studies, six of them were oriented to librarianship as opposed to media or library/media studies. Of the six studies with a media orientation (Media Guidelines Project, Jobs Instructional Media Study, US standards, Chisholm's and Ely's study, and St. John's and Syracuse Universities) all had Production and Equipment Utilization representation. Thirteen studies were library/media oriented: School Library Manpower Project, UK standards, the studies of Jetter, Crowe,
Conant, Pfister, Pain, Ibraheem, and Tubgy, Millersville State College and the universities of Michigan, Buffalo and Helwan. Only Pfister's study did not have sufficient media representation in the competencies unanimously determined necessary by all of the groups participating in his study, i.e., media specialists, teachers and principals. However, while all media oriented studies valued Production Equipment and Utilization, they also lacked Foundations of Librarianship representation. Studies of either library or media orientation, therefore, may affect application to library media specialists.

While seven of the ten areas of competence were represented in 90 percent of the studies, three areas of competence (Professionalism, Foundations of Librarianship and Research) had a collective representation in only 44 percent of the studies. There are several possible explanations for this tendency. First, competence in one or more of these areas may not have been determined important by some of the studies. For example, studies of school librarian competencies in Kuwait, Rio de Janeiro and Colombia did not include research competence. As school libraries in these countries are commonly understaffed and underdeveloped, problems common to many developing countries, emphasis appears to be more on basic school library services such as building, organizing and maintaining the collection and

Second, competence in some areas may have been implied or understood although not stated in the studies. For example, none of the existing competency-based programmes
specified an understanding of Foundations of Librarianship as a necessary area of competence for school library media specialists. However, since competence in this area must necessarily initially be possessed or later acquired by students in the programmes, mention of it may not be necessary, especially if it is widely recognized as an integral part of school library media specialist preparation. Competence in areas such as Foundations may, in some cases, warrant specific mention, as did four of the five studies of Egyptian school librarian competence.

Third, some research methodology may fail to recognize some areas of competence. Task analysis methods were used in some studies such as the School Library Manpower Project, the Media Guidelines Project, Abdel-Shaffee's study and Millersville State College. While the areas of competence determined important for school library media specialists by task analysis will have a direct relationship with the realities of the workplace, competence in the areas of Professionalism and Foundations are not easily detectable. Of the three studies which used solely the task analysis approach, Foundations and Professionalism had 13 percent representation. Other reasons may explain this tendency such as those mentioned above. Nevertheless, while task analysis is important to determine the activities of school library media specialists, interpretation and application are somewhat limited.

Many studies relied upon the opinions of professionals in the field to determine valued areas of competence for school library media specialists, including studies by the Canadian School Library Association, Jetter, Crowe, Conant,
Pfister, Pain and State University of New York at Buffalo. Some studies, such as those by Pain, Crowe, Conant and Pfister, elicited the opinions of practicing school media specialists and/or school teachers and principals. Pfister, in particular, conducted his study in response to the common complaints that library schools do not prepare students well enough for the workplace, and that library school faculty members are too idealistic, too impractical and too theoretical(39). While practitioners should naturally be consulted as to the relevance of certain areas of competence to their work, basing competence statements solely on their opinions has the danger of reducing school librarianship to a set of easily acquired skills and education for school librarianship to merely training. The opposite danger exists when basing competency statements solely on the opinions of educators in the field: that education may become too theoretical or irrelevant to current school library media practice. As effective professional performance must have a broad foundation yet specific application to current practice and be forward looking to accommodate future developments, a combination of approaches, such as those used by the Canadian School Library Association and State University of New York at Buffalo, is suggested as an appropriate method to determine necessary areas of competence for school library media specialists.

To conclude, an analysis of the studies reviewed in this chapter present several considerations for similar research to be undertaken in Kuwait. First, there are several broad areas of competence which have been determined important for school library media specialists in
several countries, within a span of 27 years, and regardless of research orientation or methodology; these areas of competence must be considered for Kuwait's school librarians as well. Second, although three areas of competence were not represented in many of the studies, the fact that some studies did specify their importance warrants consideration for their inclusion in a study in Kuwait. Third, there were three types of research orientation: school librarianship, media studies and library/media studies. While media oriented studies may tend to overlook school library competence, librarianship oriented studies may also overlook media competence. It is suggested, therefore, that a combined approach is more appropriate to Kuwait where, although only traditional library services are currently offered, the integration of educational media and technology in school libraries is forthcoming. The fourth consideration for research in Kuwait concerns research methodology. Each study utilized one or more approaches for the determination of important areas of competence for school library media specialists, including task analysis, comparative study or professional opinion. Although there is value in each method of research, both task analysis and comparative study have limitations in their application and interpretation, especially in developing countries. Professional opinion, as long as it incorporates both the daily experience of practicing school library media specialists and the broad and theoretical perspective of educators, seems most appropriate for a study of the competencies necessary for school library media specialists in Kuwait.
A final consideration for field research in Kuwait concerns the individual and specific competencies interpretative of the ten broad areas of competence. Many of the studies reviewed in this chapter listed specific competencies of effective school library media specialist performance. A compilation of these competencies categorized by areas of competence is presented in the following pages.

FOUNDATIONS

1. Demonstrates knowledge of the social value and educational relevance of libraries, information, and communication systems especially their role in the development of a nation.

2. Compares and contrasts different types of libraries and the goals, users and services characteristic of each type.

3. Demonstrates knowledge of the roles of librarians and information scientists in society.

4. Explains ways in which the organization of the school instructional programme affects the way library media services are made available.

5. Identifies areas of library, media and information-related studies and corresponding levels of education and career opportunities.

6. Relates the place and purpose of the school library media centre in Kuwait education.

7. Identifies trends in librarianship as proposed by professional associations and theorists, and foresees the impact of these trends on school library media centres.

8. Demonstrates knowledge of the librarians' code of ethics and professional commitments.
9. Establishes and administers a collection development plan and process which includes evaluation, selection, acquisition, and weeding of materials and equipment.

10. Gathers and analyzes users' needs information.

11. Synthesizes teacher and student requests and recommendations for acquiring materials.

12. Develops selection policies which meet curricular, informational and recreational needs and which conform to the appropriate legal requirements.

13. Organizes teacher and student involvement in the review, preview, evaluation and selection of learning resources.

14. Develops and applies criteria for evaluating and selecting media and equipment needed for the curriculum and for the user in terms of cost effectiveness, value for learner, value for teacher, and need for improvement.

15. Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

16. Determines most appropriate sources for purchase or rental after specific materials or equipment have been selected.


18. Identifies selection and censorship problems and proposes solutions to such problems.

19. Develops guidelines and makes decisions on the withdrawal of obsolete or worn-out materials.

ORGANIZATION AND MAINTENANCE

20. Selects the appropriate system to be used for subject organization of materials.

21. Evaluates and establishes procedures for classifying and cataloguing materials and implements them.

22. Organizes and maintains accurate and current retrieval mechanisms such as the card and/or book catalogue or automated systems.

23. Develops indexes and thesauri for organizing special collections.

24. Establishes and maintains appropriate and accurate accession and inventory records.
25. Efficiently receives and prepares materials for storage and circulation.

26. Determines the most appropriate storage arrangement for all materials and equipment.

27. Inspects materials and equipment to determine replacement, maintenance and repair needs and makes appropriate arrangements.

28. Develops an efficient system for lending, renewing, reserving, and recalling needed media and equipment.

**INFORMATION SERVICES**


30. Provides guidance in reading, listening, and viewing experiences for students and teachers.

31. Develops storytelling, storyreading and other resource-centered programmes for language development.

32. Provides an environment conducive to learning.

33. Provides specific information and resources directly to users in response to reference questions.

34. Develops bulletin boards, displays, and exhibits.

35. Uses online data bases to provide bibliographic, interlibrary loan and other information services.

36. Provides access to materials beyond the library through networking and interlibrary loan.

**DESIGN, DEVELOPMENT AND INSTRUCTION**

37. Analyzes learner characteristics.

38. Analyzes and describes learning objectives.

39. Gathers and analyzes information about the curriculum for rational instructional decision-making.

40. Assists teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives.

41. Evaluates and modifies teaching/learning designs in cooperation with the classroom teacher.

42. Recommends the most appropriate medium and learning environment to attain the learning objective.

43. Teaches how to search for information and evaluate it for use in solving problems.
44. Plans and conducts a sequential programme of instruction in library skills.

45. Evaluates students' library skills and performance in locating and using materials.

46. Provides programmes to motivate students to read.

47. Plans learning activities and learning opportunities to enable students to assume an increasing responsibility for planning, undertaking and assessing their own learning.

48. Develops in students a desire and capability for life-long learning outside formal instruction.

49. Instructs and supervises others in the design and production of media.

50. Plans learning objectives and opportunities that motivate students to use media.

51. Plans and conducts in-service training opportunities for the media centre staff, teachers, students, and volunteers in the proper and effective utilization of media.

52. Uses computer and other technology in supporting learning objectives.

53. Participates with teachers, administrators, and students in establishing, implementing and coordinating the instructional computing plan.

54. Instructs and assists students, teachers and staff in learning and using computer hardware/software in applications related to the library media centre.

55. Describes the differences and capabilities of special types of software (e.g. database management, electronic spreadsheet, word processing) and their suitability for various applications.

56. Integrates CAI (computer assisted instruction) in library media skills instruction.

PRODUCTION AND EQUIPMENT UTILIZATION

57. Makes minor repairs on production equipment and identifies sources for major repair of production equipment.

58. Reproduces printed materials.

59. Develops and applies criteria when deciding whether to produce media locally or to buy commercially available media.
60. Plans, designs, and produces materials which supplement those available in the media centre or commercially.

61. In the area of graphics (still photography, dry mounting, lettering), operates equipment, develops selection criteria and evaluates material and equipment.

62. In the area of sound (audio recording on discs, tapes and reels), operates equipment, develops selection criteria, and evaluates material and equipment.

63. In the area of motion pictures (film loops, 8mm and 16mm film), operates equipment, develops selection criteria, and evaluates material and equipment.

64. In the area of videorecording (video cartridge, cassette and disc, cable television), operates equipment, develops selection criteria, and evaluates packaged programs and equipment.

65. In the area of computers, operates equipment, uses software school library media applications, develops and evaluates packaged programs and equipment.

66. In the area of micrographics (microfilm, microfiche, ultrafiche), operates reader and printer equipment, develops selection criteria, and evaluates material and equipment.

COMMUNICATION

67. Communicates effectively in both writing and oral form.

68. Prepares written manuals, promotion materials, assignments and book reviews in a clear and concise writing style.

69. Provides information about the media programme to the administration and school board.

70. Prepares statistical records and written reports of the media programme.

71. Establishes regular communication channels between media centre personnel and users.

72. Invites and accepts suggestions from teaching staff and students about the services the programme provides.

73. Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.

74. Communicates with producers and publishers regarding materials and equipment.
75. Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school.

76. Participates as a team member to insure appropriate use of media and to act as a resource specialist.

PROFESSIONALISM

77. Participates in professional associations and gatherings (local and/or international) through membership and attendance at meetings.

78. Engages in self-evaluation to identify the areas of need for continuing education and professional growth.

79. Describes the professional role of the media specialist and suggests strategies for implementation of this role in a school as it expands its information and technological activities.

80. Promotes cooperation and serves as a liason between the school building and the district, regional agencies, and other related organizations in the information field.

81. Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.

82. States the laws and defines professional responsibilities regarding copyright, patent and the duplication of protected materials.

MANAGEMENT

83. Collects and applies information relevant to the library media centre regarding policies, standards, legislation, regulations, and additional funding sources.

84. Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school.

85. Develops and maintains a long-range plan.

86. Organizes and develops services to achieve goals.

87. Develops a plan of assessment and evaluation of the media programme based on stated objectives according to recognized, acceptable standards.

88. Prepares, justifies and administers the library media programme budget.

89. Keeps appropriate records of receipts and expenditures for library media programme funds.
90. Develops a library utilization schedule that permits the greatest number of students to engage in organized or independent use of library services.

91. Plans media facilities; allocates and monitors space and furniture for maximum utilization.

92. Participates in the recruitment and selection of staff.

93. Develops job descriptions for library staff.

94. Trains, supervises and evaluates personnel.

95. Schedules responsibilities for supervised staff, making the best use of their skills.

96. Recruits, selects, trains, and motivates adult and student volunteers.

97. Develops a manual of library operations to serve as a guide for para-professionals, clerks, and student volunteers.

98. Develops and maintains effective working relationships among library media staff.

99. Establishes a climate which fosters job satisfaction.

100. Determines appropriate uses of computers and new technologies in media management tasks (i.e. acquisitions, technical processing, circulation, inventory, budgeting and planning).


102. Determines the need for conducting research activities to support the goals of the media programme.

103. Reviews the related literature and summarizes the state-of-the-art.

104. Interprets related research studies for the development and advancement of the media programme.

105. Develops or modifies research designs for use in local situations.

106. Collects, processes, and analyzes data related to the school library media centre.

107. Assesses results of related research.

108. Disseminates information about related research.
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5.1. Purpose of the Study

The comparative analysis (Chapter Four) presented several considerations for field research in Kuwait and culminated in a comprehensive list of 108 competencies categorized under ten functions, or areas of competence. In order for Kuwait to benefit from such a review, and for the appropriate aims and objectives to be incorporated in the curriculum design process for school library media specialists in Kuwait, a survey instrument was constructed to determine which competencies are appropriate for the unique needs and characteristics of Kuwait's school libraries. In the light of studies such as Smith and Marchant (1), Pfister (2), Pain (3), Marchant, Smith and Neilson (4), King (5), Crowe (6), Jetter (7), Tubgy (8) and Ibraheem (9), which valued the opinions of practitioners as well as educators for curriculum design in library and information studies, the purpose of the survey is threefold:

1) to determine the competencies necessary for school library media specialists in Kuwait according to both practitioners and educators in the field,
2) to measure the value of school library media specialist competencies for a bachelor degree programme and for on-the-job training, and
3) to investigate any possible differences between the practitioners' and educators' assessment of school library media specialist competencies.

The competencies determined necessary for school library media specialists in Kuwait may serve as a basis for educational and training programmes, for job descriptions and
for further research. Competencies valued highly for a Bachelor degree programme will form the basis of a suggested curriculum for school library media specialists in Kuwait and may serve as a criteria by which the suggested programme may be evaluated in the future. Competencies valued highly for on-the-job training suggest the type of in-service training or continuing education programmes needed in Kuwait. Finally, any significant difference between educators' and practitioners' responses may indicate communication problems or conflicting views of the realities of school librarianship and education for librarianship in Kuwait.

5.2. Scope of the Study

The review of educational preparation for school library media specialists in the United Kingdom, the United States and developing countries (Chapter 3) reveals similarities in the areas of education desired of students for competent performance in the field. Generally there are two basic areas of preparation for the school library media specialist in addition to a general educational background: 1) professional preparation in librarianship and educational media and 2) preparation in education leading to accreditation as a teacher. While the researcher supports the recommendations of the Library Association and the School Library Association for dual qualification(10), the present study addresses the professional preparation in librarianship and educational media and the necessary competencies from these fields suggested by the review of studies, standards and educational programmes for school library media specialists.

A Bachelor degree programme is suggested as a base response for the survey based on the educational standards in Kuwait. Although there is a growing call for qualified
school librarians, a relatively small number of people have sufficient education to qualify for tertiary and higher level training. A Bachelor degree programme, therefore, may attract more potential students than a Master's degree programme and would more readily fill the need for school librarians.

5.3. Survey Design

The list of 108 competencies served as a basis for the survey. After consultation with several professionals in the fields of school librarianship, library and information studies, educational technology, education and research, the researcher chose 41 competencies as a representative sample of the comprehensive list to facilitate responses to the survey and avoid repetition. The competencies were arranged by areas of competence in a questionnaire design which permits quick responses in three areas:

1. Rating the importance of a competency for a bachelor degree programme, or
2. Rating the importance of a competency for on-the-job training, or
3. Recommending a competency for higher or lower levels of education or to be eliminated from school library media specialist preparation.

Additional space was provided for the addition of competencies not listed in the questionnaire; respondents adding competencies were asked to rate them for a BA programme or on-the-job training. A cover letter was presented to explain the purpose of the survey and to encourage cooperation. Both the survey and the cover letter were translated into Arabic, the official language of Kuwait, to insure that the instructions and competencies were well
understood and to facilitate completion for the participants who read Arabic as a native language. The cover letter and the questionnaire in English are presented in the following pages; Arabic translations are presented in Appendix D.

November 1987

Dear Colleague:

A new bachelor degree programme is being proposed to the College of Basic Education of Kuwait for the education of school library media specialists. The following survey is being conducted to identify school library media competencies necessary for graduates of such a programme. The data collected from this survey will aid in the design of the curricula for the proposed program.

Graduates of the programme are expected to have many career opportunities in Kuwait as there is presently an acute shortage of school librarians in the country. In addition to providing the usual services in school libraries, graduates of the new programme will be able to teach library education courses and library skills in schools as they will also be certified teachers from the College of Basic Education. School library media specialists are especially needed in the Department of School Libraries and its divisions which are responsible for central selection, acquisition, cataloging, classification, and the supervision of library activities in schools.

Please complete the following questionnaire based on your professional experience. Your opinions are especially important as they help identify the competencies necessary for school library media specialists so that they can perform their duties according to current needs particular to Kuwait and expectations for the next five years. Your replies will be confidential and the results will be presented in aggregate form so as to ensure that individuals cannot be identified.

Thank you for your kind cooperation.

Yours faithfully,

Yaser Abdel-Motey
Teacher, Library and Information Science Department
College of Basic Education of Kuwait
The following is a list of competencies classified by broad areas of competence for school library media specialists. Please note that the competencies listed in this questionnaire do not pertain to general or teacher preparation for the same graduate; they are school library media competencies for preparation at the bachelor degree level of education. Please read the description of each competency and:

1. Decide if the competency should be acquired through a four-year bachelor degree program and rate its importance by checking (✓) high, medium, or low in columns I. OR:

2. Decide if the competency should be acquired through on-the-job training and rate its importance by checking (✓) high, medium, or low in columns II. OR:

3. If you feel the competency is not suitable for either type of professional preparation, please check (✓) at which level of education it should be acquired or if it should be disregarded completely in columns III.

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<td>This competency should be acquired through on-the-job training. I rate its importance as:</td>
<td>This competency is not suitable for a bachelor level of preparation. I recommend this competency:</td>
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### II. FOUNDATIONS

1. Demonstrates knowledge of the social value and educational relevance of libraries, information, and communication systems.

2. Compares and contrasts different types of libraries and the goals, users and services characteristic of each type.

3. Explains ways in which the organization of the school instructional programme affects the way library media services are made available.
II. BUILDING COLLECTIONS

4. Establishes and administers a collection development plan and process which includes evaluation, selection, acquisition, and weeding of materials and equipment.

5. Gathers and analyzes users' needs information and synthesizes teacher and student requests and recommendations for acquiring materials.

6. Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

III. ORGANIZATION AND MAINTENANCE

7. Selects the appropriate system to be used for subject organization of materials.

8. Organizes and maintains accurate and current retrieval mechanisms such as the card and/or book catalog or automated systems.

9. Determines the most appropriate storage arrangement for all materials and equipment and their maintenance.

10. Develops an efficient system for lending, renewing, reserving and recalling needed media and equipment.
### IV. INFORMATION SERVICES

11. Provides specific information and resources directly to users and provides guidance for utilization of media.

12. Provides guidance in reading; listening and viewing experiences for users.

13. Uses online data bases to provide bibliographic, interlibrary loan and other information services.

### V. DESIGN, DEVELOPMENT AND INSTRUCTION


15. Assists teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives.

16. Recommends the most appropriate medium and learning environment to attain the learning objective.

17. Provides programs to motivate students to read, develop their abilities, meet their needs and solve their problems.

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### Table: Competency Assessment

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</tr>
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<tbody>
<tr>
<td>18. Participates in planning and conducting in-service training opportunities for the delivery of effective and efficient utilization of media.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>19. Produces printed materials efficiently.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>20. Plans, designs, and produces materials with physical characteristics suitable in the media center or commercially.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>21. In the area of graphics (still photography, lettering), operates equipment, develops criteria, and evaluates material and equipment.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>22. In the area of sound, operates equipment, develops selection criteria and evaluates material and equipment.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>23. In the area of motion pictures, operates equipment, develops selection criteria and evaluates material and equipment.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>24. In the area of video recording, operates equipment, develops selection criteria and evaluates packages programs and equipment.</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
</tr>
</tbody>
</table>
25. In the area of computers, operates equipment; uses software for school library media applications, develops selection criteria and evaluates packaged programs and equipment.

26. In the area of micrographics, operates reader and printer equipment, develops selection criteria and evaluates materials and equipment.

27. Makes minor repairs on production equipment and identifies sources for major repair of production equipment.

VII. COMMUNICATION

28. Prepares written manuals, promotion materials and book reviews in a clear and concise writing style.

29. Prepares statistical records and written reports of the media programme.

30. Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>This competency should be acquired through a four-year bachelor program. I rate its importance as:</td>
<td>This competency should be acquired through on-the-job training. I rate its importance as:</td>
<td>This competency is not suitable for a bachelor level of preparation. I recommend this competency:</td>
</tr>
<tr>
<td>High</td>
<td>High</td>
<td>for a Higher Level</td>
</tr>
<tr>
<td>Medium</td>
<td>Medium</td>
<td>for a Lower Level</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
<td>be Disregarded Completely</td>
</tr>
</tbody>
</table>
31. Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school.

VIII. PROFESSIONALISM

32. Participates in professional associations and gatherings (local, regional and/or international) through membership and attendance at meetings.

33. Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.

IX. MANAGEMENT

34. Participates in the development and/or improvement of goals for the media center as an integral part of the educational programme of the school.

35. Collects and applies information relevant to the library media center regarding policies, standards, legislation, regulations and additional funding sources.

36. Develops a library schedule that insures the users' most effective utilization of the library and its services.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This competency should be acquired through a four-year bachelor program. I rate its importance as:</td>
<td>This competency should be acquired through on-the-job training. I rate its importance as:</td>
<td>This competency is not suitable for a bachelor level of preparation. I recommend this competency:</td>
</tr>
<tr>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>

<p>| | | | | |
|   |   |   |   |   |
|---|---|---|---|
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |</p>
<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>This competency should be acquired through a four-year bachelor program. I rate its importance as:</td>
<td>This competency should be acquired through on-the-job training. I rate its importance as:</td>
<td>This competency is not suitable for a bachelor level of preparation. I recommend this competency:</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>

37. Trains, supervises and evaluates personnel.

38. Develops and maintains effective working relationships among library media staff.

39. Establishes a climate which fosters job satisfaction.

X. RESEARCH

40. Reviews the related literature and summarizes the state-of-the-art.

41. Disseminates information about related research.
**DIRECTIONS -- PART II**

Add any competencies that you consider necessary for an adequate professional preparation of school library media specialists that are not included in Part I and indicate whether the competency should be acquired through a four-year bachelor program or through on-the-job training. Indicate the importance of the competency by checking (✓) high, medium, or low in the appropriate column.

<table>
<thead>
<tr>
<th>Suggested additional competencies</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
</table>

1.83
<table>
<thead>
<tr>
<th>Suggested additional competencies</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
</table>

This competency should be acquired through a four-year bachelor program. I rate its importance as:

This competency should be acquired through on-the-job training. I rate its importance as:
5.4. Pilot Study and Survey

To ensure the clarity of the survey, a pilot study was administered in October 1987 to four persons of each of five populations (outlined below). From the pilot study it was determined that the instructions and individual competencies were clear and understandable, and responses were mutually inclusive and exclusive. It also gave insight as to the sort of responses expected, the variations of competencies added to the end of the survey and the type of analyses which best explain the data.

In November and December, 1987, the questionnaire was administered to samples of potentially concerned populations in the preparation of school library media specialists, including both practitioners and educators. In March and April, 1988, the questionnaire was administered to all school librarians not previously surveyed as an insufficient sample was initially surveyed. The participating populations included:

A. Practitioners

1. School librarians. From a total of 92 qualified public school librarians (with minimum bachelor degree in librarianship), 75 submitted usable questionnaires, representing 82 percent of the total population. Nine librarians did not respond and eight questionnaires were incomplete and therefore unusable.

2. Supervisors of school librarians. From a total of
14 supervisors in the Central Department of School Libraries, 13 participated in the survey. Their responses represent 93 percent of the total population.

3. School teachers of library studies. From a total of 31 teachers, 23 participated in the survey, representing 74 percent of the total population.

From the three groups of practitioners, 83 percent representation was achieved and a fairly strong interest in the study demonstrated.

B. Educators

1. Higher education instructors of library and information studies in Kuwait, totalling 14 in the College of Basic Education were considered for the survey. Thirteen questionnaires were returned, representing 93 percent of the total population.

2. Higher education instructors of educational technology in Kuwait, totalling 16 (13 in the College of Basic Education and three in Kuwait University) were considered for the survey and 11 participated, representing 69 percent of the total population.

Some instructors refrained from participating in the survey as they felt unqualified to answer the questions competently due to their education and training in fields other than library/media studies. However, from the total population of educators, 80 percent representation was achieved.

The survey was administered personally by the researcher to 49 percent of the participants in order to answer questions, further explain the study and record remarks concerning the study. Most school librarians completed the questionnaire under the administration of their supervisors. In total, 86 percent of the surveys were returned, indicating a
fairly strong interest in the study. Table 21 represents the participants in the survey.

Table 21. Participants in the Survey

<table>
<thead>
<tr>
<th>Group</th>
<th>Surveys Distributed</th>
<th>Usable Surveys Returned</th>
<th>Non-Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Librarians</td>
<td>92</td>
<td>75</td>
<td>9</td>
</tr>
<tr>
<td>Supervisors of School Librarians</td>
<td>14</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>School Teachers of Library Studies</td>
<td>31</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Educators of Library and Information Studies</td>
<td>14</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Educators of Educational Technology</td>
<td>16</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>167</td>
<td>135</td>
<td>24</td>
</tr>
</tbody>
</table>
REFERENCES


6. CROWE, V.M. Guidelines for curriculum revision based on selected role-competencies perceived as valuable by graduates of the library science program at Edinboro State College (Ph.D. dissertation, University of Pittsburgh), 1973.


SCHOOL LIBRARY ASSOCIATION. The way ahead: the staffing of libraries and learning resources in schools in the 1980s, 1980, 10-11.
CHAPTER SIX
ANALYSIS OF DATA

1. Methodology

The data used in this study were collected from November, 1987, to April, 1988, from library/media practitioners and educators in Kuwait. The collected data used to determine the competencies necessary for school library media specialists in Kuwait, and to measure their value for a bachelor degree programme and on-the-job training are presented as follows:

6.2. Individual competency analyses, i.e., the specific findings for each competency, notations of the statistical significance of the differences between practitioners' and educators' responses, and a discussion of comparative studies, how the condition of the schools and libraries is reflected in the results and how the school librarians are influenced by their current responsibilities in Kuwait's schools. Based on total responses, a statement is made as to the importance of each competency to a Bachelor degree programme or on-the-job training.

6.3. Competencies suggested by the respondents other than those listed in the questionnaire are presented and discussed.

6.4. The competencies are ranked in combined values with percentages and mean values as an indicator of the competencies required of school library media specialists in Kuwait.

6.5. The competencies valued for a bachelor degree
6.6. The competencies valued for on-the-job training by the respondents are ranked with percentages and mean values.

6.7. Conclusion

To substantiate statements of findings, differences in the responses between practitioners and educators were measured with chi square \((X^2)\) as follows:

\[
x^2 = \frac{(Fo-Fe)^2}{Fe}
\]

where \(Fo\) = observed frequencies and \(Fe\) = expected frequencies. A significance level of .05 with two degrees of freedom was used; the critical value is 5.991. Where applicable, the chi square formula was applied on practitioners' and educators' responses in columns I, II, and III. Where frequencies were inadequate in column III (expected frequency < 1), the chi square was calculated by using the frequencies in columns I and II with one degree of freedom (critical value at .05 = 3.841). When the chi square value equals or is larger than the critical value it indicates that the difference in responses to that competency is large enough to be evidence of a real difference. When the chi square value is less than the critical value it indicates that the difference in responses to that competency is not large enough to be evidence of a real difference. Frequency distributions for all competencies divided by the five sample populations are presented in Appendix E.
Comparative research discussed in the analyses include Pain's 'Essential and desired competencies of a school librarian'(1) and Pfister's 'Competencies essential for school media specialists'(2), which are outlined in sections 4.2.5. and 4.2.6. As two of the most recent studies of the competencies essential for school librarians, they closely resemble the present study in that practitioners were consulted as to the value of competencies to the current practice of school librarianship, and that their responsibilities were separated into specifically stated competencies, knowledge, skills or attitudes to facilitate rating by the participants. In this respect, participants' responses are comparable between the studies.

The final statement of importance for each competency was determined by ranking competencies in order of importance as perceived by the participants in the survey (section 6.5). Competencies checked for the BA programme (column I) were given three points for high value, two points for medium value and one point for low value. The total value was divided by the total value possible for each competency, resulting in a percentage value. Those competencies receiving at least 50 percent of the total value possible should have 'high emphasis' in a bachelor degree programme for school library media specialists in Kuwait. Similarly, those competencies receiving between 40 and 49.9 percent of the total value possible should have 'medium emphasis' in the programme, and those receiving less than 40 percent should have 'low emphasis.'
6.2. Individual Competency Analyses

The competency analyses use the following key:

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA programme</td>
<td>On-the-job</td>
<td>Unsuitable</td>
</tr>
<tr>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>H</td>
<td>L</td>
<td>D</td>
</tr>
</tbody>
</table>

\[ X^2 \]

\( g = \text{groups} \)

\( T = \text{TOTAL groups} \)

\( P = \text{PRACTITIONERS} \)

\( E = \text{EDUCATORS} \)

\( r = \text{responses} \)

\( H, M, L \text{ in columns I = HIGH, MEDIUM and LOW value for a} \)

\( \text{BA programme} \)

\( H, M, L \text{ in columns II = HIGH, MEDIUM and LOW value for} \)

\( \text{on-the-job training} \)

\( H, L, D \text{ in columns III = suitable for HIGHER levels,} \)

\( \text{suitable for LOWER levels, and} \)

\( \text{should be DELETED.} \)

\( \text{TOTAL} = \text{Total respondents for that competency.} \)

\( n-r = \text{non-respondents} \)

\( X^2 = \text{chi square (the critical } X^2 \text{ value is 5.991 at the .05} \)

\( \text{level with two degrees of freedom)} \)

The numbers in parentheses indicate frequency of response; percentages are presented to insure equal weight to practitioners' and educators' responses.
I. FOUNDATIONS

1. Demonstrates knowledge of the social value and educational relevance of libraries, information, and communication systems.

Table 22. Distribution of Responses for Competency 1.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>F</td>
<td>(93)</td>
<td>83.8</td>
<td>10.8</td>
<td>(1)</td>
</tr>
<tr>
<td>E</td>
<td>(17)</td>
<td>70.8</td>
<td>25.0</td>
<td>(1)</td>
</tr>
<tr>
<td>T</td>
<td>(110)</td>
<td>81.5</td>
<td>13.3</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Ninety-six percent of the total respondents felt this competency should be acquired in a bachelor degree programme, with 81.5 percent of the respondents giving it a high value.

Practitioners and educators were in near agreement concerning its value in a BA programme and on-the-job training. Chi square computations were not applicable due to low frequencies in columns II and III.

This competency received the highest value to a BA programme (section 6.5) and the second highest value in the list of competencies ranked by combined values (section 6.4). Based on the participants' responses in column I, this competency received 90.6 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
2. Compares and contrasts different types of libraries and the goals, users and services characteristic of each type.

Table 23. Distribution of Responses for Competency 2.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>(77)</td>
<td>69.4</td>
<td>(16)</td>
</tr>
<tr>
<td>E</td>
<td>(16)</td>
<td>66.7</td>
<td>(6)</td>
</tr>
<tr>
<td>T</td>
<td>(93)</td>
<td>68.9</td>
<td>(22)</td>
</tr>
</tbody>
</table>

Eighty-six percent of the total respondents felt this competency should be acquired in a BA programme, with approximately 69 percent valuing it highly.

Practitioners and educators were in near agreement concerning its value in a BA programme and on-the-job training. There is no significant difference in their responses.

Competencies one and two are traditionally taught in introductory librarianship courses and provide the basis of further study. Pain's study of the essential and desirable competencies of a school librarian concluded that all school librarians require a sound, basic library education background, supporting the high value given to each competency. Based on the participants' responses in column I, this competency received 80 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.

194
3. Explains ways in which the organization of the school instructional programme affects the way library media services are made available.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA programme</td>
<td>On-the-job</td>
<td>Unsuitable</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>39.3</td>
<td>15.0</td>
<td>2.8</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>66.7</td>
<td>20.8</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>58</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>44.3</td>
<td>16.0</td>
<td>2.3</td>
</tr>
</tbody>
</table>

\[X^2=6.53\]

Sixty-three percent of the total respondents felt this competency should be acquired in a BA programme, with nearly half of respondents giving it a high value. Thirty-one percent of the respondents valued it highly for on-the-job training.

While 57 percent of the practitioners felt it is suitable for a BA programme, 88 percent of the educators agreed. Although the chi square formula was not applicable to the entire table, significantly more educators than practitioners believe that this competency should be acquired in a BA programme rather than on-the-job. (Critical value = 3.841 at the .05 level with one degree of freedom.)

Like many competencies in the survey, differences between educators' and practitioners' responses may be explained by the librarians' frequent lack of formal education in school librarianship, resulting in the need for training on-the-job. While practitioners are divided as to how the competency should be acquired, 84 percent gave it a high value. Similarly, 84 percent of the
practitioners in Pain's study valued knowledge of the principals of school librarianship as an essential competency for school librarians. This competency was also considered essential by 63 percent of the participants in Pfister's study. Based on the participants' responses in column I, this competency received 55.7 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.

II. BUILDING COLLECTIONS

4. Establishes and administers a collection development plan and process which includes evaluation, selection, acquisition, and weeding of materials and equipment.

Table 25. Distribution of Responses for Competency 4.

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>56</td>
<td>18.2</td>
<td>0.9</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
<td>20.8</td>
<td>8.3</td>
</tr>
<tr>
<td>T</td>
<td>72</td>
<td>18.7</td>
<td>0.7</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.11 \]

Seventy-three percent of the total respondents felt this competency should be acquired in a BA programme with a majority of respondents giving it a high value.

Although 70 percent of the practitioners felt it is suitable for a BA programme, nearly 88 percent of the educators agreed. The chi square value shows no significant
difference in their responses.

The participants in Pfister's study agreed that the selection, evaluation and maintenance of the collection is an essential competency; similarly, approximately 95 percent of the librarians in Pain's study agreed that selection, acquisition and stock revision are essential skills of a school librarian. Although the majority of practitioners in the present study valued this competency highly for a BA programme, their responses varied. The disagreement among practitioners in evaluating this competency reflects the role of the Central Department for School Libraries (CDSL), which is responsible for the evaluation, selection and acquisition of materials for Kuwait's public school libraries. Consequently, librarians are not currently responsible for these tasks in the schools. However, based on the participants' responses in column I, this competency received 66.4 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait. The high value given to this competency may be explained by the extremely inadequate collections made available by the CDSL. Initial stock recommendations for Kuwait school libraries are approximately two items per student, a fraction of those suggested by the Library Association(3), the American Library Association(4) and Unesco(5). With such inadequate collections, librarians may feel a need to become more involved in the process of building library collections.
5. Gathers and analyzes users' needs information and synthesizes teacher and student requests and recommendations for acquiring materials.

Table 26. Distribution of Responses for Competency 5.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>(42)</td>
<td>(8)</td>
<td>(3)</td>
<td>(49)</td>
<td>(8)</td>
</tr>
<tr>
<td></td>
<td>37.8</td>
<td>7.2</td>
<td>2.7</td>
<td>44.1</td>
<td>7.2</td>
</tr>
<tr>
<td>F</td>
<td>(11)</td>
<td>(6)</td>
<td>(6)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>45.8</td>
<td>25.0</td>
<td>25.0</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(53)</td>
<td>(14)</td>
<td>(3)</td>
<td>(55)</td>
<td>(8)</td>
</tr>
<tr>
<td></td>
<td>39.3</td>
<td>10.4</td>
<td>2.2</td>
<td>40.7</td>
<td>5.9</td>
</tr>
</tbody>
</table>

$\chi^2 = 5.27$

Fifty-two percent of the total respondents felt this competency should be acquired in a BA programme. However, nearly 47 percent of the respondents felt it should be acquired on-the-job.

Practitioners were almost equally divided as to whether this competency should be acquired on-the-job or in a BA programme, while 71 percent of the educators felt it should be acquired in a BA programme. Although the chi square formula was not applicable to the entire table, there is a significant difference in the responses between practitioners and educators in columns I and II at the .05 level with one degree of freedom (critical value = 3.841).

The difference between educators' and practitioners' responses, therefore, concerns only its suitability to a BA programme and on-the-job training, not its value to school librarianship. While theory is seen as important, as reflected in responses in column I, practice will, by
necessity, be limited to 'on-the-job.' While 80 percent of the respondents valued this competency highly, only 28 percent of the participants in Pfister's study regarded competence in involving users in the evaluation and selection of materials as essential. Based on the participants' responses in column I, this competency received 46.9 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
6. Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

Table 27. Distribution of Responses for Competency 6.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>(55) H 10.0</td>
<td>(11) M 2.7</td>
<td>(3) L 22.7</td>
<td>(25) M 8.2</td>
</tr>
<tr>
<td>E</td>
<td>(17) H 70.8</td>
<td>(3) M 12.5</td>
<td>(1) L 4.2</td>
<td>(3) M 12.5</td>
</tr>
<tr>
<td>T</td>
<td>(72) H 53.7</td>
<td>(14) M 10.4</td>
<td>(4) L 3.0</td>
<td>(28) M 2.0</td>
</tr>
</tbody>
</table>

\[ x^2 = 5.80 \]

Sixty-seven percent of the total respondents felt this competency should be acquired in a BA programme with a majority of respondents giving it a high value. Most of the remaining respondents valued it for on-the-job training.

Sixty-three percent of the practitioners valued this competency for a BA programme while 88 percent of the educators agreed. There is no significant difference in their responses.

While 73 percent of the practitioners in the present study valued this competency highly, 61 percent of the school librarians in Pain's study considered knowledge of bibliographic compilation as an essential competency. Only 36 percent of the participants in Pfister's study regarded the ability to prepare multi-media bibliographies as an essential competency. The varied response among practitioners in the present study may be influenced by the role of the CDSL in building library collections. Based on the participants' responses in column I, this competency received 61.7 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
III. ORGANIZATION AND MAINTENANCE

7. Selects the appropriate system to be used for subject organization of materials.

Table 28. Distribution of Responses for Competency 7.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>(56)</td>
<td>(12)</td>
<td>(2)</td>
<td>(24)</td>
</tr>
<tr>
<td></td>
<td>50.5</td>
<td>10.8</td>
<td>1.8</td>
<td>21.6</td>
</tr>
<tr>
<td>E</td>
<td>(15)</td>
<td>(4)</td>
<td>(2)</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>62.5</td>
<td>16.7</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(71)</td>
<td>(16)</td>
<td>(2)</td>
<td>(26)</td>
</tr>
<tr>
<td></td>
<td>52.6</td>
<td>11.9</td>
<td>1.5</td>
<td>19.3</td>
</tr>
</tbody>
</table>

$x^2 = 2.99$

Although there was a variety of responses for this competency, the majority of total respondents valued it highly for a BA programme. Twenty-one percent felt it should be acquired on-the-job, and 13 percent felt it should be acquired at a higher level of education.

 Practitioners and educators were similarly divided in their responses. There is no significant difference in their responses.

 Seventy-two percent of the respondents valued this competency highly, compared to 95 percent of the school librarians in Pain's study who considered 'information organization' an essential competency. Again, although the CDSL plays a major role in the organization of materials, librarians may desire more responsibility concerning this competency. Based on the participants' responses in column I, this competency received 61 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
8. Organizes and maintains accurate and current retrieval mechanisms such as the card and/or book catalogue or automated systems.

Table 29. Distribution of Responses for Competency 8.

<table>
<thead>
<tr>
<th>BA programme</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>(60)</td>
<td>(8)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>54.1</td>
<td>7.2</td>
<td>3.6</td>
</tr>
<tr>
<td>E</td>
<td>(14)</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60.9</td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(74)</td>
<td>(12)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>55.2</td>
<td>9.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

$X^2=1.39$

Sixty-seven percent of the total respondents valued this competency for a BA programme with 55 percent giving it a high value and 32 percent valuing it for on-the-job training.

Sixty-five percent of the practitioners valued this competency for a BA programme, compared to 78 percent of the educators. There is no significant difference in their responses.

Comparative studies are in close agreement with the participants in the present study. Seventy-seven percent of the school librarians in Pain's study regarded materials processing as an essential competency and 71 percent of the respondents in Pfister's study rated the ability to catalogue and process materials as essential. Based on the participants' responses in column I, this competency received 62.2 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
9. Determines the most appropriate storage arrangement for all materials and equipment and their maintenance.

Table 30. Distribution of Responses for Competency 9.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA programme</td>
<td>On-the-job</td>
<td>Unsuitable</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>(25)</td>
<td>(27)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>22.9</td>
<td>24.8</td>
<td>3.7</td>
</tr>
<tr>
<td>E</td>
<td>(13)</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>54.2</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(38)</td>
<td>(31)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>28.6</td>
<td>23.3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

\[ x^2 = 4.17 \]

Although a significant number of total respondents felt this competency should be acquired on-the-job (34 percent), the majority valued it for a BA programme.

Fifty-one percent of the practitioners and 71 percent of the educators valued this competency for a BA programme; however, there is no significant difference in their responses.

Educators valued this competency more than practitioners, perhaps due to the educators' knowledge of what a school library media center should ideally be and the practitioners' professional experience in Kuwait's school libraries: they are often minimally stocked and equipped and the collections are pre-processed by the CDSL. Based on the participants' responses in column I, this competency received 45.1 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
10. Develops an efficient system for lending, renewing, reserving and recalling needed media and equipment.

Table 31. Distribution of Responses for Competency 10.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
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<tbody>
<tr>
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<td>H M L</td>
<td>H L D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>(46) (10) (6)</td>
<td>(37) (3)</td>
<td>(7)</td>
<td>(109)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>42.2 9.2 5.5</td>
<td>33.9 2.8</td>
<td>6.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>(10) (3)</td>
<td>(6)</td>
<td>(4)</td>
<td>(23)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>43.5 13.0</td>
<td>26.1</td>
<td>17.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(56) (13) (6)</td>
<td>(43) (3)</td>
<td>(11)</td>
<td>(132)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>42.4 9.8 4.5</td>
<td>32.6 2.3</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = 3.40 \]

The majority of total respondents (57 percent) felt this competency should be acquired in a BA programme while 35 percent felt it should be acquired on-the-job.

Practitioners and educators were similarly divided in their responses; there is no significant difference in their responses.

Seventy-five percent of the respondents in the present study gave this competency a high value. Similarly, 60 percent of the participants in Pfister's study considered the establishment of procedures to assure optimum use of materials as an essential competency. Based on the participants' responses in column I, this competency received 50.5 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
IV. INFORMATION SERVICES

11. Provides specific information and resources directly to users and provides guidance for utilization of media.

Table 32. Distribution of Responses for Competency 11.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>On-the-job</th>
<th>Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
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<tr>
<td>P</td>
<td>(53)</td>
<td>48.6</td>
<td>5.5</td>
</tr>
<tr>
<td>E</td>
<td>(18)</td>
<td>75.0</td>
<td>12.5</td>
</tr>
<tr>
<td>T</td>
<td>(71)</td>
<td>53.4</td>
<td>6.8</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 8.30 \]

Sixty-one percent of the total respondents felt this competency should be acquired in a BA programme with a majority giving it a high value.

While 43 percent of the practitioners valued this competency highly for on-the-job training, only 13 percent of the educators agreed. Although the chi square formula was not applicable to the entire table, there is a significant difference in the responses between practitioners and educators in columns I and II at the .01 level with one degree of freedom (critical value = 6.635). This difference may be explained by the present lack of practical training in formal education for librarianship in the region, making on-the-job training necessary for many librarians.

This competency received the highest overall value as well as the highest mean value of all competencies in the survey. While 91 percent of the participants in the present study rated this competency highly, 70 percent of the
participants in Pfister's study agreed that this competency is essential. More than 90 percent of the school librarians in Pain's study found knowledge and skills in information services essential competencies. Based on the participants' responses in column I, this competency received 58.1 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
12. Provides guidance in reading, listening and viewing experiences for users.

Table 33. Distribution of Responses for Competency 12.

<table>
<thead>
<tr>
<th></th>
<th>I: BA programme</th>
<th>II: On-the-job</th>
<th>III: Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>(32)</td>
<td>(19)</td>
<td>(2)</td>
<td>(42)</td>
</tr>
<tr>
<td></td>
<td>28.8</td>
<td>17.1</td>
<td>1.8</td>
<td>37.8</td>
</tr>
<tr>
<td>E</td>
<td>(13)</td>
<td>(6)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>54.2</td>
<td>25.0</td>
<td></td>
<td>12.5</td>
</tr>
<tr>
<td>T</td>
<td>(45)</td>
<td>(25)</td>
<td>(2)</td>
<td>(45)</td>
</tr>
<tr>
<td></td>
<td>33.3</td>
<td>18.5</td>
<td>1.5</td>
<td>33.3</td>
</tr>
</tbody>
</table>

\[ X^2 = 6.72 \]

The majority of total respondents valued this competency for a BA programme (53 percent) while 45 percent valued it for on-the-job training.

More practitioners felt this competency should be acquired on-the-job (48 percent) than in a BA programme (45 percent), but 79 percent of the educators valued it for a BA programme. While the chi square formula was not applicable to the entire table, significantly more educators than practitioners believe that this competency should be acquired in a BA programme rather than on-the-job. (Critical value = 6.635 at the .01 level with one degree of freedom.)

While 90 percent of the participants in the present study rated this competency highly, 51 percent in Pfister's study felt it is an essential competency for school library media specialists. Eighty-six percent of the school librarians in Pain's study regarded 'the promotion of reading' as an essential skill. Based on the participants' responses in column I, this competency received 46.2 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
13. Uses online data bases to provide bibliographic, interlibrary loan and other information services.

Table 34. Distribution of Responses for Competency 13.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>56.8</td>
<td>8.4</td>
<td>1.8</td>
<td>9.9</td>
</tr>
<tr>
<td>E</td>
<td>62.5</td>
<td>16.7</td>
<td>4.2</td>
<td>8.3</td>
</tr>
<tr>
<td>T</td>
<td>57.8</td>
<td>9.6</td>
<td>2.2</td>
<td>9.6</td>
</tr>
</tbody>
</table>

\[X^2 = 2.65\]

Seventy percent of the respondents felt this competency should be acquired in a BA programme with the majority of respondents giving it a high value.

Sixty-seven percent of the practitioners valued this competency for a BA programme compared to 83 percent of the educators. However, no significant difference if found in their responses.

Although currently there is no use of online data bases in Kuwait's school libraries, 67 percent of the participants valued this competency highly. Such a trend may reflect the need felt in the field for technological assistance in the libraries which are often understaffed. Comparatively, 63 percent of the respondents in Pain's study regarded the knowledge of information technology as essential. Based on the participants' responses in column I, this competency received 64.9 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
V. DESIGN, DEVELOPMENT AND INSTRUCTION


Table 35. Distribution of Responses for Competency 14.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P (42)</td>
<td>(15)</td>
<td>(27)</td>
<td>109</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>E (16)</td>
<td>(2)</td>
<td>(1)</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>T (58)</td>
<td>(17)</td>
<td>(29)</td>
<td>133</td>
<td>2</td>
</tr>
</tbody>
</table>

\[X^2=4.75\]

Fifty-nine percent of the total respondents felt this competency should be acquired in a BA programme, while 16 percent suggested it for on-the-job training and 22 percent for a higher level of education.

Fifty-five percent of the practitioners and 79 percent of the educators valued this competency for a BA programme. There is no significant difference in their responses.

While most of the respondents valued this competency for a BA programme, 22 percent of the respondents valued it for a higher level of education, suggesting the librarians' limited role in instruction in Kuwait's schools. Fifty-three percent of the school librarians in Pain's study regarded knowledge of 'learning methods' and 'teaching methods' as essential competencies, which is comparative to the 56 percent of the respondents in the present study who valued this competency highly. Based on the participants' responses in column I, this competency received 53.9 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
15. Assists teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives.

Table 36. Distribution of Responses for Competency 15.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>(57)</td>
<td>(36)</td>
<td>(5)</td>
<td>(110)</td>
</tr>
<tr>
<td></td>
<td>51.8</td>
<td>32.7</td>
<td>4.5</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>(15)</td>
<td>(7)</td>
<td>(1)</td>
<td>(24)</td>
</tr>
<tr>
<td></td>
<td>62.5</td>
<td>29.2</td>
<td>4.2</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>(72)</td>
<td>(43)</td>
<td>(5)</td>
<td>(134)</td>
</tr>
<tr>
<td></td>
<td>53.7</td>
<td>32.1</td>
<td>3.7</td>
<td>1</td>
</tr>
</tbody>
</table>

$X^2 = 1.50$

Sixty-one percent of the total respondents felt this competency should be acquired in a BA programme with 54 percent giving it a high value. Thirty-four percent valued it for on-the-job training.

Sixty percent of the practitioners valued this competency for a BA programme compared to 67 percent of the educators. Similar values are also given for on-the-job training. There is no significant difference in their responses.

While 86 percent of the participants in the present study valued this competency highly, 88 percent of the respondents in Pfister's study considered it an essential competency, thus ranking it the most essential competency for school library media specialists. Based on the participants' responses in column I, this competency received 58 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
16. Recommends the most appropriate medium and learning environment to attain the learning objective.

Table 37. Distribution of Responses for Competency 16.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
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<tr>
<td>P</td>
<td>(38)</td>
<td>(17)</td>
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<td></td>
<td>34.5</td>
<td>15.5</td>
<td>1.8</td>
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<tr>
<td>E</td>
<td>(14)</td>
<td>(4)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>60.9</td>
<td>17.4</td>
<td>13.0</td>
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<tr>
<td>T</td>
<td>(52)</td>
<td>(21)</td>
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</tr>
<tr>
<td></td>
<td>39.1</td>
<td>15.8</td>
<td>1.5</td>
</tr>
</tbody>
</table>

$X^2 = 5.45$

Fifty-six percent of the total respondents valued this competency for a BA programme with 39 percent giving it a high value. Twenty-five percent of the respondents valued it for on-the-job training.

The majority of practitioners (52 percent) valued this competency for a BA programme and 78 percent of the educators agreed. There is no significant difference in their responses.

This competency received 73.7 percentage points and ranked among the bottom 20 percent in order of importance to school library media specialists in Kuwait. This and competency 14 were also among those valued most highly for a higher level of education, reflecting the librarians' limited role in instruction. However, based on the participants' responses in column I, this competency received 50.1 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
16. Recommends the most appropriate medium and learning environment to attain the learning objective.

Table 37. Distribution of Responses for Competency 16.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL</th>
</tr>
</thead>
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<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>(38)</td>
<td>(17)</td>
<td>(2)</td>
<td>(23)</td>
</tr>
<tr>
<td></td>
<td>34.5</td>
<td>15.5</td>
<td>1.8</td>
<td>20.9</td>
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<td>(4)</td>
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<td></td>
<td>60.9</td>
<td>17.4</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(52)</td>
<td>(21)</td>
<td>(2)</td>
<td>(26)</td>
</tr>
<tr>
<td></td>
<td>39.1</td>
<td>15.8</td>
<td>1.5</td>
<td>19.5</td>
</tr>
</tbody>
</table>

$X^2 = 5.45$

Fifty-six percent of the total respondents valued this competency for a BA programme with 39 percent giving it a high value. Twenty-five percent of the respondents valued it for on-the-job training.

The majority of practitioners (52 percent) valued this competency for a BA programme and 78 percent of the educators agreed. There is no significant difference in their responses.

This competency received 73.7 percentage points and ranked among the bottom 20 percent in order of importance to school library media specialists in Kuwait. This and competency 14 were also among those valued most highly for a higher level of education, reflecting the librarians' limited role in instruction. However, based on the participants' responses in column I, this competency received 50.1 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
17. Provides programmes to motivate students to read, develop their abilities, meet their needs and solve their problems.

Table 38. Distribution of Responses for Competency 17.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA programme</td>
<td>On-the-job</td>
<td>Unsuitable</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>42</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>E</td>
<td>13</td>
<td>2</td>
<td>2</td>
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<tr>
<td>T</td>
<td>55</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

\[ x^2 = 1.95 \]

Fifty-eight percent of the total respondents felt this competency should be acquired in a BA programme and 37 percent felt it is more suitable for on-the-job training.

Fifty-five percent of the practitioners and 71 percent of the educators valued this competency for a BA programme while 39 percent of the practitioners and 25 percent of the educators valued it for on-the-job training. There is no significant difference in their responses.

Seventy-one percent of the respondents valued this competency highly, compared to 86 percent of the school librarians in Pain's study who considered skill in the promotion of reading an essential competency. In Pfister's study, 64 percent of the respondents felt that assisting students in acquiring basic skills through the use of media resources is an essential competency, and 63 percent regarded planning learning activities and opportunities that motivate students to use media as essential. Based on the participants' responses in column I, this competency received 51.2 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
Participates in planning and conducting in-service training opportunities for the media centre staff, teachers, students and volunteers in the proper and effective utilization of media.

Table 39. Distribution of Responses for Competency 18.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On-the-job</td>
<td>Unsuitable</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n-1</td>
</tr>
<tr>
<td>P</td>
<td>40.9</td>
<td>11.8</td>
<td>1.8</td>
<td>26.4</td>
</tr>
<tr>
<td>E</td>
<td>25.0</td>
<td>12.5</td>
<td>4.2</td>
<td>33.3</td>
</tr>
<tr>
<td>T</td>
<td>38.1</td>
<td>11.9</td>
<td>2.2</td>
<td>27.6</td>
</tr>
</tbody>
</table>

$x^2=1.63$

Fifty-two percent of the total respondents valued this competency for a BA programme, 31 percent for on-the-job training, and 14 percent for a higher level of education.

While 54 percent of the practitioners valued this competency for a BA programme, only 42 percent of the educators agreed. Although there is no significant difference in responses, this competency is contrary to the general tendency for educators to value a competency for a BA programme more than the practitioners.

Sixty-six percent of the respondents valued this competency highly. In Pfister's study, only 31 percent felt that the 'ability to instruct and assist students and school staff in the production of media' is an essential competency. Pain's study revealed that 100 percent and 86 percent felt that knowledge of teaching information skills and skills in teaching information skills, respectively, are essential competencies. Based on the participants' responses in column I, this competency received 46.8 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
VI. PRODUCTION AND EQUIPMENT UTILIZATION


Table 40. Distribution of Responses for Competency 19.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>(34)</td>
<td>(18)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>30.9</td>
<td>16.4</td>
<td>2.7</td>
</tr>
<tr>
<td>E</td>
<td>(19)</td>
<td>(1)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>79.2</td>
<td>4.2</td>
<td>12.5</td>
</tr>
<tr>
<td>T</td>
<td>(53)</td>
<td>(19)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>39.6</td>
<td>14.2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

\[ x^2 = 8.97 \]

Fifty-six percent of the total respondents valued this competency for a BA programme with 33 percent valuing it for on-the-job training.

Half of the practitioners valued this competency for a BA programme and 83 percent of the educators agreed. Their responses show a significant difference at the .02 level with two degrees of freedom (critical value = 7.824).

While the educators almost unanimously agreed that this competency has high value for school library media specialists, practitioners disagreed. The variation in their responses may be due to the poor state of Kuwait's school libraries. Many libraries lack reprographic equipment and have extremely poor services. In addition, educational programmes for librarianship in the Arab region are highly traditional and do not offer courses in media production and reprographics. This competency was not represented as such in either in Pain's or Pfister's studies. Based on the participants' responses in column I, this competency received 49.8 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
20. Plans, designs, and produces materials which supplement those available in the media centre or commercially.

Table 41. Distribution of Responses for Competency 20.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>(30) (22) (7)</td>
<td>(22) (6)</td>
<td>(23) (1)</td>
<td>(111)</td>
</tr>
<tr>
<td></td>
<td>27.0 19.8 6.3</td>
<td>19.8 5.4</td>
<td>20.7 0.9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>(16) (4) (1)</td>
<td>(2)</td>
<td>(1)</td>
<td>(24)</td>
</tr>
<tr>
<td></td>
<td>66.7 16.7 4.2</td>
<td></td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(46) (26) (8)</td>
<td>(22) (8)</td>
<td>(24) (1)</td>
<td>(135)</td>
</tr>
<tr>
<td></td>
<td>34.1 19.3 5.9</td>
<td>16.3 5.9</td>
<td>17.8 0.7</td>
<td></td>
</tr>
</tbody>
</table>

$X^2 = 8.95$

Fifty-nine percent of the total respondents valued this competency for a BA programme with 34 percent giving it a high value.

Fifty-three percent of the practitioners and 88 percent of the educators valued this competency for a BA programme. Significantly more educators than practitioners believe that this competency should be acquired in a BA programme rather than on-the-job. (Critical value = 7.824 at the .02 level.)

The educators valued this competency more than the practitioners which may also be due to the poor state of school libraries in Kuwait and the limited educational backgrounds of the librarians, specially in school librarianship. While 50 percent of the respondents valued this competency highly, 49 percent of the librarians in Pain's study regarded the production of materials an essential skill. Only 20 percent of the participants in Pfister's study felt that the ability to produce media for specific curriculum objectives is essential. Based on the participants' responses in column I, this competency received 48.9 percent of the total value possible and should have medium emphasis in bachelor level education in Kuwait.
21. In the area of graphics (still photography, lettering), operates equipment, develops selection criteria and evaluates material and equipment.

Table 42. Distribution of Responses for Competency 21.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>37</td>
<td>15</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>E</td>
<td>20</td>
<td>4</td>
<td></td>
<td>21.6</td>
</tr>
<tr>
<td>T</td>
<td>57</td>
<td>19</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>

\[ x^2 = 18.79 \]

Sixty-one percent of the total respondents valued this competency for a BA programme with 42 percent giving it a high value.

The practitioners differed in their opinions of where the competency should be acquired or for what level of preparation it is suitable; however, all of the educators felt the competency should be acquired in a BA programme with 83 percent valuing it highly. There is a significant difference in their responses at the .001 level with two degrees of freedom (critical value = 13.815).

Educators agreed that this competency should be acquired at the bachelor degree level; however, practitioners' responses vary considerably. As with other competencies in PRODUCTION AND EQUIPMENT UTILIZATION, the tasks involved are currently rarely performed in school libraries in Kuwait and librarians are not sufficiently educated in that area of competence. However, based on the participants' responses in column I, this competency received 53.1 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
22. In the area of sound (audio recording on discs, tapes and reels), operates equipment, develops selection criteria and evaluates material and equipment.

Table 43. Distribution of Responses for Competency 22.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H  M  L</td>
<td>H  M  L</td>
<td>H  L  D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>(36) (18) U</td>
<td>(7) (19) U</td>
<td>(10) (5) U</td>
<td>(111)</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>(20) (4) U</td>
<td></td>
<td></td>
<td>(24)</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(56) (22) U</td>
<td>(7) (21) U</td>
<td>(10) (5) U</td>
<td>(135)</td>
<td></td>
</tr>
</tbody>
</table>

\[ x^2 = 17.21 \]

Sixty-three percent of the total respondents valued this competency for a BA programme with 42 percent giving it a high value.

The practitioners differed in their opinions of where the competency should be acquired or for what level of preparation it is suitable; however, all of the educators felt it should be acquired in a BA programme, 83 percent valuing it highly. There is a significant difference in their responses at the .001 level with two degrees of freedom (critical value = 13.815).

Fifty-seven percent of the participants in the present study valued this competency highly. In Pain's study, 50 percent of the participants regarded knowledge in the area of audio-visual equipment as essential and 59 percent felt that skills in the area of audio-visual materials is essential. Fifty-nine percent of the participants in Pfister's study felt that the ability to evaluate and select audio-visual and other library equipment using appropriate criteria is an
essential competency. Based on responses in column I, this competency received 54.1 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
23. In the area of motion pictures, operates equipment, develops selection criteria and evaluates material and equipment.

Table 44. Distribution of Responses for Competency 23.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
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<td>P</td>
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<td>(19)</td>
<td>(10)</td>
<td>(18)</td>
</tr>
<tr>
<td></td>
<td>27.9</td>
<td>17.1</td>
<td>9.0</td>
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<td>78.2</td>
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<td>8.7</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(49)</td>
<td>(22)</td>
<td>(12)</td>
<td>(18)</td>
</tr>
<tr>
<td></td>
<td>36.6</td>
<td>16.4</td>
<td>9.0</td>
<td>13.4</td>
</tr>
</tbody>
</table>

\[X^2=17.26\]

Sixty-two percent of the total respondents felt this competency should be acquired in a BA programme and 37 percent valued it highly. Twenty-two percent felt it should be acquired on-the-job.

Fifty-four percent of the practitioners felt this competency is more suitable for a BA programme while 26 percent felt it is more suitable for on-the-job training. All of the responding educators agreed it should be acquired in a BA programme, with 78 percent valuing it highly. There is a significant difference in their responses at the .001 level with two degrees of freedom (critical value = 13.815).

Although all educators felt this competency should be acquired in a BA programme, practitioners' opinions varied. Motion pictures are rarely shown in schools in Kuwait and if material or equipment is available it would normally be housed in the CDSL and loaned to libraries upon request. In addition, the CDSL evaluates and selects all audio-visual
material and equipment for school libraries. Based on participants' responses in column I, this competency received 50.5 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait. The tendency of participants to value competencies in PRODUCTION AND EQUIPMENT UTILIZATION highly reflects their interest in building a collection of audio-visual materials and offering more comprehensive services than what is presently offered in school libraries in Kuwait.
In the area of videorecording, operates equipment, develops selection criteria and evaluates packaged programmes and equipment.

Table 45. Distribution of Responses for Competency 24.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>(33)</td>
<td>(21)</td>
<td>(8)</td>
<td>(111)</td>
</tr>
<tr>
<td></td>
<td>29.7</td>
<td>18.9</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>(16)</td>
<td>(3)</td>
<td>(2)</td>
<td>(23)</td>
</tr>
<tr>
<td></td>
<td>70.0</td>
<td>13.0</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(49)</td>
<td>(24)</td>
<td>(8)</td>
<td>(134)</td>
</tr>
<tr>
<td></td>
<td>36.6</td>
<td>17.9</td>
<td>6.0</td>
<td></td>
</tr>
</tbody>
</table>

\[ X^2 = 5.71 \]

Sixty-one percent of the total respondents felt this competency should be acquired in a BA programme with 37 percent valuing it highly. Twenty-nine percent felt it is more suitable for on-the-job training.

While 83 percent of the educators felt this competency should be acquired in a BA programme, only 56 percent of the practitioners agreed. Thirty-two percent of the practitioners valued it for on-the-job training. There is no significant difference in their responses.

Of the competencies in PRODUCTION AND EQUIPMENT UTILIZATION, this competency received the highest overall ranking, as 55 percent of the respondents valued it highly. This may be due to the presence of television units and closed circuit television systems currently in many classrooms. Although librarians seldom operate the equipment, there is an interest in developing a collection of material. Based on responses in column I, this competency received 56.5 percent of total possible points and should have high emphasis in bachelor level education in Kuwait.
25. In the area of computers, operates equipment, uses software for school library media applications, develops selection criteria and evaluates packaged programmes and equipment.

Table 46. Distribution of Responses for Competency 25.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
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</tr>
<tr>
<td>E</td>
<td>(9) (6)</td>
<td>39.1</td>
<td>26.1</td>
</tr>
<tr>
<td>T</td>
<td>(54) (23)</td>
<td>40.6</td>
<td>17.3</td>
</tr>
</tbody>
</table>

$X^2=1.78$

Sixty-two percent of the total respondents felt this competency should be acquired in a BA programme with 41 percent giving it a high value.

While 61 percent of the practitioners valued this competency for a BA programme, 70 percent of the educators agreed. There is no significant difference in their responses.

Although computers are not currently used in Kuwait's school libraries or the CDSL, 58 percent of the participants in the survey valued this competency highly, reflecting their interest in this type of library service. Sixty-five percent of the school librarians in Pain's study agreed that knowledge of computer use is essential, compared to 59 percent of the practitioners valuing the competency highly in the present study. Based on total responses in column I, this competency received 53.6 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
26. In the area of micrographics, operates reader and printer equipment, develops selection criteria and evaluates materials and equipment.

Table 47. Distribution of Responses for Competency 26.

<table>
<thead>
<tr>
<th></th>
<th>I—BA programme</th>
<th>II—On-the-job</th>
<th>III—Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>H 34.2 L 5.4</td>
<td>M 21.6 L 3.6</td>
<td>M 9.0 L 6.3</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>H 56.5 L 26.1</td>
<td>M 4.3 L 8.7</td>
<td></td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>T</td>
<td>H 38.1 L 16.4</td>
<td>M 5.2 L 4.5</td>
<td>M 7.5 L 5.2</td>
<td>134</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ x^2 = 10.09 \]

Sixty percent of the total respondents valued this competency for a BA programme and 26 percent valued it for on-the-job training.

While 87 percent of the educators valued the competency for a BA programme, only 54 percent of the practitioners agreed. There is a significant difference in their responses at the .01 level with two degrees of freedom (critical value = 9.210).

Sixty-two percent of the school librarians in Pain's study valued skill in 'library equipment' as essential. In the present study, 56 percent of the practitioners gave the competency a high value although school libraries do not usually have microform equipment or material. However, based on the participants' total responses in column I, this competency received 50.7 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
27. Makes minor repairs on production equipment and identifies sources for major repair of production equipment.

Table 48. Distribution of Responses for Competency 27.

<table>
<thead>
<tr>
<th></th>
<th>BA Programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>P</td>
<td>(20)</td>
<td>(9)</td>
<td>(13)</td>
</tr>
<tr>
<td>E</td>
<td>(10)</td>
<td>(5)</td>
<td>(3)</td>
</tr>
<tr>
<td>T</td>
<td>(30)</td>
<td>(14)</td>
<td>(16)</td>
</tr>
</tbody>
</table>

\[X^2 = 12.96\]

Forty-five percent of the total respondents felt this competency should be acquired in a BA programme and 34 percent felt it should be acquired on-the-job. Twenty-two percent felt it is unsuitable for either method of preparation.

While 38 percent of the practitioners valued the competency for a BA programme, 78 percent of the educators agreed. There is a significant difference in their responses at the .01 level with two degrees of freedom (critical value = 9.210). The difference may be due to the practitioners' experience in school libraries where production equipment is scarce and their educational background in theoretical rather than practical courses.

Based on responses in columns I, II, and III, this competency was ranked lowest in PRODUCTION AND EQUIPMENT UTILIZATION as well as for all competencies considered. Only 39 percent of the participants rated the competency highly. Based on responses in column I, this competency received 33.3 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait.
VII. COMMUNICATION

28. Preparés written manuals, promotion materials and book reviews in a clear and concise writing style.

Table 49. Distribution of Responses for Competency 28.

<table>
<thead>
<tr>
<th></th>
<th>BA Programme</th>
<th>On-the-job</th>
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<tr>
<td></td>
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<td>E</td>
<td>(17)</td>
<td>(6)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>70.8</td>
<td>25.0</td>
<td>4.2</td>
</tr>
<tr>
<td>T</td>
<td>(70)</td>
<td>(22)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>52.6</td>
<td>16.5</td>
<td>0.7</td>
</tr>
</tbody>
</table>

\[ X^2 = 9.34 \]

Seventy percent of the total respondents felt this competency should be acquired in a BA programme with a majority giving it a high value.

Sixty-four percent of the practitioners valued the competency for a BA programme, compared to 96 percent of the educators. There is a significant difference in their responses at the .01 level with two degrees of freedom (critical value = 9.210).

In Pain's study, 95 percent of the school librarians felt that 'library promotion' is an essential skill and 91 percent valued 'communication' as an essential skill. As 75 percent of the educators and 72 percent of the practitioners in the present study valued this competency highly, it may also be considered an essential competency for school library media specialists in Kuwait. Based on participants' responses in column I, this competency received 63.9 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
29. Prepares statistical records and written reports of the media programme.

Table 50. Distribution of Responses for Competency 29.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>P</td>
<td>(35)</td>
<td>(20)</td>
<td>(2)</td>
<td>(40)</td>
<td>(10)</td>
</tr>
<tr>
<td></td>
<td>31.8</td>
<td>18.2</td>
<td>1.8</td>
<td>36.4</td>
<td>9.1</td>
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<td>T</td>
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<td>32.8</td>
<td>18.7</td>
<td>3.0</td>
<td>35.1</td>
<td>8.2</td>
</tr>
</tbody>
</table>

$X^2 = 1.50$

Fifty-five percent of the total respondents valued this competency for a BA programme with 33 percent valuing it highly.

Practitioners were nearly equally divided as to how the competency should be acquired: 52 percent valued it for a BA programme and 46 percent for on-the-job training. Sixty-seven percent of the educators felt it should be acquired in a BA programme. There is no significant difference in their responses.

Sixty-eight percent of the respondents valued this competency highly, compared to 73 percent of the school librarians in Pain's study who rated 'report writing' as an essential skill. Based on participants' responses in column I, this competency received 46.3 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
30. Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.

Table 51. Distribution of Responses for Competency 30.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>P</td>
<td>(35)</td>
<td>(12)</td>
<td>(5)</td>
<td>(36)</td>
<td>(8)</td>
</tr>
<tr>
<td></td>
<td>31.8</td>
<td>10.9</td>
<td>4.5</td>
<td>32.7</td>
<td>7.3</td>
</tr>
<tr>
<td>E</td>
<td>(13)</td>
<td>(1)</td>
<td>(7)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>54.2</td>
<td>4.2</td>
<td>29.2</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(48)</td>
<td>(12)</td>
<td>(6)</td>
<td>(43)</td>
<td>(10)</td>
</tr>
<tr>
<td></td>
<td>35.8</td>
<td>9.0</td>
<td>4.5</td>
<td>32.1</td>
<td>7.5</td>
</tr>
</tbody>
</table>

\[X^2 = 1.49\]

Forty-nine percent of the total respondents valued this competency for a BA programme and 41 percent valued it for on-the-job training.

Practitioners and educators were similarly divided in their responses. Forty-seven percent of the practitioners and 58 percent of the educators felt it should be acquired in a BA programme while 42 percent of the practitioners and 37 percent of the educators felt it should be acquired on-the-job. There is no significant difference in their responses.

While only 38 percent of the participants in Pfister's study considered this an essential competency, 68 percent of the respondents in the present study gave it a high value. A public relations programme in school libraries in Kuwait is necessary as students, teachers and education authorities frequently view the library as a mere storehouse for books. Based on responses in column I, this competency received 43.3 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
31. Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school.

Table 5.2: Distribution of Responses for Competency 31.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>(34)</td>
<td>(10)</td>
<td>3.6</td>
<td>(39)</td>
</tr>
<tr>
<td>E</td>
<td>(7)</td>
<td>(3)</td>
<td>4.2</td>
<td>(10)</td>
</tr>
<tr>
<td>T</td>
<td>(41)</td>
<td>(13)</td>
<td>3.7</td>
<td>(49)</td>
</tr>
</tbody>
</table>

\[X^2 = 0.045\]

Although 67 percent of the total respondents valued this competency highly, they were almost equally divided as to where it should be acquired; 44 percent valued it for a BA programme and 48 percent valued it for on-the-job training. Respondents were almost equally divided as to where this competency should be acquired. There is no significant difference in their responses.

While 78 percent of the respondents in Pfister's study valued the ability to establish policies and procedures that achieve goals of the library media center as essential, 67 percent of the participants in the present study gave the above competency high value. Based on responses in column I, this competency received only 35.8 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait. This result could be due to the very limited role libraries are seen to play in Kuwait's schools.
VIII. PROFESSIONALISM

32. Participates in professional associations and gatherings (local, regional and/or international) through membership and attendance at meetings.

Table 53. Distribution of Responses for Competency 32.

<table>
<thead>
<tr>
<th></th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H  M  L</td>
<td>H  M  L</td>
<td>H  L  D</td>
</tr>
<tr>
<td>P</td>
<td>(27) (8) (11)</td>
<td>(26) (17) (2)</td>
<td>(13) (1) (3)</td>
</tr>
<tr>
<td></td>
<td>25.0 7.4 10.2</td>
<td>24.1 15.7 1.9</td>
<td>12.0 0.9 2.8</td>
</tr>
<tr>
<td>E</td>
<td>(4) (2) (2)</td>
<td>(11)</td>
<td>(4) (1)</td>
</tr>
<tr>
<td></td>
<td>16.7 8.3 8.3</td>
<td>45.8</td>
<td>16.7 4.2</td>
</tr>
<tr>
<td>T</td>
<td>(31) (10) (13)</td>
<td>(37) (17) (2)</td>
<td>(17) (1) (4)</td>
</tr>
<tr>
<td></td>
<td>23.5 7.6 9.8</td>
<td>28.0 12.9 1.5</td>
<td>12.9 0.7 3.0</td>
</tr>
</tbody>
</table>

\( \chi^2 = 0.79 \)

Respondents varied in their responses to this competency with 41 percent valuing it for a BA programme, 42 percent for on-the-job training and 14 percent for a higher level of preparation.

Respondents were similarly divided as to where this competency should be acquired; there is no significant difference in their responses.

This competency was ranked among the last five competencies in an overall rating and received the lowest value for competencies valued for a BA programme. Participants were in disagreement as to the value of this competency to school library media specialist performance, which may be affected by the absence of a library association in Kuwait and the lack of an active library association in the region. Based on total responses in column I, this competency received 31.8 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait.
35. Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.

Table 54. Distribution of Responses for Competency 33.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>P</td>
<td>(36)</td>
<td>(7)</td>
<td>(6)</td>
<td>(54)</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>32.7</td>
<td>6.4</td>
<td>5.5</td>
<td>49.1</td>
<td>4.5</td>
</tr>
<tr>
<td>E</td>
<td>(10)</td>
<td>(2)</td>
<td>(11)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>41.7</td>
<td>8.3</td>
<td>45.8</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(46)</td>
<td>(9)</td>
<td>(6)</td>
<td>(65)</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>34.3</td>
<td>6.7</td>
<td>4.5</td>
<td>48.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Respondents were nearly equally divided in their responses to this competency with 46 percent valuing it for a BA programme and 53 percent for on-the-job training. Eighty-three percent of the total respondents gave it a high value.

Practitioners and educators were similarly divided as to where the competency should be acquired; 45 percent of the practitioners and 50 percent of the educators valued it for a BA programme while 54 percent of the practitioners and 50 percent of the educators valued it for on-the-job training. There is no significant difference in their responses.

In Pain's study, school librarians valued the following competencies as essential:

- knowledge of school librarianship trends: 86 percent
- knowledge of issues in education: 55 percent
- knowledge of trends of education: 57 percent

Fifty-three percent of the respondents in the present study valued the above competency highly. Based on responses in column I, it received 40.3 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
IX. MANAGEMENT

34. Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school.

Table 55. Distribution of Responses for Competency 34.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>(39) 35.1</td>
<td>(45) 40.5</td>
<td>(12) 10.8</td>
<td>(111)</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>(11) 45.8</td>
<td>(7) 29.2</td>
<td>(1) 4.2</td>
<td>(24)</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(50) 37.0</td>
<td>(52) 38.5</td>
<td>(14) 10.4</td>
<td>(135)</td>
<td></td>
</tr>
</tbody>
</table>

\[X^2 = 2.54\]

Respondents were nearly equally divided in their responses to this competency with 46 percent valuing it for a BA programme and 43 percent valuing it for on-the-job training.

While 58 percent of the educators valued this competency for a BA programme, only 43 percent of the practitioners agreed. Some respondents (10 percent total) valued this competency for a higher level of education. There is no significant difference in their responses.

Seventy-six percent of the respondents valued this competence highly. Similarly, 80 percent of the participants in Pfister's study considered it an essential competency. Eleven percent of the respondents in the present study valued the competency for a higher level of education, reflecting the librarians' limited role in the
educational programmes of the schools. Based on responses in column I, this competency received 41.7 percent of the total possible points and should have medium emphasis in bachelor level education in Kuwait.
35. Collects and applies information relevant to the library media centre regarding policies, standards, legislation, regulations and additional funding sources.

Table 56. Distribution of Responses for Competency 35.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA programme</td>
<td>On-the-job</td>
<td>Unsuitable</td>
</tr>
<tr>
<td>p</td>
<td>(27)</td>
<td>(28)</td>
<td>(17)</td>
</tr>
<tr>
<td></td>
<td>24.3</td>
<td>25.2</td>
<td>15.3</td>
</tr>
<tr>
<td>E</td>
<td>(9)</td>
<td>(4)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>37.5</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>T</td>
<td>(36)</td>
<td>(32)</td>
<td>(18)</td>
</tr>
<tr>
<td></td>
<td>26.7</td>
<td>23.7</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Forty-seven percent of the total respondents valued this competency for a BA programme. Thirty-eight percent felt it should be acquired on-the-job and 16 percent valued it for a higher level of education.

While 63 percent of the educators valued this competency for a BA programme, only 43 percent of the practitioners agreed. Fifteen percent of the practitioners and 17 percent of the educators felt this competency should be acquired at a higher level of education. There is no significant difference in their responses.

This competency received the lowest rating of MANAGEMENT competencies, perhaps due to the supervision of the CDSL in determining policies and securing funds, and the absence of school library standards until 1987. In Pfister's study, 39 percent of the participants regarded the awareness of potential sources of funds an essential competency and 31 percent felt that knowledge of applicable state and federal
laws and regulations is essential. Based on the participants' responses in column I, this competency received 39 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait.
36. Develops a library schedule that insures the users' most effective utilization of the library and its services.

Table 57. Distribution of Responses for Competency 36.

<table>
<thead>
<tr>
<th>Competency</th>
<th>BA programme</th>
<th>On-the-job</th>
<th>Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>(48)</td>
<td>43.2</td>
<td>9.9</td>
<td>(41)</td>
</tr>
<tr>
<td>E</td>
<td>(16)</td>
<td>66.7</td>
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<td>(2)</td>
</tr>
<tr>
<td>T</td>
<td>(64)</td>
<td>47.4</td>
<td>9.6</td>
<td>(43)</td>
</tr>
</tbody>
</table>

$X^2 = 10.98$

The majority of total respondents valued this competency for a BA programme while 35 percent valued it for on-the-job training.

Fifty-three percent of the practitioners valued this competency for a BA programme, compared to 75 percent of the educators. Many educators valued it for a higher level of education. There is a significant difference in their responses at the .01 level with two degrees of freedom (critical value = 9.210).

While 79 percent of the respondents in the present study valued this competency highly, only 60 percent of the participants in Pfister's study regarded the ability to make effective use of available library media facilities an essential competency. Sixty-seven percent of the school librarians in Pain's study considered 'planning' an essential skill. Based on responses in column I, this competency received 53.8 percent of the total possible points and should have high emphasis in bachelor level education in Kuwait.
37. Trains, supervises and evaluates personnel.

Table 58. Distribution of Responses for Competency 37.

<table>
<thead>
<tr>
<th></th>
<th>I: BA programme</th>
<th>II: On-the-job</th>
<th>III: Unsuitable</th>
<th>TOTAL</th>
<th>n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>F</td>
<td>(33)</td>
<td>(9)</td>
<td>(4)</td>
<td>(39)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>30.0</td>
<td>8.2</td>
<td>3.6</td>
<td>35.5</td>
<td>2.7</td>
</tr>
<tr>
<td>E</td>
<td>(8)</td>
<td>(1)</td>
<td>(2)</td>
<td>(8)</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
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<td>4.2</td>
<td>8.3</td>
<td>33.3</td>
<td>8.3</td>
</tr>
<tr>
<td>T</td>
<td>(41)</td>
<td>(10)</td>
<td>(6)</td>
<td>(47)</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>30.6</td>
<td>7.5</td>
<td>4.5</td>
<td>35.1</td>
<td>3.7</td>
</tr>
</tbody>
</table>

\[x^2=2.57\]

Forty-three percent of the total respondents valued this competency for a BA programme and 40 percent valued it for on-the-job training. Some respondents felt it should be acquired at a higher level of education.

Practitioners and educators were nearly equally divided in their opinions of where the competency should be acquired with 42 percent and 46 percent, respectively, checking column I. There is no significant difference in their responses.

Respondents were divided as to the value of the competency and where it should be acquired as there is seldom more than one librarian or assistant librarian in each school. Any additional help would most likely be from student volunteers. Sixty-three percent of the school librarians in Pain's study considered staff management as an essential. Based on responses in column I, this competency received 37.1 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait.
38. Develops and maintains effective working relationships among library media staff.

Table 59. Distribution of Responses for Competency 38.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>26</td>
<td>10</td>
<td>9</td>
<td>23.9</td>
</tr>
<tr>
<td>E</td>
<td>9</td>
<td>2</td>
<td>37.5</td>
<td>8.3</td>
</tr>
<tr>
<td>T</td>
<td>35</td>
<td>12</td>
<td>9</td>
<td>26.3</td>
</tr>
</tbody>
</table>

The majority of total respondents (56 percent) valued this competency for on-the-job training, which is contrary to the majority's response to all other competencies in the study.

Practitioners and educators responded similarly: 41 percent of the practitioners and 46 percent of the educators valued this competency for a BA programme. Fifty-six percent of the practitioners and 54 percent of the educators valued it for on-the-job training. Chi square computations for responses in columns I and II show no significant difference.

Seventy-four percent of the respondents valued this competency highly. In Pfister's study, the same competency was considered essential by 61 percent of the respondents. Based on total responses in column I, this competency received 34.6 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait.
39. Establishes a climate which fosters job satisfaction.

Table 60. Distribution of Responses for Competency 39.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
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<tr>
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<td>1</td>
<td>12</td>
<td>2</td>
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<td>33.3</td>
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</tr>
<tr>
<td>T</td>
<td>32</td>
<td>24</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>23.7</td>
<td>17.8</td>
<td>5.2</td>
<td>40.0</td>
</tr>
</tbody>
</table>

$X^2 = 3.87$

Forty-seven percent of the total respondents valued this competency for a BA programme and 49 percent valued it for on-the-job training. Forty-nine percent of the practitioners valued this competency for a BA programme, compared to only 37 percent of the educators, which is contrary to the general tendency for educators to value a competency in this category more than practitioners. Most educators (58 percent) felt this competency should be acquired on-the-job. There is no significant difference in their responses.

Based on the participants' responses in column I, this competency received 37.3 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait. However, professionals seem to value the opportunity for on-the-job training regarding this competency, like most MANAGEMENT competencies in the survey.
X. RESEARCH

40. Reviews the related literature and summarizes the state-of-the-art.

Table 61. Distribution of Responses for Competency 40.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H  M  L</td>
<td>H  M  L</td>
<td>H  L  D  TOTAL</td>
</tr>
<tr>
<td>P</td>
<td>(30) (11) (8)</td>
<td>(36) (9) (2)</td>
<td>(13) (1) (110)</td>
</tr>
<tr>
<td></td>
<td>27.3 10.0 7.3</td>
<td>32.7 8.2 1.8</td>
<td>11.8 0.9</td>
</tr>
<tr>
<td>E</td>
<td>(15) (1)</td>
<td>(5)</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>62.5 4.2</td>
<td>20.8</td>
<td>12.5</td>
</tr>
<tr>
<td>T</td>
<td>(45) (12) (8)</td>
<td>(41) (9) (2)</td>
<td>(16) (1) (134)</td>
</tr>
<tr>
<td></td>
<td>33.6 9.0 6.0</td>
<td>30.6 6.7 1.5</td>
<td>11.9 0.7</td>
</tr>
</tbody>
</table>

\(X^2 \approx 4.45\)

Forty-nine percent of the total respondents valued this competency for a BA programme with 39 percent valuing it for on-the-job training.

Most educators (67 percent) felt this competency should be acquired in a BA programme while only 45 percent of the practitioners agreed. Nearly as many practitioners (43 percent) valued the competency for on-the-job training. There is no significant difference in their responses.

Sixty-four percent of the respondents valued this competency highly. In Pfister's study, the four competencies related to research received the five lowest values with between 11 and 18 percent of the participants considering them essential. Based on responses in column I, this competency received 41.5 percent of the total possible points and should receive medium emphasis in bachelor level education in Kuwait.
Table 62. Distribution of Responses for Competency 41.

<table>
<thead>
<tr>
<th></th>
<th>I BA programme</th>
<th>II On-the-job</th>
<th>III Unsuitable</th>
<th>TOTAL n-r</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>H</td>
<td>M</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td>P</td>
<td>30</td>
<td>12</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>27.3</td>
<td>10.9</td>
<td>6.4</td>
<td>20.9</td>
</tr>
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<td>E</td>
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<td>1</td>
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<td></td>
<td>45.8</td>
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<td>30.6</td>
<td>9.7</td>
<td>5.2</td>
<td>22.4</td>
</tr>
</tbody>
</table>

\[ x^2 = 9.65 \]

Forty-six percent of the total respondents felt this competency should be acquired in a BA programme, 32 percent valued it for on-the-job training and 22 percent felt it should be acquired at a higher level of education.

Educators were equally divided as to whether the competency should be acquired in a BA programme or on-the-job, while 45 percent of the practitioners felt it should be acquired in a BA programme, 28 percent on-the-job and 26 percent in a higher level of education. There is a significant difference in their responses at the .01 level with two degrees of freedom (critical value = 9.210).

Based on total responses in column I, this competency received 39.3 percent of the total possible points and should have low emphasis in bachelor level education in Kuwait. However, a considerable number of respondents valued this competency for a higher level of education, reinforcing the need for continuing education opportunities in Kuwait and an interest in research related to the field.
6.3. Respondents' Suggested Competencies

Respondents were asked to add any competencies not included in the questionnaire which they felt were of value to a bachelor degree programme or on-the-job training. Where possible, these competencies were categorized under broad areas of competence and the main ideas summarized in the following area statements.

Area I -- Foundations

Several participants stressed the importance of a sufficient knowledge of Arabic and Islamic literature and its resources and the history of Arab Islamic libraries and the development of the written word. The teaching of Abu-Noor's Islamic classification system (3) was also suggested, as well as knowledge of librarianship in Arab countries. One librarian stressed the importance of knowledge of a second language, which is particularly important as most literature is published in languages other than Arabic. Such comments reflect the need for curriculum design based on the characteristics and needs of the society for which it is intended.

In the area of educational technology, a more in-depth understanding of the different areas of educational technology was suggested as well as its development and relevance to the individual, school and community.

Area V -- Design, Development and Instruction

Three participants suggested a knowledge of children's literature and selection criteria and stages of child development. Another participant suggested
Participation in the evaluation of students' activities such as report writing or other research.

Areas IX and X — Management and Research

Planning a school library budget was suggested as an additional competency which should be acquired through a bachelor degree programme. Three supervisors of librarians emphasized the ability to conduct research and prepare cost and statistical studies regarding the activities and programmes of the school library media centre. Similarly, school teachers of library studies stressed knowledge of the methods, tools and analysis of scientific research.

Practicum or Internship

The value of a competency-based approach was implied by several respondents' comments regarding the importance of practical training in the bachelor degree programme. Seven school librarians and one school teacher of library studies suggested special training for school library media specialists and one supervisor suggested extensive training in principal-type libraries in Kuwait regarding library services and activities. It is expected that a competency-based programme would satisfy the need for practical training. The comments elicited regarding training reflect the nature of current programmes in Kuwait which stress cognitive areas of competence and the completion of coursework. The comments concerning practicum also suggest that the principles and methods of competency-based education are poorly understood, which may warrant special consideration in the implementation of such a programme.
6.4. Competencies Ranked by Combined Values

The following competencies are ranked in order of importance as perceived by the participants in the survey, regardless if they were perceived as important at the bachelor degree level or for on-the-job training. Competencies checked as high in either columns I or II were given three points, those checked medium value were given two points, and those given low value were given one point. The total value was divided by the total value possible for that competency, resulting in the percentage in the left-hand column. While ranking was determined on the basis of total respondents for each competency, the mean value was determined on the basis of only those who responded either in columns I or II.

<table>
<thead>
<tr>
<th>Competency Description</th>
<th>Percentage</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides specific information and resources directly to users and provides guidance for utilization of media.</td>
<td>95.7</td>
<td>2.92</td>
</tr>
<tr>
<td>Demonstrates knowledge of the social value and educational relevance of libraries, information, and communication systems.</td>
<td>95.1</td>
<td>2.85</td>
</tr>
<tr>
<td>Organizes and maintains accurate and current retrieval mechanisms such as the card and/or book catalogue or automated systems.</td>
<td>93.5</td>
<td>2.83</td>
</tr>
<tr>
<td>In the area of micrographics, operates reader and printer equipment, develops selection criteria and evaluates materials and equipment.</td>
<td>92.0</td>
<td>2.57</td>
</tr>
<tr>
<td>Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.</td>
<td>91.8</td>
<td>2.80</td>
</tr>
<tr>
<td>Gathers and analyzes users' needs information and synthesizes teacher and student requests and recommendations for acquiring materials.</td>
<td>91.6</td>
<td>2.79</td>
</tr>
</tbody>
</table>

243
15. Assists teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives. 91.3 2.87

2. Compares and contrasts different types of libraries and the goals, users and services characteristic of each type. 91.1 2.82

3. Explains ways in which the organization of the school instructional programme affects the way library media services are made available. 89.1 2.76

36. Develops a library schedule that insures the users’ most effective utilization of the library and its services. 87.9 2.85

38. Develops and maintains effective working relationships among library media staff. 87.5 2.68

29. Prepares statistical records and written reports of the media programme. 87.1 2.65

12. Provides guidance in reading, listening and viewing experiences for users. 85.7 2.67

17. Provides programmes to motivate students to read, develop their abilities, meet their needs and solve their problems. 85.6 2.71

28. Prepares written manuals, promotion materials and book reviews in a clear and concise writing style. 85.5 2.69

10. Develops an efficient system for lending, renewing, reserving and recalling needed media and equipment. 84.6 2.77

4. Establishes and administers a collection development plan and process which includes evaluation, selection, acquisition, and weeding of materials and equipment. 83.8 2.74

34. Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school. 83.5 2.79

39. Establishes a climate which fosters job satisfaction. 83.2 2.61

31. Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school. 81.8 2.67
24. In the area of videorecording, operates equipment, develops selection criteria and evaluates packaged programmes and equipment.

7. Selects the appropriate system to be used for subject organization of materials.

30. Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.

6. Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

40. Reviews the related literature and summarizes the state-of-the-art.


13. Uses online data bases to provide bibliographic, interlibrary loan and other information services.

18. Participates in planning and conducting in-service training opportunities for the media centre staff, teachers, students and volunteers in the proper and effective utilization of media.

9. Determines the most appropriate storage arrangement for all materials and equipment and their maintenance.

21. In the area of graphics (still photography, lettering), operates equipment, develops selection criteria and evaluates material and equipment.

37. Trains, supervises and evaluates personnel.

22. In the area of sound (audio recording on discs, tapes and reels), operates equipment, develops selection criteria and evaluates material and equipment.

16. Recommends the most appropriate medium and learning environment to attain the learning objective.
25. In the area of computers, operates equipment, uses software for school library media applications, develops selection criteria and evaluates packaged programmes and equipment.

35. Collects and applies information relevant to the library media centre regarding policies, standards, legislation, regulations and additional funding sources.

20. Plans, designs, and produces materials which supplement those available in the media centre or commercially.

32. Participates in professional associations and gatherings (local, regional and/or international) through membership and attendance at meetings.

23. In the area of motion pictures, operates equipment, develops selection criteria and evaluates material and equipment.


41. Disseminates information about related research.

27. Makes minor repairs on production equipment and identifies sources for major repair of production equipment.
6.5. Competencies Valued for Bachelor Degree Programme in Ranked Order

Results of the survey provided a means to rank the competencies in order of importance as perceived by the participants in the survey. Competencies checked in the BA programme (columns I) were given three points for high value, two points for medium value and one point for low value. The total value was divided by the total value possible for that competency, resulting in the percentage in the left-hand column. While ranking was determined on the basis of total respondents for each competency, the mean value was determined on the basis of only those who responded in columns I.

The competencies marked with a double asterisk (**) received 50% or more of the total value possible for that competency, indicating that it should have high emphasis in bachelor level education in Kuwait. Those competencies marked with a single asterisk (*) received between 40 and 49.9 percent of the total value possible for that competency, indicating that it should have medium emphasis in bachelor level education in Kuwait. Those with no asterisk received below 40 percent and should have low emphasis.

**1. Demonstrates knowledge of the social value and educational relevance of libraries, information, and communication systems.**

**2. Compares and contrasts different types of libraries and the goals, users and services characteristic of each type.**
**4.** Establishes and administers a collection development plan and process which includes evaluation, selection, acquisition, and weeding of materials and equipment.

**13.** Uses online data bases to provide bibliographic, interlibrary loan and other information services.

**28.** Prepares written manuals, promotion materials and book reviews in a clear and concise writing style.

**8.** Organizes and maintains accurate and current retrieval mechanisms such as the card and/or book catalogue or automated systems.

**6.** Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

**7.** Selects the appropriate system to be used for subject organization of materials.

**11.** Provides specific information and resources directly to users and provides guidance for utilization of media.

**15.** Assists teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives.

**24.** In the area of videorecording, operates equipment, develops selection criteria and evaluates packaged programmes and equipment.

**3.** Explains ways in which the organization of the school instructional programme affects the way library media services are made available.

**22.** In the area of sound (audio recording on discs, tapes and reels), operates equipment, develops selection criteria and evaluates material and equipment.

**14.** Analyzes and describes learning objectives.

**36.** Develops a library schedule that insures the users' most effective utilization of the library and its services.
**25.** In the area of computers, operates equipment, uses software for school library media applications, develops selection criteria and evaluates packaged programmes and equipment.

**21.** In the area of graphics (still photography, lettering), operates equipment, develops selection criteria and evaluates material and equipment.

**17.** Provides programmes to motivate students to read, develop their abilities, meet their needs and solve their problems.

**26.** In the area of micrographics, operates reader and printer equipment, develops selection criteria and evaluates materials and equipment.

**10.** Develops an efficient system for lending, renewing, reserving and recalling needed media and equipment.

**23.** In the area of motion pictures, operates equipment, develops selection criteria and evaluates material and equipment.

**16.** Recommends the most appropriate medium and learning environment to attain the learning objective.

**19.** Reproduces printed materials efficiently.

**20.** Plans, designs, and produces materials which supplement those available in the media centre or commercially.

**5.** Gathers and analyzes users' needs information and synthesizes teacher and student requests and recommendations for acquiring materials.

**18.** Participates in planning and conducting in-service training opportunities for the media centre staff, teachers, students and volunteers in the proper and effective utilization of media.

**29.** Prepares statistical records and written reports of the media programme.

**12.** Provides guidance in reading, listening and viewing experiences for users.

**9.** Determines the most appropriate storage arrangement for all materials and equipment and their maintenance.
<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Score</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.</td>
<td>43.3</td>
<td>2.64</td>
</tr>
<tr>
<td>34.</td>
<td>Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school.</td>
<td>41.7</td>
<td>2.73</td>
</tr>
<tr>
<td>40.</td>
<td>Reviews the related literature and summarizes the state-of-the-art.</td>
<td>41.5</td>
<td>2.57</td>
</tr>
<tr>
<td>33.</td>
<td>Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.</td>
<td>40.3</td>
<td>2.66</td>
</tr>
<tr>
<td>41.</td>
<td>Disseminates information about related research.</td>
<td>39.3</td>
<td>2.59</td>
</tr>
<tr>
<td>35.</td>
<td>Collects and applies information relevant to the library media centre regarding policies, standards, legislation, regulations and additional funding sources.</td>
<td>39.0</td>
<td>2.51</td>
</tr>
<tr>
<td>39.</td>
<td>Establishes a climate which fosters job satisfaction.</td>
<td>37.3</td>
<td>2.40</td>
</tr>
<tr>
<td>37.</td>
<td>Trains, supervises and evaluates personnel.</td>
<td>37.1</td>
<td>2.61</td>
</tr>
<tr>
<td>31.</td>
<td>Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school.</td>
<td>35.8</td>
<td>2.61</td>
</tr>
<tr>
<td>38.</td>
<td>Develops and maintains effective working relationships among library media staff.</td>
<td>34.6</td>
<td>2.46</td>
</tr>
<tr>
<td>27.</td>
<td>Makes minor repairs on production equipment and identifies sources for major repair of production equipment.</td>
<td>33.3</td>
<td>2.23</td>
</tr>
<tr>
<td>32.</td>
<td>Participates in professional associations and gatherings (local, regional and/or international) through membership and attendance at meetings.</td>
<td>31.8</td>
<td>2.3</td>
</tr>
</tbody>
</table>
6.6. Competencies Valued for On-the-Job Training in Ranked Order

The following competencies are ranked in order of importance for on-the-job training as perceived by the participants in the survey. Competencies checked in the on-the-job Training columns (II) were given three points for high value, two points for medium value and one point for low value. The total value was divided by the total value possible for that competency, resulting in the percentage in the left-hand column. While ranking was determined on the basis of total respondents for each competency, the mean value was determined on the basis of only those who responded in columns II. Those competencies marked with a double asterisk (**) were given high importance in the competency ranking for a BA programme. Those marked with a single asterisk (*) were given medium importance and those with no asterisk were given low importance.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Develops and maintains effective working relationships among library media staff.</td>
<td>52.9</td>
<td>2.85</td>
</tr>
<tr>
<td>*33. Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.</td>
<td>51.5</td>
<td>2.91</td>
</tr>
<tr>
<td>39. Establishes a climate which fosters job satisfaction.</td>
<td>45.9</td>
<td>2.82</td>
</tr>
<tr>
<td>*5. Gathers and analyzes users' needs information and synthesizes teacher and student recommendations for acquiring materials.</td>
<td>44.7</td>
<td>2.87</td>
</tr>
<tr>
<td>31. Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school.</td>
<td>43.5</td>
<td>2.73</td>
</tr>
</tbody>
</table>
*34. Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school. 41.7 2.06

*29. Prepares statistical records and written reports of the media programme. 40.8 2.78

*12. Provides guidance in reading, listening and viewing experiences for users. 39.5 2.76

37. Trains, supervises and evaluates personnel. 37.8 2.87

**11. Provides specific information and resources directly to users and provides guidance for utilization of media. 37.6 3.00

*30. Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents, and the public the vital contribution of the media programme to learning. 37.6 2.75

32. Participates in professional associations and gatherings (local, regional and/or international) through membership and attendance at meetings. 37.1 2.63

*40. Reviews the related literature and summarizes the state-of-the-art. 35.6 2.75

**17. Provides programmes to motivate students to read, develop their abilities, meet their needs and solve their problems. 34.3 2.82

**10. Develops an efficient system for lending, renewing, reserving and recalling needed media and equipment. 34.1 2.93

**36. Develops a library schedule that insures the users' most effective utilization of the library and its services. 34.1 2.88

**3. Explains ways in which the organization of the school instructional programme affects the way library media services are made available. 3.33 2.91

**15. Assists teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives. 33.3 2.91

35. Collects and applies information relevant to the library media centre regarding policies, standards, legislation, regulations and additional funding sources. 32.8 2.61
**8.** Organizes and maintains accurate and current retrieval mechanisms such as the card and/or book catalogue or automated systems.

**9.** Determines the most appropriate storage arrangement for all materials and equipment and their maintenance.

**10.** Participates in planning and conducting in-service training opportunities for the media centre staff, teachers, students and volunteers in the proper and effective utilization of media.

**41.** Disseminates information about related research.

**19.** Reproduces printed materials efficiently.

**27.** Makes minor repairs on production equipment and identifies sources for major repair of production equipment.

**24.** In the area of videorecording, operates equipment, develops selection criteria and evaluates packaged programmes and equipment.

**16.** Recommends the most appropriate medium and learning environment to attain the learning objective.

**26.** In the area of micrographics, operates reader and printer equipment, develops selection criteria and evaluates materials and equipment.

**21.** In the area of graphics (still photography, lettering), operates equipment, develops selection criteria and evaluates material and equipment.

**28.** Prepares written manuals, promotion materials and book reviews in a clear and concise writing style.

**22.** In the area of sound (audio recording on discs, tapes and reels), operates equipment, develops selection criteria and evaluates material and equipment.

**20.** Plans, designs, and produces materials which supplement those available in the media centre or commercially.

**7.** Selects the appropriate system to be used for subject organization of materials.
**25.** In the area of computers, operates equipment, uses software for school library media applications, develops selection criteria and evaluates packaged programmes and equipment.

19.5 2.79

**6.** Builds a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

18.4 2.00

**23.** In the area of motion pictures, operates equipment, develops selection criteria and evaluates material and equipment.

18.2 2.52

**4.** Establishes and administers a collection development plan and process which includes evaluation, selection, acquisition and weeding of materials and equipment.

17.4 2.80

**14.** Analyzes and describes learning objectives.

14.3 2.71

**13.** Uses online data bases to provide bibliographic, interlibrary loan and other information services.

12.1 2.72

**2.** Compares and contrasts different types of libraries and the goals, users and services characteristic of each type.

11.1 3.00

**1.** Demonstrates knowledge of the social value and educational relevance of libraries, information, and communication systems.

4.0 3.00
6.7. Conclusion

The purpose of the survey was to determine the competencies necessary for school library media specialists in Kuwait, to measure the value of the competencies for a Bachelor degree programme and on-the-job training and to measure any differences between educators' and practitioners' responses. The competencies necessary for school library media specialists in Kuwait are listed in section 6.4. in order of importance. The mean values for competencies in each area of competence are as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>91.8 percent</td>
</tr>
<tr>
<td>Information Services</td>
<td>86.1</td>
</tr>
<tr>
<td>Building Collections</td>
<td>85.2</td>
</tr>
<tr>
<td>Communication</td>
<td>83.8</td>
</tr>
<tr>
<td>Organization and Maintenance</td>
<td>83.8</td>
</tr>
<tr>
<td>Management</td>
<td>81.5</td>
</tr>
<tr>
<td>Professionalism</td>
<td>80.4</td>
</tr>
<tr>
<td>Design, Development and Instruction</td>
<td>79.1</td>
</tr>
<tr>
<td>Production and Equipment Utilization</td>
<td>74.6</td>
</tr>
<tr>
<td>Research</td>
<td>71.8</td>
</tr>
</tbody>
</table>

Those areas of competence valued most represent the current and near future roles of Kuwait's school librarians according to the present study. Tubgy's study(4) is the only other study to address the areas of competence valued for school librarians in Kuwait. He surveyed higher education instructors in Kuwait and employees of the Ministry of Education's Curricula research Department related to the field of library/media studies. The areas of competence
Valued by the participants, from most to least important, were:

- Organization and Management of Programmes and Services
- Practical Training
- Communication
- Classification and Information Retrieval
- Production of Educational Materials
- Evaluation of Programmes and Services
- Development of Instruction
- Research
- Logistics
- Personnel Management

In both studies, communication, organization, and information services were highly valued, while development and instruction and research were among the least valued.

Areas of competence valued for a Bachelor programme and on-the-job training, respectively, are presented with mean values:

Areas of competence valued for a Bachelor degree programme:

- Foundations: 75.4 percent
- Information Services: 56.4
- Building Collections: 55.0
- Organization and Maintenance: 54.7
- Design, Development and Instruction: 52.0
- Production and Equipment Utilization: 50.1
- Communication: 47.3
- Management: 40.6
- Research: 40.4
- Professionalism: 36.4
Areas of competence valued for on-the-job training:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>44.3%</td>
</tr>
<tr>
<td>Management</td>
<td>40.9%</td>
</tr>
<tr>
<td>Building Collections</td>
<td>40.3%</td>
</tr>
<tr>
<td>Communication</td>
<td>35.9%</td>
</tr>
<tr>
<td>Research</td>
<td>31.6%</td>
</tr>
<tr>
<td>Information Services</td>
<td>29.7%</td>
</tr>
<tr>
<td>Organization and Maintenance</td>
<td>29.1%</td>
</tr>
<tr>
<td>Design, Development and Instruction</td>
<td>27.1%</td>
</tr>
<tr>
<td>Production and Equipment Utilization</td>
<td>22.4%</td>
</tr>
<tr>
<td>Foundations</td>
<td>16.1%</td>
</tr>
</tbody>
</table>

Although school librarians have a limited role in building collections due to centralization of services at the CDSL, BUILDING COLLECTIONS was the area of competence valued highly for both a Bachelor degree programme and on-the-job training. These competencies may have received such high values because collections are extremely inadequate as reflected by Kuwait's school library standards for initial stock and recommended growth rate of the collection. School librarians may feel a need for better services in the area of BUILDING COLLECTIONS and want to participate more in the selection and acquisition of materials for their school libraries.

According to chi square computations, there were significant differences between the responses of practitioners and educators in 13 competencies. There are several possible reasons for these differences. For example, the educators' knowledge of what services a school library should ideally offer is different from the practitioners' experience in existing school libraries, which are somewhat centralized and, in most cases, substandard. The
practitioners' perceived importance of competencies, therefore, would be a more accurate representation of the needs of current practice, while educators' perceived importance of competencies represent ideal practice. The tendency for practitioners to value highly those competencies related to their current practice and personal competence was supported by studies by Tubgy(5) and Streeter(6).

Practitioners in the present study valued competencies more highly for on-the-job training than did the educators. The difference in their responses is influenced by the practitioners' educational preparation, which is often inadequate in the fields of educational media and education. Most of the librarians were prepared as general practitioners as there is only one bachelor level programme for school librarianship in the Arab region; the University of Helwan in Egypt graduated its first school librarians in 1987.

Although several competencies are not particularly relevant to current practice in Kuwait, they were valued highly by both educators and practitioners. While the library educators feel preparation in cataloguing, for example, is important, only about two percent of the practitioners in Kuwait catalogue at the CDSL. The practitioners may feel that a competency is important to school librarianship, but because it is not currently practiced by the majority, on-the-job training will suffice should the need arise. In addition, since many school librarians have no educational experience in subjects specifically relevant to school librarianship, they may feel that on-the-job training is necessary to acquire a satisfactory level of personal competence in those subjects.
REFERENCES


5. AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL), AMERICAN LIBRARY ASSOCIATION (ALA) & ASSOCIATION OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (AECT). Media programs: district and school, 1975.


The opinions of practitioners and educators in the field of school librarianship in Kuwait provided valuable guidelines for the education of the country's school library media specialists: first, that school library media specialist preparation is most appropriate at the bachelor degree level; second, that some competencies are more important than others to current and near future practice; and third, that some competencies are suggested as important to Kuwait society in particular. This chapter compares the competencies determined important for bachelor level education in Kuwait to those of three existing competency-based programmes for the education of school library media specialists in order to determine if a single competency-based programme for the preparation of school library media specialists is practicable on an international basis. Except for in the United States, there are few existing competency-based programmes for school library media specialists; the programmes compared in this chapter include those of Fairmont State College of West Virginia(1), St. John's University of New York(2), and State University of New York at Buffalo(3).

A broader analysis of the functions of school library media specialists in several countries is presented in Chapter Four. The 29 studies reviewed had varying characteristics regarding the research methodology, discipline orientation and type of study (i.e., national studies or
standards, individual or team research, competency-based university programmes, and studies conducted in developing countries). Ninety-three percent of the studies valued areas of competence representative of Building Collections; Organization and Maintenance; Information Services; Design, Development and Instruction; and Management. Seventy-six percent valued competence in areas representative of Communication and Production and Equipment Utilization. Professionalism, Research and Foundations of Librarianship had a collective representation in only 44 percent of the studies. The following analysis is based on representation in these ten areas of competence, and discusses the similarities and differences among the competency requirements of the three programmes and those suggested for Kuwait.

The School Library Media Program at Fairmont State College is a bachelor level programme and uses the West Virginia competency-based standards as a basis. The programme offers eight courses for school library media specialization and requires students to demonstrate 24 competencies(4). These competencies are:

1.0. Relate the school library-media program to the educational goals and philosophies of the school, the school district and the state and national standards.

1.1. Develop and maintain appropriate lines of communication with county administrators, building principals, teachers, students and members of the community.

1.2. Develop and maintain a cooperative program between school library-media and public, and other library programs and personnel.

1.3. Identify correct methods of preparation and interpretation of statistical information and progress reports for county, state departments of education and national accrediting agencies.

1.4. Plan and implement inservice education for staff in the utilization of media.
1.5. Develop effective utilization of the school library-media center for individuals, groups and classes.

1.6. Recognize and support the educational philosophy of the school system and the educational goals of the school and community.

2.0. Demonstrate the use of media for teachers and students, working directly with them in the selection, evaluation and utilization of materials in their teaching, research and other learning activities.

2.1. Conceptualize all aspects of the school's curriculum and the instructional methods employed so that appropriate media and equipment may be selected, designed, produced, and integrated cooperatively into the teaching/learning process.

2.2. Create a rapport with students and faculty which maintains a professional and congenial atmosphere.

2.3. Develop expertise in evaluation and selection criteria of media in the area of literature for children and young people, and become conversant with a wide range of these materials.

2.4. Identify basic reference materials and the skills to use them as needed in the instructional program.

2.5. Demonstrate a knowledge of current educational trends, methods, materials and research.

2.6. Have introductory knowledge of programmed materials, computer assisted instruction, television principles and applications.

2.7. Evaluate, select and provide materials for the professional growth of the faculty.

2.8. Participate in curriculum study and revision.

3.0. Demonstrate the essential professional skills in organizing and administering an effective school library-media program.

3.1. Evaluate periodically the media holdings and eliminate obsolete and worn materials from the collection.

3.2. Plan library-media facilities, select and arrange media, furniture and equipment.

3.3. Construct and supervise clerical staff and routines necessary for the operation of the library media center.

3.4. Have knowledge of information storage and retrieval systems and technological processes.
3.5. Design, develop and implement a library-media program.

3.6. Formulate the expenditure of funds allotted to the library-media program and keep records of these disbursements.

3.7. Design and implement a good public relations program.

4.0. Demonstrate a knowledge of historical development of libraries.

4.1. Summarize the basic philosophies and fundamental principles of the library profession.

4.2. Demonstrate basic reference and bibliographical skills.

4.3. Examine critically some of the problems that arise in building collections for children and young people, i.e. censorship of materials, sexism in literature, minorities in literature.

4.4. Use specific standards to catalog, classify and provide subject access to library materials through a catalog arranged in a logical and acceptable manner.

4.5. Demonstrate ability to evaluate a library-media program.

The School Media Specialist Program at St. John's University of New York is a Master's level program and is designed to conform to the competency model as defined by the Division of Teacher Education and Certification of the New York State Department of Education (5). Fulfillment of the requirements for the Master's degree includes 18 credits of professional education courses or certification as a teacher and allows candidates to request permanent certification as a School Media Specialist after two years of successful experience in a school media center (6). Students are required to complete 36 graduate credits with a minimum of a 'B' average and to give evidence of the following generic competencies and appropriate enabling competencies (7):
1.0. Demonstrates the ability to work with teachers in the design and implementation of the curriculum to provide the skills of learning in different educational environments.

1.1. Participates, as a member of the educational team, in the design and continual development of the curriculum to provide the skills of learning in different educational environments.

1.2. Participates in the evaluation and modification of teaching/learning designs.

1.3. Determines goals for the media program as an integral part of the educational program of the school and district.

1.4. Plans and implements learning activities and provides opportunities that will enable and encourage students to assume an increasing amount of responsibility for planning, undertaking and assessing their own learning.

1.5. Recommends alternative learning environments.

2.0. Demonstrates the ability to participate with administrators and consultants in the complex tasks of program development and the administration of the media program.

2.1. Assesses the current status of the media program in terms of district, state, regional, and national guidelines and establishes short and long-range plans.

2.2. Applies the principles of management to the administration of the media program.

2.3. Initiates, develops and implements policies and procedures for the operation of a media center.

2.4. Establishes procedures for effective and efficient selection, acquisition, processing, cataloging, distribution, and maintenance of materials and equipment.

2.5. Recognizes the need to invite and accept suggestions from students and faculty about the services the program provides.

2.6. Provides and protects, within the existing legal framework, the right of access for teachers and students.

2.7. Develops an effective public relations program which communicates to students, teachers, administrative staff, parents, and the public the vital contribution of the media program to learning.
2.8. Plans and conducts in-service experiences for media staff and school faculty.

2.9. Recognizes the need to use the contributions and abilities for each media center staff member to provide for staff development.

2.10. Prepares, justifies and administers the media program budget.

2.11. Designs, develops, and writes proposals for the acquisition of local, state and federal funds to support, extend and continue media programs.

2.12. Participates in the planning, arrangement, development and utilization of media facilities to support the objectives of both the media program and the instructional program.

2.13. Prepares statistical records and written reports of the media program.

2.14. Sets up policies and procedures for the purpose of maintaining control systems for media, equipment and facilities.

2.15. Identifies and interprets legislation which affects media programs.

2.16. Establishes job specifications and applies principles of personnel management.

3.0. Evaluates print and non-print materials and selects media in support of the instructional program and additional needs of the media center's clients.

3.1. Develops and implements criteria for evaluating and selecting a variety of materials and equipment.

3.2. Develops material selection policies which meet curricular and recreational needs and conform to the appropriate legal requirements.

3.3. Provides teaching and learning resources to support teacher and student objectives.

3.4. Builds a collection of bibliographic aids and tools and other sources to provide information about materials, equipment and human resources.

3.5. Establishes and administers processes and procedures for preview, evaluation, selection, acquisition and maintenance of materials and equipment.

4.0. Extends educational opportunities to all users of the school's media program through utilization of resources and services available within the media center and through networks in the local community, the regional programs and the state agencies.
4.1. Teaches skills in the retrieval and utilization of materials and human resources and the use of equipment to students and teachers.

4.2. Instructs teachers and students in identifying, obtaining, and adapting media to meet special needs.

3.4. Recommends to users the application of media in various formats which can assist in the accomplishment of specific learning objectives.

4.4. Recognizes the need to provide guidance in reading, listening and viewing experiences for students and teachers; gives such guidance.

4.5. Provides specific information and resources in response to reference requests.

4.6. Anticipates information needs on the basis of systematic preparation of user 'profiles.'

4.7. Utilizes information network resources.

4.8. Identifies information systems and services relevant to the education environment.

5.0. Demonstrates the ability to plan, design and produce materials which supplement those available in the media center or commercially.

5.1. Evaluates and selects production equipment and supplies.

5.2. Operates production equipment.

5.3. Produces media, which utilize the basic principles of design, for specialized learning objectives.

5.4. Establishes and applies criteria for a choice between local production of media and the use of commercially produced media.

5.5. Designs production facilities and establishes basic routines for the operation of those facilities.

5.6. Instructs and supervises others in media design and production.

6.0. Demonstrates the ability to interpret and apply research and evaluative data to the school media center and the ability to design or implement studies for improving the media program.

6.1. Locates research studies relevant to the development and advancement of the media program.

6.2. Interprets the applicability of specific research methodology to the study of a media program problem.
6.3. Adapts existing research studies to current media program needs.

6.4. Designs a research study for a specific media program problem.

6.5. Conducts a research study.

6.6. Analyzes the raw data obtained from the research study.

6.7. Compares the data obtained to established evaluative data.

6.8. Formulates conclusions for recommended action, which are disseminated to faculty and administration.

7.0. Demonstrates the ability to create, promote and direct media programs and reflects a commitment to professional ethics.

7.1. Gives evidence of effective interpersonal relationships within the educational community.

7.2. Identifies the components of the community structure.

7.3. Identifies the areas of need for continuing education and professional growth for the media center's personnel.

7.4. Demonstrates knowledge of the librarians' code of ethics and professional commitments.

The Competency-Based Program for the School Media Specialist at the State University of New York at Buffalo is also a Master's level programme. Students of the programme must complete 36 graduate credits and a minimum of three semester hours of supervised practicum in a school media centre in addition to 12 credits of professional education courses or teacher certification. Students should acquire the following competencies as specified by the School of Information and Library Studies:

1. ACQUISITION

1.1. Provide teaching and learning resources to support teacher and student objectives.

1.2. Build a collection of bibliographic tools and
other sources which will provide reviews and information about media and equipment.

1.3. Determine most appropriate source for the acquisition of media and equipment.

1.4. Establish procedures for ordering, receiving and controlling the acquisition process.

1.5. Establish procedures for review, preview, evaluation and selection of media and equipment.

1.6. Develop and implement criteria for the evaluation and selection of media and equipment.

1.7. Implement the adopted selection policy of the district and/or school.

1.8. Interpret content of media to support teacher and student objectives.

1.9. Involve faculty and students in the process of evaluation and selection.

1.10. Maintain the media collection and the equipment through the processes of weeding, repair and replacement.

1.11. Utilize community resources, including people and interlibrary loan services.

1.12. Determine procedures for processing media and equipment, including acquisition and inventory control.

1.13. Organize media and equipment through a system of cataloging, classification and indexing which will provide accessibility to the total collection.


1.15. Organize and maintain accurate and current retrieval mechanisms such as the card catalog.

1.16. Determine the most appropriate storage arrangement for media and equipment.

1.17. Develop and implement procedures for retrieval and circulation of media and equipment which will promote easy access together with effective distribution and control.

2. PRODUCTION

2.1. Operate and/or supervise the operation of production and reproduction equipment.

2.2. Make decisions based on established criteria concerning the suitability of commercially produced media as opposed to locally produced media.
2.3. Produce media to meet specified learning objectives.

2.4. Involve teachers and students in the design and production of media.

2.5. Instruct and supervise others in the design and production of media.

2.6. Apply the basic elements of design and composition in visual communication.

2.7. Apply instructional design principles in the production of educational media.

2.8. Apply the communication properties of produced materials in the educational program.

2.9. Apply the elements of visual literacy in the educational program.

2.10. Plan and design production facilities and services to support the educational program.

2.11. Establish basic routines for the operation of the production facility.

2.12. Apply specified criteria for the selection of production equipment and supplies.

2.13. Make minor repairs on production equipment and identify sources for major repair of production equipment.


2.15. Evaluate locally produced media based on pre-determined criteria or standards of professional judgment.

3. INSTRUCTION

3.1. Communicate effectively with teachers, students and other appropriate persons orally and in writing on a regular basis.

3.2. Determine cooperatively with administrators, teachers and students the goals and objectives of the media program as an integral part of the educational program.

3.3. Participate as a member of the educational team in the design and continual development of the curriculum.

3.4. Participate in a continuous program of curriculum assessment and evaluation based on the stated curriculum objectives.
3.5. Apply the principles of systems approaches to the development of curriculum support.

3.6. Apply the principles of learning and learning theory to assist the learner in his pursuit of information by participation in teaching-learning experiences.

3.7. Analyze learner characteristics when making decisions on appropriate media.

3.8. Plan learning activities and learning opportunities to enable students to assume an increasing responsibility for planning, undertaking and assessing their own learning.

3.9. Select alternative learning activities and environments and alternative media formats compatible with the personal capabilities and needs of the user.

3.10. Assist teachers in determining teaching-learning strategies for the achievement of educational objectives.

3.11. Participate in the evaluation and modification of teaching-learning experiences.

3.12. Identify and provide sources of information which will contribute to the achievement of educational objectives.

3.13. Relate media to an instructional system designed for the achievement of educational objectives.

3.14. Determine the information needs of the user from a given description.

3.15. Prepare multi-media bibliographies to meet instructional objectives and the personal needs of the user.

3.16. Apply a systematic approach to the development of a media skills program to instruct teachers and students in the use of media and equipment.

3.17. Organize time, space, media and equipment to foster effective learning environments.

3.18. Maintain an environment for human inter-action in the media center to encourage acceptable behavior and a positive learning attitude.

3.19. Adjust instruction to groups and individuals and change or modify conditions as the need arises.

4. UTILIZATION

4.1. Demonstrate by example, effective ways to utilize media and equipment.
4.2. Interpret the content and intent of a variety of media formats.

4.3. Assist teachers and students in identifying, obtaining and adapting media to specified needs.

4.4. Provide guidance in the development of reading, listening and viewing competencies for students and teachers, including skills, attitudes and appreciation.

4.5. Guide teachers and students in the appropriate use of media, equipment, and the services of the media center program.

4.6. Assist teachers in the selection of appropriate media to support the educational objectives.

4.7. Plan and implement a program of skills in the search, retrieval and utilization of media.

4.8. Provide specific information and resources in response to reference requests.

4.9. Implement effective and efficient procedures for the utilization of media and equipment.

4.10. Plan and conduct in-service programs for faculty in the utilization of media and equipment.

4.11. Promote the utilization of media center services and community resources.

4.12. Evaluate the results which accrue from the utilization of media provided through the media program.

4.13. Encourage and promote, within the existing legal framework, a media program to support the right of access and utilization of a broad range of media.

5. MANAGEMENT

5.1. Provide leadership for the planning and optimum operation of the school media program to support the educational objectives.

5.2. Develop, in conjunction with faculty, students, administration and the community, short and long-range plans for the development of the media program based on the specified goals and objectives of the media program.

5.3. Interpret and apply national, regional, state and local standards and guidelines to the current status of the school media program.

5.4. Initiate, develop and implement policies and procedures for the operation of the media program.

5.5. Maintain an effective public relations program which communicates to students, teachers, administration, parents and the public the vital
contribution of the media program to the educational program.

5.6. Encourage and synthesize teacher and student requests for resources and services.

5.7. Practice effective interpersonal relations in the educational and local community.

5.8. Plan and conduct in-service opportunities for the media center staff, teachers, students and volunteers.

5.9. Determine staff requirements, provide job descriptions and assist in the selection of media center personnel.

5.10. Assign, supervise and evaluate media center personnel.

5.11. Prepare, justify and administer the media program budget.

5.12. Design, develop and write proposals for the acquisition of local, state and federal funds to support and extend the media program.

5.13. Develop educational specifications for the design and construction of media center facilities.

5.14. Participate in the planning, arrangement and space utilization of media center facilities to support the educational objectives.

5.15. Prepare statistical records and written reports of the media program.

5.16. Develop and implement an on-going plan for the evaluation of the media program and its service.

5.17. Provide information for teachers and administrators on current educational practices, media equipment and legislation which will affect the media program.

5.18. Establish and maintain an atmosphere in the media center which encourages the media center staff, faculty and students to use the media center.

5.19. Maintain liaison and coordination with district-level and regional media services.

5.20. Develop and practice a professional media philosophy which supports the principles and practices of education.

The three programmes described above are similar in that each requires teacher certification or courses in
professional education as well as library/media preparation. Dual qualification is also suggested for school library media specialists in Kuwait and is supported by the Library Association (9) and the School Library Association (10) in the United Kingdom. Also, the competencies required by the American programmes and those suggested for Bachelor level education in Kuwait all have representation in seven areas of competence: Building Collections; Organization and Maintenance; Design, Development and Instruction; Information Services; Management; Communication; and Production and Equipment Utilization. This agreement among the programmes supports the findings of Chapter Four in which a 'core' of areas of competence was represented in nearly all of the studies. Furthermore, all of the programmes require similar competencies of their students in the areas of Building Collections; Organization and Maintenance; Communication; Production and Equipment Utilization; and Design, Development and Instruction. While a varying degree of specificity is encountered in competency descriptions, the requirements in these areas are similar among the programmes, whether specifically or generally stated in the competencies.

The foremost difference in the programmes concerns the level at which school library media specialists are prepared. The Bachelor level was determined most appropriate for school library media specialist preparation in Kuwait according to participants in the survey. In New York, school librarians are prepared at both the Bachelor and the Master's level; a minimum of 36 semester hours in library/information science must be completed for certification and although professional education courses are necessary,
a teaching certificate is not required. While in West Virginia, the level at which school librarians must be prepared is unspecified, a minimum of 12 semester hours in library/information science is required as well as a teaching certificate; the number of credits required for school library media specialist certification is 1/3 of New York's requirements.

The New York based programmes are both Master's level and Fairmont State College prepares school library media specialists at the Bachelor level. This difference in the level of preparation may account for the varying degree of specificity and comprehensiveness of the competency listings. The master level programmes are more specific and comprehensive in their requirements than the Bachelor level programmes particularly in the areas of Information Services and Management. In the area of Information Services, for example, Fairmont State College requires only the identification of 'basic reference materials and the skills to use them as needed in the instructional program' (competency 2.4.). The Master's level programmes, however, require specific competence in the areas of community resources, interlibrary loan, production services, multi-media bibliographies, and information networks. While community resources, interlibrary loan and networks may be implied in Fairmont's competency 1.2.'Develop and maintain a cooperative program between school library-media and public, and other library programs and personnel' they are not specifically mentioned in the competency statements or course descriptions at Fairmont State College (9).

In the areas of Management, Fairmont State College requires five competencies:
1.5. Develop effective utilization of the school library-media center for individuals, groups and classes.

3.0. Demonstrate the essential professional skills in organizing and administering an effective school library media program.

3.3. Construct and supervise clerical staff and routines necessary for the operation of the library media center.

3.5. Design, develop and implement a library-media program.

3.6. Formulate the expenditure of funds allotted to the library-media program and keep records of these disbursements.

4.5. Demonstrate ability to evaluate a library-media program.

In Kuwait, Management competencies were not valued highly for Bachelor level education except the ability to develop a library schedule that insures the users' most effective utilization of the library and its services (competency 36). In addition to competence in these areas, the Master's level programmes require students to develop plans, goals and objectives of the media programme; interpret and apply national standards and guidelines to the current status of the media programme; determine staff requirements, provide job descriptions and assist in the selection of media centre personnel; and to write proposals for the acquisition of local, state and federal funds. The competencies of the Master's programmes prepare graduates for a more comprehensive role in the management of the media centre and the provision of services to its users.

The difference in the level of preparation in each programme also affects some areas of competence required of students. For example, neither of the New York based programmes required Foundations of Librarianship competencies.
Competence in this area would normally be acquired at a pre-Master's level; therefore, inclusion of these competencies in Master level education is unnecessarily repetitive. Fairmont, on the other hand, requires several competencies in the area of Foundations, which include topics in library history, the philosophy and principles of librarianship, and the relationship of educational philosophies and goals to librarianship. The study of Kuwait revealed that Foundations competencies similar to those of Fairmont State College are highly valued for school library media specialist preparation at the Bachelor level in Kuwait. With respect to the areas of Foundations, Information Services and Management, the difference in programme requirements seems to be related to the level of preparation rather than to the competencies important for school library media specialist performance.

In addition to the differences in specificity and comprehensiveness among the programmes in the areas of Foundations, Information Services and Management, each programme represents competencies exclusive of the others. St. John's university, for example, stresses the ability to interpret and apply research and evaluative data to the school media centre and the ability to design or implement studies for improving the media programme (competencies 6.1. to 6.8.). State University of New York at Buffalo does not extensively require research-related competencies for successful completion of its programme, and aside from demonstrating knowledge of 'current educational trends, methods, materials and research,' Fairmont State College students also are not
required to possess extensive competence in the area of research. Competencies given high importance in the present study of Kuwait included neither of the research competencies listed in the survey.

The programme at State University of New York at Buffalo explicitly requires several competencies not specifically stated in the other programmes for school library media preparation. These competencies stress communication theory (e.g. competencies 2.6 to 2.9), human relations, leadership and supervision (e.g. competencies 3.17 to 3.19, 5.18), and management (e.g. 1.6, 5.13, 5.16). Naturally, some aspects of these competencies may be implied in the comparative programmes but only State University of New York at Buffalo describes these competencies in detail.

The school library media programme at Fairmont State College requires one competency not specifically included in either of the New York based programmes: '2.6. Have introductory knowledge of programmed materials, computer assisted instruction, television principles and applications.' While aspects of this competency may be taught in the New York based programmes, only Fairmont State College explicitly requires demonstration of the competency for the successful completion of the programme.

Finally, several competencies were determined highly important for school library media specialist preparation by library professionals and educators in Kuwait but are not specified in at least two of the programmes described above, including all competencies in the area of FOUNDATIONS OF LIBRARIANSHIP (competencies 1 to 3).
The importance of these competencies to school library media specialist preparation in Kuwait and the need to state them specifically reflects the general lack of awareness of the value of library and information systems among students and the need of prospective school library media specialists to have a more extensive introduction to librarianship than students attending the comparative programmes in America, for example. Several production competencies (21 through 26) also were valued highly for Kuwait but are not outlined in specific detail in any of the comparative programmes. The high value given to the specific and individual areas of graphics, sound, motion pictures, videorecording, computers and micrographics, although currently minimally represented in school libraries in Kuwait, reflects an awareness among educators and practitioners of their use and potentials, and an eagerness to offer improved services to school students. The use of this equipment in American schools is widespread; therefore, competence in their operation is necessarily implied by the comparative programmes.

Of the competencies given low value for school library media specialist preparation in Kuwait, several were specified as essential for the successful completion of one or more of the comparative programmes studied above, including competence in the area of staff management (competencies 37-39). This may be due to the fact that there is seldom more than one librarian or assistant librarian in each school, and policies and procedures are centralized by the Department for School Libraries. The ability to analyze the overall school programmes and policies and contribute through library services to the implementation of those
programmes and policies (#31), and the ability to collect and apply information relevant to the library media centre regarding policies, standards, legislation, regulations and additional funding sources (#35) received low value for Kuwait but were represented in all of the competency-based programmes studied in this chapter. This difference reflects the role of the Ministry of Education in formulating national school policies and the centralized services and resource provision of the Central Department for School Libraries in Kuwait.

Suggested additional competence in the area of Arabic and Islamic literature, the history of Islamic libraries, Abu-Noor's Islamic classification system, comparative librarianship, and knowledge of foreign languages were unique to Kuwait. These and other differences in the programmes do not reflect weaknesses but rather the individuality of the schools, the varying needs of both students and professionals in the field, and respective research and experience in school library media specialist preparation.
Conclusion

The programmes at State University of New York at Buffalo, St. John's University, Fairmont State College and that suggested for Kuwait are similar in their requirements for preparation in professional education and library media studies. Each programme has areas of competence representative of Building Collections; Organization and Maintenance; Information Services; Design, Development and Instruction; Management; Communication; and Production and Equipment Utilization. Furthermore, the specific competencies required of the programmes are similarly represented in the areas of Building Collections, Organization and Maintenance, Communication, and Production and Equipment Utilization.

While each of the American programmes is based on state certification requirements, the New York based programmes are at the Master's level and require triple the coursework in library/information science as Fairmont State College, which is at the Bachelor level. The difference in the level of preparation accounts for many differences among the programmes, including the specificity and comprehensiveness of the competencies and the absence of some areas of competence from some programmes. Each programme also represents competencies exclusive of the others, particularly the competencies suggested for Kuwait by participants in the survey pertaining to the language and cultural differences and their relevance to library media studies.

In the light of the fundamental differences between the level of education deemed appropriate for school library media specialist education and the competencies required of students in the programmes, the adoption of an international
competency-based programme is not practicable. The level of education which is appropriate for one community may not be effective for another. For example, Oman offers a two-year diploma in school librarianship, while school librarians in neighbouring Bahrain receive in-service training. Other possibilities for school library media specialist preparation include continuing teacher education, bachelor level education or Master's level education. The most appropriate level of education for a given community depends upon community awareness, available resources, the degree of centralization of services, potential students, educational standards, and the services expected of its graduates. In some countries it may be desirable to begin education for school librarians at a lower level until services, facilities, resources and overall library awareness in the country develop sufficiently to warrant consideration of higher degrees in the field of school library media specialization.

While there is agreement to the representation of several areas of competence to effective school library media specialist performance, the individual and specific competencies determined important will indicate special needs of the community. While some communities would stress the application of electronic media in the school library media programme, others may wish to develop an awareness of the potential of the school library media centre among users and would stress communication and management competencies. It is recommended, therefore, that research on a regional or national basis be undertaken to address the particular needs or characteristics of each society.
The determination of the appropriate level of education and the competencies important for school library media specialist preparation forms the basis for the development of quality professional education for information services, which is of utmost importance with the realization of its potential effects on the image, status, performance of professionals in the field and the resulting quality of professional service. When competency-based research is undertaken to determine specific goals relevant to the needs of the profession, school library media specialist preparation is more meaningful and forward-looking, considering world trends yet flexible and accommodating to community needs. When those competencies are translated into day-to-day learning activities and performance expectations, greater understanding and cooperation is secured from teachers and students alike, standards of achievement improve and a greater degree of accountability is exacted from all concerned. Finally, when competencies and learning activities are periodically evaluated and, where necessary, modified in the light of research and experience, the process of school library media preparation is effective, economical and highly rewarding to all. Competency-based research on a local basis is the first step toward systematic, relevant, and effective education for school library media specialists.
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CHAPTER EIGHT

A SUGGESTED COMPETENCY-BASED PROGRAMME FOR SCHOOL LIBRARY MEDIA SPECIALISTS IN KUWAIT

The purpose of the survey was to determine the competencies necessary for school library media specialists in Kuwait, to measure the value of the competencies for a bachelor degree programme and on-the-job training and to investigate any differences between practitioners' and educators' opinions. The collected data, presented in Chapter six, together with a review of related literature, provided a basis for the conclusions and recommendations that follow.

Based on the participants' perceived values of competencies in a bachelor degree programme as opposed to higher or lower levels of education or on-the-job training, the preparation of school library media specialists in Kuwait is recommended at the bachelor degree level as the majority of participants in the study felt that most competencies should be acquired in a BA programme. These findings support the assumption that a BA programme is the most appropriate level of preparation for school library media specialists in Kuwait based on the educational standards of the country.

Presently there are two higher education institutes in Kuwait: Kuwait University and the Public Authority for Applied Education and Training. The College of Arts of Kuwait University has expressed interest in establishing a Master's programme in library studies and several studies
have been conducted in this regard. It was announced in March 1988 that a Master's Programme will begin in 1990 (1). The College of Basic Education of the Public Authority hosts the only programme in librarianship offered in Kuwait, a two-year post-secondary programme for assistant librarians, which is currently being extended to a four-year programme. The present study recommends the College of Basic Education for the suggested programme as the facilities are adequate for preparation in both librarianship and education. Graduates of the suggested programme will more adequately meet Kuwait's manpower needs for school librarians, and will have acquired the competencies necessary to teach library skills in schools, develop school library media services and enrich education in Kuwait.

The present study indicates that school library media educators should assign some competencies secondary, rather than primary or equal importance in the curriculum. As Marchant and Smith state, 'a library school must make choices regarding what to emphasize. The short time a school has with its students is too brief to teach everything its faculty might think important'(2). It is suggested, therefore, that those competencies receiving 50 percent or more of the total possible value should have high emphasis in the suggested programme and primary importance in the curriculum. In addition, those competencies receiving 40 to 49.9 percent of the total possible value should have medium emphasis in the suggested programme and secondary importance in the curriculum. Finally, those competencies receiving less than 40 percent of the total possible value should have low emphasis in the curriculum.
In addition to the 41 competencies evaluated by participants in the survey, additional competencies were suggested in the areas of Arabic and Islamic literature, educational technology, children's literature, cost analysis and research. Competencies in these areas also must be represented in the curriculum for school library media specialists in Kuwait and are recommended for any further research on the topic.

The list of competencies valued for a bachelor degree programme for school library media specialists in Kuwait (section 6.5.) has further use as a criteria of evaluation for the programme once it is implemented. Evaluation based on the competencies perceived as important for a bachelor degree programme would enable professionals and educators to produce evidence about the nature, direction and extent of behavioural changes in students resulting from implementation of the curriculum. For example, graduates of the programme may be asked to evaluate the programme in terms of how important the acquired competencies are for competent performance of school library functions, how effectively the programme prepared them for employment in the field or to what extent they acquired the competencies required in the programme. Naturally, the learners should be included in the evaluation of their own learning. After evaluation of the programme is complete, curriculum revision may be based on the outcomes, if necessary. Finally, the list of competencies valued for a BA programme must be reviewed periodically, taking into consideration the opinions of practicing professionals and educators in the field as well as current trends in school librarianship.
For the determination of courses, behavioural objectives and course content which stress the competencies determined important by the survey, several existing programmes for school library media specialists were studied in detail, including those at Bowling Green State University of Ohio(3), Fairmont State College of West Virginia(4), Helwan University of Egypt(5), St. John's University of New York(6), State University of New York at Buffalo(7), and Syracuse University in New York(8). Additional literature was consulted for each course topic to ensure sufficient coverage of the course content.

The courses required for students in the programme as determined by the participants' evaluation of competencies in the survey should include:

- Foundations of Librarianship
- Introduction to Communication
- Building Collections
- Information Sources and Services
- Production and Equipment Utilization
- Cataloguing and Classification
- Design, Development and Instruction
- Management of the School Library Media Centre

The courses suggested as elective elements of the curriculum as determined by participants' suggested additional competencies should include:

- Bibliography of Arabic Literature
- Children's Literature
- Advanced Cataloguing
- Research
The courses are presented in the following pages, and include competency emphasis, behavioural objectives and course content. A summary of competency emphasis represented by the courses is presented in Table 63 following the courses.
At the successful completion of the course the student should be able to:

Demonstrate knowledge of the social value and educational relevance of libraries, information, and communication systems.

Compare and contrast different types of libraries and the goals, users and services characteristic of each type.

Explain ways in which the organization of the school instructional programme affects the way library media services are made available.

Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.

Review the related literature and summarize the state-of-the-art.
1. Discuss the purpose and benefits of library, information and communication systems.

2. Demonstrate knowledge of historical developments of libraries, books, newer media and technology in libraries.

3. Summarize the basic philosophies and fundamental principles of the library profession.

4. Discuss the major types of libraries and the main characteristics, goals and services of each type.

5. Identify the activities which are common to most libraries in the following areas: administration, building, organizing and circulating the collection and serving the users.

6. Demonstrate a working knowledge of basic vocabulary used with technical and user services, printing and publishing.

7. Discuss the professional and educational requirements for various library personnel positions.

8. Identify the goals and purposes of a media centre as they relate to the goals of the school and community.

9. Examine educational developments to determine their influence upon the school library media centre.

10. Discuss the value of membership in professional associations at the local, Arabic and international level.

11. Discuss the value of subscription to professional journals, magazines, newsletters, etc.

12. Read library professional literature and summarize three current articles about any aspect of librarianship.

13. Submit a report of field experiences, including the type of library visited and its basic philosophy, the type of individuals the library serves, staff members and their responsibilities, types of services offered and the student's impression.
I. History of Librarianship
   A. Ancient
   B. Medieval
   C. Contemporary

II. Professionalism
    A. Professional Documents
    B. Education
    C. Organizations
    D. Literature

III. Types of Libraries
     A. School
     B. Public
     C. Special Research, Institutional
     D. Academic
     E. National

IV. Functions Common to All Types of Libraries
    A. Administrative Structure
    B. Technical Services
    C. Public Services

V. Issues in Librarianship
   A. Theory and Professionalism
   B. Trends and Problems
   C. Services and Activities

VI. School Librarianship
    A. Educational Developments
    B. School Library Development
    C. Standards
I. History of Librarianship
   A. Ancient
   B. Medieval
   C. Contemporary

II. Professionalism
   A. Professional Documents
   B. Education
   C. Organizations
   D. Literature

III. Types of Libraries
   A. School
   B. Public
   C. Special Research, Institutional
   D. Academic
   E. National

IV. Functions Common to All Types of Libraries
   A. Administrative Structure
   B. Technical Services
   C. Public Services

V. Issues in Librarianship
   A. Theory and Professionalism
   B. Trends and Problems
   C. Services and Activities

VI. School Librarianship
   A. Educational Developments
   B. School Library Development
   C. Standards
Course: INTRODUCTION TO COMMUNICATION

At the successful completion of the course the student should be able to:

Prepare written manuals, promotion materials and book reviews in a clear and concise writing style.

Prepare statistical records and written reports of the media programme.

Plan and implement an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.

During the course the student will:

1. Produce pamphlets for users about the different collections and services of the library such as books, periodicals, interlibrary loan, etc.

2. Produce a library bulletin including current reviews of literature and material available at the library.

3. Produce poster boards and instruction sheets explaining the parts of the library, its collections and services.

4. Demonstrate knowledge of the kinds of reports necessary in a media centre.

5. Plot graphs showing statistical data.

6. Identify correct methods of preparation and interpretation of statistical information and progress reports of a school library media centre.

7. List examples of specific activities which could be advertised as part of a public relations programme and select the medium that could be used for each example.

8. List persons he could contact in the community whom he could work with to develop a communications network to disseminate information about the media centre.

9. Prepare a promotional programme that would publicize media services to the students, faculty and community using news articles, display calendars, bulletin boards, displays, exhibits, etc.
INTRODUCTION TO COMMUNICATION

Course Outline

I. Principles and Problems of Communication

II. Elements of Communication

A. Sender

B. Message

1. Purpose and need
2. Organization
3. Clarity
4. Conciseness
5. Completeness

C. Medium

1. Written
   a. Letters
   b. Pamphlets
   c. Reports
   d. Newspapers
   e. Magazines

2. Non-written
   a. Speaking
   b. Listening
   c. Interviewing
   d. Giving Instructions and Demonstrations

3. Other
   a. Displays
   b. Bulletins
   c. Charts and Graphs
   d. Radio
   e. Television
D. Audience

1. Audience Analysis

2. Determining the Need for the Message

3. Measuring the Effect of the Message
At the successful completion of the course the student should be able to:

Establish and administer a collection development plan and process which includes evaluation, selection, acquisition, and weeding of materials and equipment.

Gather and analyze users' needs information and synthesize teacher and student requests and recommendations for acquiring materials.

Build a collection of bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment.

* In the area of graphics (still photography, lettering), develop selection criteria and evaluate material.

* In the area of sound (audio recording on discs, tapes and reels), develop selection criteria and evaluate material.

* In the area of motion pictures, develop selection criteria and evaluate material.

* In the area of videorecording, develop selection criteria and evaluate programmes.

* In the area of computers, develop selection criteria and evaluate packaged programmes.

* In the area of micrographics, develop selection criteria and evaluate materials.

* These competencies were mentioned specifically to give them special emphasis as they are not traditional in school libraries in Kuwait.
During the course the student will:

1. Identify variables that may have an impact on community library service by determining 'social indicators' or characteristics of the community and collecting data about it. Such indicators might include age, sex, education, income, health, employment, marital status and domicile location.

2. Gather data related to these variables from various published or available sources and additional relevant data that are not available through such techniques as interviews and questionnaires.

3. Identify the components of a school media centre selection policy and then write/rewrite a selection policy based on the data collected in objectives 1 and 2.

4. Demonstrate knowledge of qualitative criteria for selection of the different types of media.

5. Evaluate various media in a written report according to specified criteria.

6. Demonstrate knowledge in evaluation and selection criteria of media in the area of literature for young people.

7. Analyze selective and evaluative reviews of print and nonprint materials, apply selection principles and determine whether these materials would be valuable to a media centre collection.

8. Gather data for and prepare a file of selection aids helpful in choosing materials for adolescents.

9. Discuss selection aids and special bibliographies and determine the use of these tools in building a school library media centre collection.

10. Prepare bibliographies of materials for young people in various curriculum areas.

11. Apply the principles of criteria forms by developing a criterial form for a specific medium.

12. Discuss critically some of the problems that arise in building collections for young people concerning censorship of materials, sexism in literature and minorities in literature, and discuss methods of dealing with such problems.

13. Develop criteria for weeding and replacing material.

14. Demonstrate knowledge of procedures for obtaining, receiving and processing learning resources for the school library media centre including materials sources and acquisition process and procedure.
BUILDING COLLECTIONS
Course Outline

I. Introduction

II. Evaluation
   A. User Information
      1. Published data
      2. Unpublished data
         a. Interviews
         b. Questionnaires
   B. Censorship
      1. Sexism
      2. Racism
      3. Other
   C. Selection Aids and Bibliographies
      1. Purpose
      2. Function
      3. Components
      4. Criteria and Practical Evaluation

III. Selection
   A. Selection Policies
      1. Purpose
      2. Components
      3. Analysis
B. Qualitative Criteria for Selection of Media

1. Print Format
2. Audio Format
3. Still Visual Format
4. Moving Visual Format
5. Tactile Format
6. Microform
7. Computer Programmes

C. Review Writing

1. Evaluative Reviews
2. Selective Reviews

D. Copyright

1. Print
2. Nonprint

IV. Acquisition

A. Policies

B. Sources

1. Purchase
2. Gifts
3. Exchange

C. Process

D. Weeding and Replacement
Course: INFORMATION SOURCES AND SERVICES

At the successful completion of the course, the student should be able to:

Provide specific information and resources directly to users and provide guidance for utilization of media.
Provide guidance in reading, listening and viewing experiences for users.
Use online data bases to provide bibliographic, interlibrary loan and other information services.

During the course the student will:

1. Identify and describe the basic reference materials including encyclopedias, almanacs, yearbooks, handbooks, indexes, biographies, dictionaries, and directories.
2. Demonstrate knowledge of reference materials by preparing a bibliography on a specific topic.
3. Identify the basic criteria to consider in the evaluation of reference sources.
4. Demonstrate knowledge of information control and access by identifying bibliographical, indexing and abstracting sources.
5. Utilize knowledge of reference materials by answering prepared reference questions.
6. Use reference skills when spending a specific amount of time at a library's reference desk.
7. Identify basic types of reference inquiries.
8. Discuss the thought process for selecting the appropriate reference sources.
9. Appraise reference sources which are appropriate for varying degrees of scholastic and reading levels.
10. Locate appropriate materials for specified reading levels.
11. Demonstrate the proper procedures for assisting the library user with his request.
12. Locate specific information and resources found outside the school.

13. Choose a title from a standard selection tool, specify the group to which it would appeal, locate another item appropriate for the same group to hear or view, and prepare a promotional talk to stimulate a group to hear or view it.

14. Interview a group of students to ascertain their favorite books and prepare a list of recommended library material such as cassettes and film loops similar to the favorite top five named.

15. Discuss microcomputer capabilities that are applicable to library functions and services.

16. Explain the thought process for online search strategy and complete exercises in information retrieval.

17. Locate appropriate materials for various levels of reading.

18. Demonstrate appropriate teaching techniques in teaching library skills in situation simulations.

19. List ways to encourage student and faculty involvement in the library media programme.

20. List examples of specific activities or programmes which could be used to motivate students to read.
INFORMATION SOURCES AND SERVICES

Course Outline

I. Information Sources
   A. Definition
   B. Importance
   C. Types (according to)
      1. Content
      2. Media Format
      3. Reference as a Special Type
   D. Evaluation
      1. Purpose
      2. Criteria
      3. Practical Evaluation

II. Information Services
   A. Reference Services
      1. Definition
      2. Types
      3. Reference Interview
      4. Practical Reference Service
   B. Other Services
      1. Teaching Library Skills
      2. Reproduction Services
      3. Bibliographical Services
      4. Current Awareness
      5. Information Dissemination
      6. Translation Services
      7. Interlibrary Loan
   C. Microcomputer Applications
      1. Networks
      2. Online Search

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Course: PRODUCTION AND EQUIPMENT UTILIZATION

At the successful completion of the course the student should be able to:

Reproduce printed materials efficiently.

Plan, design, and produce material which supplement those available in the media centre or commercially.

In the area of graphics (still photography, lettering), evaluate and operate equipment.

In the area of sound (audio recording on discs, tapes and reels), evaluate and operate equipment.

In the area of motion pictures, evaluate and operate equipment.

In the area of videorecording, evaluate and operate equipment.

In the area of computers, evaluate and operate equipment and evaluate packaged programmes.

In the area of micrographics, evaluate and operate reader and printer equipment.

During the course the student will:

1. Identify appropriate means of reproduction for various instructional situations to meet learning objectives.

2. List necessary material needed for reproductions.

3. Use reproduction equipment efficiently.

4. Assess others in the utilization of reproduction equipment.

5. Demonstrate knowledge of criteria to follow in producing media locally versus purchase of commercial media.

6. After a demonstration on making a transparency, design and prepare two master transparencies.

7. Identify types, characteristics and parts of graphic equipment.

8. Identify criteria for selecting graphic equipment.

9. Perform all the procedures in proper sequence to operate a camera to make slides.
10. Identify types, characteristics and parts of audio recording equipment.

11. Identify criteria for selecting audio recording equipment.

12. Perform all the procedures in proper sequence to record on a tape recorder, according to a checklist.

13. Identify types, characteristics and parts of film equipment.


15. Perform all the procedures in proper sequence to operate motion picture equipment, according to a checklist.

16. Identify types, characteristics and parts of videorecording equipment.

17. Identify criteria for selecting videorecording equipment.

18. Perform all the procedures in proper sequence to operate video equipment, according to a checklist.

19. Use software programmes for printing catalogue cards and labels.

20. Use software programmes for teaching library and computer skills.

21. Identify criteria for selecting microcomputer hardware.

22. Identify appropriate instructional media for specified educational objectives.

23. Identify types, characteristics and parts of micrographic equipment.

24. Identify criteria for selecting micrographic equipment.

25. Perform all the procedures in proper sequence to operate micrographic reader and printer equipment, according to a checklist.

26. Demonstrate knowledge of copyright laws applicable to instructional media.
I. Instructional Media - Types and Uses

A. Traditional Media
   1. Photographs
   2. Realia
   3. Models
   4. Maps
   5. Globes
   6. Field Experiences

B. Contemporary Media
   1. Audiotape
   2. Videotape
   3. Filmstrips
   4. Motion Pictures
   5. Computer Software

C. Copyright laws and Instructional Media

II. Production

A. Transparencies
   1. Uses
   2. Demonstration

B. Photographs
   1. Uses
   2. Demonstration

C. Dry Mounting
   1. Uses
   2. Demonstration

D. Lettering
   1. Uses
   2. Demonstration
1. Uses
2. Demonstration

F. Reproduction

III. Audiovisual Equipment

A. Sound Equipment
   1. Types and Characteristics
   2. Selection and Evaluation Criteria
   3. Demonstration

B. Videorecording Equipment
   1. Types and Characteristics
   2. Selection and Evaluation Criteria
   3. Demonstration

C. Motion Pictures and Filmstrip Equipment
   1. Types and Characteristics
   2. Selection and Evaluation Criteria
   3. Demonstration

D. Micrographic Equipment
   1. Types and Characteristics
   2. Selection and Evaluation Criteria
   3. Demonstration

E. Microcomputer Equipment
   1. Types and Characteristics
   2. Selection and Evaluation Criteria
   3. Demonstration
Course: CATALOGUING AND CLASSIFICATION

At the successful completion of the course the student should be able to

Select the appropriate system to be used for subject organization of materials.

Organize and maintain accurate and current retrieval mechanisms such as the card catalogue or automated systems.

During the course the student will:

1. Demonstrate knowledge of the basic principles of descriptive and subject cataloguing.

2. Demonstrate knowledge of cataloguing rules, both Arabic and English.

3. Demonstrate knowledge of problems in cataloguing Arabic materials.

4. Demonstrate knowledge of new advances in cataloguing.

5. Demonstrate knowledge of basic principles of classification.

6. Demonstrate knowledge of Arabic and English subject headings.

7. Identify the different formats and arrangements used in library catalogues and recognize their strengths and weaknesses.

8. Catalogue different types of material.

9. Arrange into filing order personal and corporate names, titles, subject headings and syndetic devices.

10. Classify different types of material.

11. Assign proper subject headings to different types of material.

12. Use an automated system for the organization and retrieval of information about the library resources.
I. Introduction
   A. Organizing Library Collections
   B. Catalogue Record
   C. Standard Code

II. Basics of Descriptive Cataloguing
   A. Sources of Bibliographic Information
      1. Title page
      2. Verso of title page
      3. Other
   B. Describing and Recording Description
      1. Title and statement of responsibility
      2. Edition
      3. Material (or type of publication)
      4. Publication and distribution
      5. Physical description
      6. Series
      7. Notes
      8. Standard number and terms of availability
   C. Levels of Detail in the Description
      1. For primary school libraries
      2. For secondary schools and small- and medium-size public libraries
      3. For large public libraries, academic, special, and research libraries
III. Subject headings
   A. Purpose
   B. Standard Lists
      1. Al-Khazendar list
      2. Library of Congress
      3. Special lists
      4. Cross references

IV. Dewey Decimal Classification Scheme
   A. Introduction
   B. Schedule Format
   C. Notation
   D. Relative Index
   E. Auxiliary Tables
      1. Standard subdivisions
      2. Area tables
   F. Cutter Tables

V. Library of Congress Classification Scheme
   A. Introduction
   B. Schedule Format

VI. Abu-Noor's Classification Scheme
   A. Introduction
   B. Schedule Format

VII. Comparison of Dewey, Library of Congress and Abu-Noor's Classification Systems
   A. Advantages
   B. Applications
VIII. Processing Materials
   A. Descriptive Cataloguing
   B. Subject Cataloguing
   C. Catalogue Cards
   D. Book Cards
   D. Spine Label
   E. Circulation Label
   F. Bar Labels with computerized Systems
   G. Accession Number
   H. Property Number

IX. Filing Catalogue Cards
   A. Methods of Filing
      1. Word-by-word
      2. Letter-by-letter
   B. Filing Rules
   C. Practical Guidelines

X. Commercial Cataloguing Card Production Sources
   A. NUC (National Union Catalogue)
   B. OCLC (Online Cataloguing Library Center)
   C. Commercial Companies
   D. Jobbers/Vendors
Course: DESIGN, DEVELOPMENT AND INSTRUCTION

At the successful completion of the course the student should be able to:

Analyze and describe learning objectives.

Assist teachers and learners in using information in a variety of media formats and learning environments to meet instructional objectives.

Recommend the most appropriate medium and learning environment to attain the learning objective.

Provide programmes to motivate students to read, develop their abilities, meet their needs and solve their problems.

Participate in planning and conducting in-service training opportunities for the media centre staff, teachers, students and volunteers in the proper and effective utilization of media.

During the course the student will:

1. Participate in curriculum study and revision in a theoretical or actual situation.

2. Evaluate a specified course, its contents and goals and suggest improvements for group discussion.

3. Identify relevant cognitive, affective and psychomotor learning objectives associated with specific subject matter areas.

4. Write several learning objectives for students when given a course topic and its educational goals.

5. Identify instructional problems at developmental stages and describe the appropriate teaching strategies to deal with them.

6. Recognize factors which influence learning, retention and transfer.

7. Discuss the appropriateness of various media to learning, listening, reading and viewing capabilities of learners.

8. Discuss ways to expand and enrich a media centre collection after investigating school syllabi and textbooks.
9. Analyze types of media appropriate to the enhancement of enjoyment and understanding of literature.

10. Compare the strengths and weaknesses of the different media in various situations.

11. For each of several courses: 1) construct significant, concise and measurable instructional objectives, 2) design instructional activities consistent with instructional objectives, and 3) correlate learning objectives with media resources to accommodate different learning styles and facilitate learning.

12. Prepare a selection of literature for various class levels to read in library activity periods.

13. Discuss bibliotherapy and moral development through reading.

14. Demonstrate ability to teach students, teachers and library-media staff members to use existing media effectively.
DESIGN, DEVELOPMENT AND INSTRUCTION

Course Outline

I. Teaching Role of the Library Media Center
   A. Applying Learning Principles
   B. Instructional Process
   C. Humanizing Framework

II. Curriculum Framework
   A. Syllabi
   B. Textbooks
   C. Readability Formulae

III. Learning
   A. Instructional Objectives
      1. Cognitive
      2. Affective
      3. Psychomotor
   B. Instructional Problems
   C. Factors Affecting Learning
   D. Factors Affecting Retention and Transfer

IV. Reading
   A. Factors Affecting Reading
   B. Reader Guidance/Bibliotherapy
   C. Booktalks
Course: MANAGEMENT OF THE SCHOOL LIBRARY MEDIA CENTER

At the successful completion of the course the student should be able to:

Determine the most appropriate storage arrangement for all materials and equipment and their maintenance.

Develop an efficient system for lending, renewing, reserving and recalling needed media and equipment.

Participate in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school.

Develop a library schedule that insures the users' most effective utilization of the library and its services.

During the course the student will:

1. List alternative solutions to storing various non-print media, indicate preferences and give reasons.

2. Describe how an attractive atmosphere can be created by displays and the control of physical settings.

3. Outline a policy for lending.

4. List or put in a flow chart form the routines and procedures necessary in lending, renewing, reserving and recalling needed materials and equipment.

5. Perform procedures for lending, reserving and recalling needed media and equipment.

6. Demonstrate knowledge of procedures for interlibrary loans.

7. Discuss media centre goals and their relation to the educational programme of a school.

8. Contrast flexible and rigid scheduling as it affects the library media programme.

9. List the important services a media centre should offer students and faculty.

10. Given the enrolment and level of a school, determine needs for space, staffing and book stock based on national or international standards.

11. According to specified area and facilities for a school library media centre, plan and arrange shelving, storage spaces, service and activity areas, and furnishings in terms of their potential use.
12. Train student assistants in actual or simulation situations in the following areas: circulation routines, housekeeping routines, and the use of equipment.

13. Produce a manual for a library media centre that includes an organizational chart of the centre, the types of personnel employed and their duties, the types of services provided and floor plans.

14. Recognize various funds from which a media centre budget might be made up.

15. Select and prepare orders for various items in a media centre and record items necessary for record.

16. Prepare a budget for a library programme.
I. Foundations of Management
   A. Educational Development
   B. Standards and Policies
   C. Purpose of the School Library Media Centre
   D. Administrative Structure of the School Library Media Centre

II. Organization Management
   A. Budget Management
   B. Media Management
      1. Selection
      2. Acquisition
      3. Organization
      4. Circulation
      5. Maintenance
   C. Facilities Management
      1. Space Functions
      2. Access Factors
      3. Environmental Factors
      4. Storage
   D. Services Management
      1. Programmes
      2. Public Relations
      3. Networking

III. Personnel Management
   A. Staff Qualifications
   B. Staff Responsibilities
   C. Staff Supervision
   D. Staff Evaluation
Course: BIBLIOGRAPHY OF ARABIC LITERATURE

At the successful completion of the course the student should be able to:

Provide bibliographic and reference services in Arabic literature.

During the course the student will:

1. Demonstrate knowledge of the bibliographic control of Arabic literature.

2. Demonstrate knowledge of Arabic reference materials.


4. Prepare pathfinders and bibliographies for specified topics.

5. Discuss problems and trends related to Arabic literature.
I. Bibliographic control of Arabic Literature
   A. The Need for Effective Bibliographic Control
   B. Cooperative Efforts in bibliographic Control
   C. Obstacles to Information Gathering
   D. Issues and Trends

II. Sources of Arabic Literature
   A. Humanities
      1. Philosophy
      2. Religion
      3. Music
      4. Art
      5. Literature
   B. Social Sciences
      1. History
      2. Psychology
      3. Education
      4. Economics
      5. Political Science
      6. Sociology
      7. Anthropology
      8. Business
      9. Geography
C. Sciences
1. General Science
2. Mathematics
3. Physics
4. Chemistry
5. Astronomy
6. Geology
7. Biology
8. Botany
9. Zoology
10. Engineering
11. Medicine
At the successful completion of the course the student should be able to:

- Evaluate and select children's literature and related media and be conversant with a wide range of these materials.

During the course the student will:

1. Identify kinds of literary materials that interest students in childhood and early adolescence.
2. Describe types of literature and influences of societal factors on literature that is of interest to students in childhood.
3. Analyze examples of the different kinds of literary materials to recognize and compare the types, recognize their attractions to children at different ages and identify their effects on students of various developmental levels.
4. Review the range of creative activities that may be stimulated by literature.
5. Recognize the presence of an ethical point of view in literature.
6. Analyze works of different historical periods to trace the shifts in the value systems of the ages.
7. Examine sources for reviews of current children's literature.
8. Analyze a wide range of example works for appropriateness to the classroom.
9. For selected works, analyze their structural characteristics, identify characterization, trace major and universal themes, identify the tone and recognize major image patterns.
10. For selected works, analyze the author's purpose and writing style, including his point of view, diction and word usage and sentence structure.
11. Identify the most suitable creative activities for specific books.
12. Analyze the types of media appropriate to the enhancement of enjoyment and understanding of literature and compare their strengths and weaknesses.
CHILDREN'S LITERATURE

Course Outline

I. Childhood
   A. Definition
   B. Needs
   C. Demands

II. Types and Characteristics of Children's Literature
   A. Nursery Rhymes
   B. Fairy Tales
   C. Fables
   D. Biography
   E. Adventure
   F. Comics
   G. Magazines

III. Selection Criteria
   A. Reading Levels
   B. Interest Levels
   C. Developmental Levels

IV. Interpretation of Literature
   A. Ethical Standards
   B. Literary Value
   C. Author's Purpose

V. Structural Characteristics
   A. Characterization
   B. Themes
      1. Major
      2. Universal
C. Tone
D. Image Patterns
E. Point of View
F. Diction
G. Writing Style
Course: ADVANCED CATALOGUING

At the successful completion of the course the student should be able to:

Catalogue and classify a variety of materials for the school library media centre.

During the course the student will:

1. Demonstrate knowledge of the history of cataloguing codes and the evolution of the catalogue.

2. Determine the main entry for materials under corporate headings, religious bodies, nobility, forename entry, sets and continuations, etc. and cite appropriate cataloguing rules.

3. Discuss when and how the cataloguer may adopt a subject heading that is not included in the printed subject heading list.

4. Catalogue several items including a map, film, phonographic record and microcard.

5. Discuss automation in cataloguing in libraries.

6. Classify material using different classification schemes.
ADVANCED CATALOGUING

Course Outline

I. Theory of Cataloguing
   A. History of Cataloguing Codes
   B. Evolution of the Catalogue
      1. Physical Format
      2. Arrangement of Entries

II. Problems in Cataloguing
   A. Authorship
      1. Corporate Headings
      2. Religious Bodies
      3. Uniform Titles
      4. Forename Entry
   B. Descriptive Cataloguing
      1. Rules Governing the Body of the Entry
      2. Rules Covering the Collation
      3. Tracing Secondary Entries

III. Subject Headings
   A. Basic Principles
      1. Terminology
      2. Need for an Established List
      3. Use of Syndetic Devices
   B. Al-Khazendar's List
   C. Library of Congress List
   D. Sears List of Subject Headings
IV. Classification Schemes
   A. History of Classification
   B. Types of Classification Systems and their Application
   C. Special Classification Schemes

V. Organization of Non-Book Materials
   A. Maps
   B. Music
   C. Phonographs
   D. Films and Filmstrips
   E. Microforms
   F. Other

VI. Automation in Cataloguing
   A. Introduction
      1. History in Libraries
      2. Need in Library Cataloguing
   B. Requirements of Systems
      1. Personnel
      2. Hardware
         a. Terminals and Keyboards
         b. Main Storage
         c. Backup
         d. Other Equipment
      3. Software
      4. Programmes
   C. Structure of Systems
At the successful completion of the course the student should be able to:

Review the related literature and summarize the state-of-the-art.

Determine the need for conducting research activities to support the goals of the media programme.

Develop or modify research designs for use in local situations.

Collect, process and analyze data related to the school library media centre.

Disseminate information about related research.

During the course the student will:

1. Demonstrate knowledge of the components of the scientific method.

2. Demonstrate knowledge of the types of questions that could be used to gather data.

3. Demonstrate knowledge of the significance of historical research.

4. For specified data construct a frequency distribution, a histogram, a frequency polygon, a cumulative frequency distribution and a cumulative percentage distribution.

5. For given data, construct a bivariate graph representing the data and describe the relationship between the variables.

6. Construct a pie chart and a bar graph for given data.

7. Group and arrange given data into a frequency distribution and determine the mean, mode and median of the distribution.

8. Compute the standard deviation and mean deviation of given distributions.

9. Identify symmetric and skewed frequency distributions given specific data.

10. Given a bivariate graph, identify the extent of the correlation between variables and discuss their relationship.
11. Determine the slope of lines in given linear relationships and define the relationships.

12. Identify a research question in librarianship which can be tested using the chi-square test. State a positive hypothesis and restate it as a null hypothesis. Explain how data could be collected to test the hypothesis.

13. Test the null hypothesis from given data for several problems.


15. Using chi-square, compute approximate probability for given problems.

16. Plan an investigation of an aspect of school librarianship and write a proposal for the research.

17. Discuss and evaluate completed research in school librarianship.
RESEARCH
Course Outline

I. Introduction: Research and the Scientific Method
   A. Basic Concepts of Research
   B. Components of Scientific Research
   C. Ethical Consideration in Research
   D. Evaluation of Completed Research

II. Methods of Research
   A. Experimental Research
      1. Basic Concepts
      2. The Four-Cell Experimental Design
      3. Using a Table of Random Numbers
      4. Evaluation of an Experiment
      5. Ex Post Facto Study
   B. Survey Research
      1. Basic Principles
      2. Populations
      3. Planning the Survey
      4. Selection of Samples
      5. Questionnaires
      6. Types of Questions
      7. Interviews
   C. Historical Research
      1. Meaning and Value of History
      2. Obtaining Historical Evidence
      3. Evaluation of Sources and Evidence
D. Additional Research Methods in Librarianship

1. Operations Research
2. Case Study
3. Evaluation Research
4. Library User Studies
5. Comparative Librarianship
6. Delphi Method
7. Content Analysis

III. Descriptive Statistics

A. Data Display and Summary Statistics
   1. Graphs
   2. Polygons
   3. Frequency Distributions
   4. Bivariate Graphs
   5. Pie Chart

B. Median, Mode, Mean

C. Standard and Mean Deviation

D. Correlation

IV. Inferential Statistics

A. Linear Regression and Correlation

B. Statistical Significance and Hypothesis Testing
   1. Chi-square
   2. Sign Test
   3. Parametric Tests
V. Writing the Research Project

A. Proposal
   1. Planning an Investigation
   2. Cost and Budgetary Considerations
   3. Sources of Information for Literature Search

B. Research Report
   1. Organization
   2. Preparation of Manuscript
Table 63 presents each competency number, in which course it is represented, and the degree of emphasis it has in the course.

Table 63. Competency Emphasis in the Suggested Programme

<table>
<thead>
<tr>
<th>Competency</th>
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<td>* 9</td>
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<tr>
<td>** 11</td>
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<td>* 12</td>
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</table>
REFERENCES

1. ZEHERY, M. Al-ameloon fee maktabat Kuwait: al-waqa'a wal-mustaqbal (Seminar, 30 March 1988), Kuwait.


5. HELWAN UNIVERSITY OF EGYPT. School library specialist programme, 1982.

6. ST. JOHN'S UNIVERSITY OF NEW YORK, DIVISION OF LIBRARY AND INFORMATION SCIENCE. Education of school media specialists (Division project report), 1978.


8. SYRACUSE UNIVERSITY OF NEW YORK, SCHOOL OF INFORMATION STUDIES. Suggested revision to the competency list: school media programme, 1986.
The 41 competencies listed in the questionnaire resulted from a review of related literature, standards, research and educational programmes of several developing and industrialized countries. The competencies suggested by the participants in the study which were not represented in the questionnaire reflect the unique characteristics and needs of Arab and/or Kuwait society for the preparation of school library media specialists. For example, the inclusion of Abu-Noor's classification system(?) and the use of Arabic subject headings in school library media specialist preparation reflects the cultural characteristics of Kuwait as an Arab and Islamic society. It also addresses the need for a classification system which more adequately represents the various Arab and Islamic literature.

The additional competencies suggested by the participants in the survey should receive special consideration in the formulation of any programmes to prepare school library media specialists whether they be academic or practical in nature, for higher education curricula, on-the-job training, continuing education or in-service training programmes. These competencies are also recommended for further research. Finally, writers and publishers should try to meet the needs of the area and consider the competencies suggested while producing textbooks and other literature related to school library media studies in the Arab region.
The comparative study of responses between practitioners and educators revealed significant differences in their opinions as to the value of competencies for a bachelor degree programme, for on-the-job training or for other levels of education in approximately one-third of the competencies. Such findings support several other studies including those by Marchant and Smith(2), Koenig(3), Griffiths and King(4), Smith, Marchant and Nielson(5) and Pfister(6). For example, in Pfister's study, of 62 competencies regarded essential by the Florida Department of Education Council on Teacher Education, only 21 were also considered essential by practicing teachers, principals and media specialists. The difference in their perceived value of competencies is reflected in a media supervisor's remark about library school faculty members: 'You have forgotten (if you ever knew) how it really is out there'(7). Because there are differences in the responses between practitioners and educators, periodical studies of the same nature are recommended. Not only would such studies provide a clearer representation of the educational standards of the field and competencies necessary to perform functions competently in the workplace, but also they would serve as indicators of communication problems among professionals and inadequacies of professional preparation, whether in educational programmes or professional training. In addition, findings of the present research should be disseminated among practitioners and educators in Kuwait to open communication lines and provide the basis of an easier exchange between the two groups.
For a school library media programme to be successful, adequate facilities and materials are necessary to support the programme and train the students. An adequate stock of educational media and library materials and equipment is essential to a successful programme. The establishment of a model school library media centre is recommended in the College of Basic Education as an example of the type of library and materials necessary to support the services expected of a school library.

Many competencies required of library/media professionals are highly specific to the organizations within which they work and cannot realistically be acquired through formal education programmes. Also, in times of rapid and extensive change, no single programme of education can give students all the competencies they need for successful performance throughout their careers. On-the-job training complements formal education by providing a general orientation to the specific workplace and training related to specific systems, tools, methods and techniques used in the workplace. It is important that employers recognize that on-the-job training may be required as they cannot expect formal education programmes to cover every detail of every possible method or system that the school library media specialist may encounter.

Some competencies in the survey were valued highly for on-the-job training and are ranked in the order of perceived importance by the participants in the study (section 6.6.). The list provides suggestions for supervisors and employers of school library media specialists for on-the-job training.
possibilities. Special consideration should be given to those competencies rated low for a bachelor degree programme, high for on-the-job training and high by combined values. The following competencies received less than 50 percent of the possible percentage points in the Bachelor degree category, were among the top one-third in the on-the-job training category, and received at least 80 percent of the possible percentage points by combined values.

5. Gathers and analyzes users' needs information and synthesizes teacher and student requests and recommendations for acquiring materials.

12. Provides guidance in reading, listening and viewing experiences for users.

29. Prepares statistical records and written reports of the media programme.

30. Plans and implements an effective public relations programme which communicates to students, teachers, administrative staff, parents and the public the vital contribution of the media programme to learning.

31. Analyzes the overall school programmes and policies and contributes through library services to the implementation of those programmes and policies for the entire school.

33. Keeps abreast of current developments in school librarianship, library and information science, media services and related fields.

34. Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school.

38. Develops and maintains effective working relationships among library media staff.

39. Establishes a climate which fosters job satisfaction.

All competencies may be considered for on-the-job training or continuing education programmes regardless of their value to the bachelor degree programme as determined by the survey.

The list of competencies ranked by combined values (section 6.4.) suggests the competencies perceived as
important by participants in the survey for school library media specialists, regardless of how they are acquired. It is recommended that the Central Department of School Libraries in Kuwait uses this information in the determination of professional standards of competence, employee performance evaluation and in writing job descriptions. Furthermore, a survey studying the relation between competency importance and competency possession by school library media specialists in Kuwait is recommended as a means to determine the continuing education needs for those not adequately qualified.

Some competencies were suggested by a substantial number of participants in the survey for a higher level of education for school library media specialists. If a Master's level of education in library/media studies should be initiated in Kuwait, further study is recommended with due consideration given to the competencies valued for levels of education higher than the bachelor degree level. Those competencies valued for a higher level of education by at least ten percent of the respondents are listed below.

7. Selects the appropriate system to be used for subject organization of materials.

13. Uses online databases to provide bibliographic, interlibrary loan and other information services.


16. Recommends the most appropriate medium and learning environment to attain the learning objective.

18. Participates in planning and conducting in-service training opportunities for the media centre staff, teachers, students and volunteers in the proper and effective utilization of media.
20. Plans, designs, and produces materials which supplement those available in the media centre or commercially.

25. In the area of computers, operates equipment, uses software for school library media applications, develops selection criteria and evaluates packaged programmes and equipment.

32. Participates in professional associations and gatherings (local, regional and/or international) through membership and attendance at meetings.

34. Participates in the development and/or improvement of goals for the media centre as an integral part of the educational programme of the school.

35. Collects and applies information relevant to the library media centre regarding policies, standards, legislation, regulations and additional funding sources.

37. Trains, supervises and evaluates personnel.

40. Reviews the related literature and summarizes the state-of-the-art.

41. Disseminates information about related research.

The values of competencies in the present study were measured for current and near future needs based on participants' professional experience. Similar periodical studies (e.g., every five years) are recommended to update the list of competencies and their perceived values allowing for trends in the field, new technology and improved professional competence of library/media professionals in Kuwait.

The participants in the survey reinforced the need for modern curriculum design and teaching methods which include both theoretical and practical aspects of professional preparation. The additional comments elicited by the respondents regarding the importance of practicum or internship support the idea of competency-based education.
which stresses the application of knowledge and skills in practical situations. Naturally, methods of instruction and student assessment must be updated and reflect the demands of competency-based education and the school library media field. As the American Library Association's statement of policy on Library education and manpower (1970) explicitly recommends, 'library schools should be encouraged to experiment with new teaching methods, new learning devices, different patterns of scheduling and sequence, and other means, both traditional and nontraditional, that may increase the effectiveness of the students' educational experience' (8). Also implied in the participants suggestions is the need for the Arabization of teaching and reading materials which reflect Arab society, language and culture. It is recommended, therefore, that writers and publishers consider the real needs of the profession when preparing educational materials in the library/media field.

Finally, the establishment of an active professional association for school librarians is recommended. The competency in the survey which dealt with participation in professional associations and gatherings (competency #32) received one of the lowest scores, perhaps due to the lack of a Library Association in Kuwait and the relative inactivity of other library/information associations in the Arab region. An association of school librarians can further establish professional standards, provide continuing education opportunities, promote cooperation in the field of librarianship among Arab countries, participate in the establishment of scholarly journals of librarianship, undertake further studies in school librarianship and related
fields, and participate in the planning of an organizational structure for a national information system on the state level as well as for countries of the Arab region.
REFERENCES


7. Ibid., 29.

Appendix A

AREAS OF COMPETENCE IMPORTANT FOR MEDIA PROFESSIONALS

Formulating program purposes

Establishing policies

Identifying program priorities

Generating criteria for decision-making in areas requiring judgments such as the selection of personnel, selection and circulation of materials and equipment, and technical processing

Planning and evaluating media programs

Developing the budget for the total media program

Initiating and participating in curriculum development and implementation

Designing in-service education

Developing materials for self-instructional use by learners for specified objectives

Designing multimedia presentations

Determining the effectiveness or validity of instructional materials and sequences

Participating in curriculum development and implementation

Recommending media applications to accomplish specific instructional purposes

Serving as instructional resources consultant and materials specialist

Exchanging with school personnel pertinent information regarding students' progress and problems

Developing user understanding of the strengths and limitations of various presentation forms

Planning and providing instruction in the use of the media center and its resources

Helping students develop good study habits and techniques, acquire independence in learning, and gain skill in critical thinking

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Assisting users in the techniques of finding, using, abstracting, translating, synthesizing, and evaluating information

Identifying users' needs for information

Helping users to evaluate and select materials

Organizing and indexing information

Collecting, organizing, and supplying information on community resources

Providing reference service to users

Providing bibliographic service to users

Promoting functional knowledge of the variety of resources and approaches for obtaining information

Providing access to information available from outside agencies, including networks

Providing resources and guidance in their use in response to the individual user's needs, interests, and learning styles

Translating information from one presentation form to another through production of materials

Supervising media personnel

Developing media collections for school and district programs

Developing educational specifications for new facilities

Establishing access and delivery systems

Establishing and maintaining production services

Providing for maintenance of materials, equipment, and facilities

Implementing a public information program.

Source: AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, AMERICAN LIBRARY ASSOCIATION, & ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY. Media programs: district and school, 1975, 7-9.
Appendix B

A LIST OF PROFESSIONAL ROLES AND TASKS RECOMMENDED BY THE
SCHOOL LIBRARY ASSOCIATION IF THE SCHOOL LIBRARY IS TO BE
EFFECTIVE

1. Promotion - using all means to make the whole staff
aware of the contribution that the library resources
can make to subject teaching and to education in the
wider sense; being responsive to needs expressed by
staff; encouraging all staff to use resources both in
their teaching area and by bringing their classes into
the library resource centre.

2. Determining modes of organisation - necessary paperwork,
routines, housing and location of books and other media.

3. Classifying and cataloguing the materials; making
classification decisions.

4. Keeping informed about new publications including
children's and adolescents' fiction.

5. Organising selection of new stock; assisting the rest
of the staff to make selection decisions (e.g. through
lists, inspection copies, displays); selecting materials
not thus covered, e.g. fiction, general reference,
periodicals.

6. Keeping a check on the balance of stock to ensure
coverage of all subject fields.

7. Making available books and materials for classroom use;
providing lists of topic materials as needed.

8. Knowing of, and coordinating with, outside agencies,
e.g. schools library service, museum service, teachers'
centres, public libraries; promoting use of these by
students and staff; arranging visits to school by
outside experts.

9. Liaison with audio-visual/reprographics department
regarding development of non-book stock and materials
produced within the school.

10. Arranging displays in the library and elsewhere,
including publicity for the library; liaison with
subject departments for this purpose.

11. Control and discipline in the library; supervising at
'opening times'; ensuring access at all times of the
day; being personally present so far as time allows,
and organising coverage for other times.
12. Participating as a member of the curriculum and resources committee; discussing implications for resources of all curricular proposals and suggesting ways of using and developing resources for curricular purposes; estimating and costing future needs and presenting the case.

13. Liaison with primary-school librarians, especially to ease pupils' transition to the secondary school.

14. Organising and participating in programmes of library instruction/induction, e.g. in 'library periods', including work related to specific subjects.

15. Encouraging positive attitudes to, and facility with, books and other media; promoting literacy and learning through effective use of the library by all students.

16. Regularly helping individuals and groups to locate and use resources; promoting self-reliance and self-confidence.

17. Promoting involvement of pupils and parents in the work of the library, as a social and educational benefit, and encouraging parents to be aware of the value of reading.

18. Ensuring that accounts are kept as necessary.

19. Supervising ancillary staff and instructing them in their duties.

Appendix C

AREAS OF KNOWLEDGE AND UNDERSTANDING ESSENTIAL TO THE GOOD SCHOOL LIBRARIAN'S WORK

1. Curriculum studies, learning theory and teaching methodologies, with special reference to pupil-active learning modes, information and study skills, language skills, reading across the curriculum, media skills, visual, aural and computer literacy.

2. The library in the personal development of the child, including imaginative and pleasurable reading, the information needs of children, and the encouragement of the pleasure of reading and enquiry.

3. Selection tools and library materials in all areas of the school library's concern, including imaginative materials, specialist subjects, and resources in both categories produced in-house; selection criteria, including multicultural and multifaith questions, and problems of sexism and racism.

4. Reference and enquiry work with children and teachers, including search strategies, use of print and non-print sources, on-line sources, information agencies, and reader-guidance.

5. The organisation of knowledge, including content analysis, classification, cataloguing, subject indexing, and computerised retrieval methods.

6. Library organisation and management, including the library's place in the school management structure, cooperation with other departments and with outside agents, and library promotion.

Appendix D

Cover Letter and Survey in Arabic
الزميل الغامض / الزميلة الغامضة
تحية دمابية وبعد:

تعد كليات التربية الأساسية بالهيئة العامة للتعليم التطويري والتدريب برنامج
على مستوى البكالوريوس لاعد اختصاصي المكتبات والاتصالات البرمجية، ويشمل
على ذلك البرنامج فمسا على المكتبات والمعلومات، والاتصالات البرمجية،

وتوقع أن يعمل خريج هذا البرنامج في المكتبات المدرسية (أو مراكز مساعد
 التعليم) في الكويت بعدها في العمل، كما سيكون هذا الخريج قادرًا على تعليم
 مدراء المكتبات في مدارس المطرزات والمدارس الأخرى، إذ سوف يمتلك برامج
 شريحة في الوقت نفسه، كما يؤديه أعداده لتحليل مجالات من الوظائف في المكتبات،
 البرمجية بجانب مساعدة المركزية، وله ذلك من فرص العمل هذا الخريج.

وينتظر أن يختار إلى ما تتفقون باجلته من أراء ومترشحات، مما تحدد منه مسند
 بيانات ومعلومات، وهنا لهذا الإستفادة ليتمكن في ضوئه أن أعداد الكليات العامة
 لبرنامج أعداد تعليمي في المكتبات والاتصالات ومجمعة من الكليات الأخرى التي تعودها لزراعة
 للتعليم، بدءًا من رأي الماراثون الذي تعميشه من الكويتي، بما يمنحه القدرة على النمو
 والتطور لمواكبة التوقعات المستقبلية المتورطة في مجال عمله (خلال السنوات الخمس
 القادمة).

وإذ نحن نأمل أن تكون هذه الاستفادة من خلال جميع تجاربكم في ثلاثة مراحل أساسية:

1- اختيار الكلية التي تعودها لأعداد الكليات التي تعودها، وليست في إعداد الكليات المتاحة في الكويت.

2- تحديد الكلية التي تعودها لأعداد هذا الخريج، ولم تردد
 في تأثيث الدبلومة الموصوفة عليه، وليست في إعداد الكليات التي تعودها،
 الخاصة بذلك.

3- تحديد المستوي الذي تعوده، لأنك لكي أن تكون ذلك الكتاب
 من خلال البرنامج من الفنون، أم من خلال التدريس، من الخدمة، أم ان
 تلك الكلية غير مناسبة لهذا الاختصاص على مستوى البكالوريوس.

ونتقبل بقبول وأمام الشكر:

باسم يوسف عبد العظي
مضروب هيئة التدريس بقسم
علم المكتبات والمعلومات
كلية التربية الأساسية
بيانات خاصية

برجي وضع ملاحظة (✓) في الخانات المطلوبة / ف

1. التخصص:
   1 - علوم المكتبات
   2 - التكنولوجيا التربوية
   3 - الخير (ذكر)

ب - الاجابة الحالية:

1 - أمين مكتبة
2 - موجه لمساندة المكتبات
3 - موجه لمتابعة المكتبات
4 - موضع مهنة التدريس يقسم
5 - علوم المكتبات (تعليم التدريس)
6 - علوم المكتبات (تعليم التدريس)
7 - وظيفة أخرى (ذكر)

ج - الشهادة الحامل عليها:

1 - بكالوريوس / ليسانس
2 - ماجستير
3 - دكتوراه
4 - الدكتوراة (ذكر)

د - اختصاص:

الاسم:

العنوان ورقم التليفون:

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**استنبات الكتاتب اللازمة للاختصاص المكتبات والخدمات في الكويت**

(الجزء الأول)

**النهايات:**

فيما يلي قاعدة بالكتاتب موزعة تحت مجالات عامة الكتاتب. وهي اللازمة للاختصاص المكتبات والخدمات المدرسية. يرجى ملاحظة أن الكتاتب في القائمة التالية لا تُتُبَع في الاستعراض الإعدادي. خريج هذا البرنامج ينتمي إلى الكتاتب المتلقيساً بالكتاتب والخدمات المدرسية. في جميع الظروف في كل من الكتاتب التالية:

1- الاستمالة برأيكم أن كانت تلك الكتاتب يجب أن تكون من خلال البرنامج على مستوى البكالوريوس. يرجى أن تُستَنَبَت بالإشارة بعلامة (١) في العمود المناسب مدى أهمية تلك الكتاتب: عالية، متوسطة، قليلة.

2- أو أبداً، أركب أن كانت تلك الكتاتب يجب أن تكون من خلال البرنامج. تجاهلها بعد العمل بالكتاتب، يرجى أن تُستَنَبَت بالإشارة بعلامة (١) في العمود المناسب مدى أهمية تلك الكتاتب: عالية، متوسطة، قليلة.

3- إذا كانت تُرَكَت عنوان مباشرة كتاتب مُعْمِيّة لهذا المستوى من الإعداد. يرجى الإشارة بعلامة (١) في العمود المناسب لتنفيذ الكتاتب.

المُؤسّسات الكتاتب:

<table>
<thead>
<tr>
<th>مستوى الإعداد</th>
<th>ال yp!</th>
<th>الكتاتب المتلمِّس</th>
<th>الكتاتب المتلمِّس</th>
<th>الكتاتب المتلمِّس</th>
<th>الكتاتب المتلمِّس</th>
<th>الكتاتب المتلمِّس</th>
</tr>
</thead>
<tbody>
<tr>
<td>عالية</td>
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<td></td>
<td></td>
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<tr>
<td>متوسطة</td>
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<tr>
<td>قليلة</td>
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</tbody>
</table>

**أعمال الجدعية:**

1- يظهر مواضع البحوث الاجتماعية والإعدادية واللغة للكتاتب والخدمة. المعلومات والاتصالات.
<table>
<thead>
<tr>
<th>مستوى الكتب الالكترونية</th>
<th>الاعداد على</th>
<th>الاعداد على</th>
<th>الاعداد على</th>
<th>الاعداد على</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- يجب أن تكتب هذا الكتاب من خلال برنامج الكتروني المثير،</td>
<td>وفقًا لواحدة وثيقة يلي:</td>
<td>وفقًا لواحدة وثيقة يلي:</td>
<td>وفقًا لواحدة وثيقة يلي:</td>
<td>وفقًا لواحدة وثيقة يلي:</td>
</tr>
<tr>
<td>تكون لمستويات</td>
<td>الاعداد على</td>
<td>الاعداد على</td>
<td>الاعداد على</td>
<td>الاعداد على</td>
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<tr>
<td>الاستدلال على</td>
<td>الاعداد على</td>
<td>الاعداد على</td>
<td>الاعداد على</td>
<td>الاعداد على</td>
</tr>
</tbody>
</table>

- باب إن يصف أن أعداد الكتب و أهدافها واليات المستخدمة للحصول على الخدمات في كل نوع.
- يوضح الطرق التي تؤثر بنشاط الاختلافات والمثبتة على نوادي الخدمات التي يتم بها مركز صداقة التعليم (الكتابية المدرسية) وتوفيرها لخدمة تلك الإشارة.
- في مجال الفصول الدراسية.
- يضيف عدة ملاحظات على الأعداد والكربون والمادة والتدريس والتنمية والمواقف والتحضيرات.
الإجابة الأول:

<table>
<thead>
<tr>
<th>الرقم الزمني</th>
<th>الهدف من المواد والمحتوى المقدمة</th>
<th>الهدف من المواد والمحتوى المقدمة</th>
<th>الهدف من المواد والمحتوى المقدمة</th>
<th>الهدف من المواد والمحتوى المقدمة</th>
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</thead>
<tbody>
<tr>
<td>متغير 1</td>
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<td>متغير 1</td>
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<td>متغير 2</td>
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<td>متغير 3</td>
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<tr>
<td>متغير 4</td>
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<td>متغير 5</td>
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<td>متغير 5</td>
</tr>
</tbody>
</table>

- يجمع شبكة احتياجات الطلاب من المواد والمحتوى المقدمة، والطلاب وانتهاجهم الخاصة.
- يوضع مجموع من المواد والدروس البيانية ومواد الدراسة، والمعلومات التي تشير مراجعة حديثة ومعلومات من صادرات الموارد والتعليمات.
- يتناول الموضوع المجموعات والعناية بها.
- يختار النظام الإجابة لتستخدم في التعليم المعرفي، والتعليمات.
<table>
<thead>
<tr>
<th>الرأسية</th>
<th>الصلاحيات</th>
<th>خلاصة التدقيق</th>
<th>الانتهاء من</th>
<th>تاريخ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. يجب أن تكون هذه الكتب من خلال برنامج البكالوريوس المنتج، وتقدر قيمتها كما يلي:</td>
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<tr>
<td>2. يجب أن تكون هذه الكتب من خلال برنامج البكالوريوس المنتج، وتقدر قيمتها كما يلي:</td>
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<tr>
<td>3. هذه الكتبقرارة غير متساوية للاعداد على مستوى البكالوريوس واقترح أن:</td>
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</tbody>
</table>

- يحتفظ بالاستراحات الادوات والمواد
- استرجاع البيانات من الحسابات كالنهر في البطاقة أو المطبوعة.
- أو الأنظمة الآلية.

-必须要 أسمح برفع المواد والتجهيزات وسياستها.

- بعدناماا ذاكاء، علي الأطرة، وتغذية، والعجز، والوصول للموارد والموارد.

- في مجال خدمات المعلومات.

- بوساطة المعلومات والمعلومات، نحن نحتاج إلى تقديم بيانات مفيدة وفوق القيمة الاستخدامية.
<table>
<thead>
<tr>
<th>المسؤولية اللازمة لاستخدام الكتب والبحثيات بالكويت (تابع الجزء الأول)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>توضيحات</strong></td>
</tr>
</tbody>
</table>

1. يجب أن تكون الكتب من مستوى البكالوريوس، وأن تكون استفادة من خلال التدريب الأكاديمي بعد العمل بالكتبة، وقد قدمت الكتب.

<table>
<thead>
<tr>
<th>المستوى</th>
<th>الإعداد</th>
<th>الطلق</th>
<th>تقييم</th>
</tr>
</thead>
<tbody>
<tr>
<td>مستوى عالي</td>
<td>متوسط</td>
<td>عالي</td>
<td></td>
</tr>
<tr>
<td>مستوى متوسط</td>
<td>متوسط</td>
<td>متوسط</td>
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<tr>
<td>مستوى منخفض</td>
<td>منخفض</td>
<td>منخفض</td>
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</tr>
</tbody>
</table>

2. يبدو توجيهات الفريق النتائج والاستفادة المستفيدة للمسئولة.

3. يستخدم توجيهات الباحثات الآلية المباشرة لتقديم الخدمات اللوجستية، والتعاون الاستراتيجي بين الكتب، وفيها من خدمات المعلومات.

4. في مجال تنفيذ وتطوير عملية التدريس.

5. محترف وفرع الهدف.

6.弯曲 الدخان والمصروفات على استعمال المعلومات المختصرة إلكترونيًا.

7. ساحة المدرس والطلاب على استعمال المعلومات المختصرة إلكترونيًا.

8. مختلف بالتعليم لتحقيق الهدف المطلوب.
- 6 -

استناد الكتايب اللازمة لاستيعاب الكتب والكتابات بالكويت

(تابع الجزء الأول)

<table>
<thead>
<tr>
<th>المستوى العالي</th>
<th>المستوى الوسطى</th>
<th>المستوى الابتدائي</th>
<th>المستوى الأولي</th>
</tr>
</thead>
<tbody>
<tr>
<td>تكون مستوى أقل من الإعداد</td>
<td>تكون مستوى أقل من الإعداد</td>
<td>تكون مستوى أقل من الإعداد</td>
<td>تكون مستوى أقل من الإعداد</td>
</tr>
</tbody>
</table>

- يجب أن تكون هذه الكتات ممن خلال برنامج النرمائي المقرر، وقادر بمثابة كلية.

- يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

11. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

12. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

13. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

14. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

15. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

16. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

17. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

18. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.

19. يقترح أن نستعمل هذا البرنامج، وفقًا للعمل بالكتبة، وفقًا لأهميتها كليًا.
استياء الكفاءات اللازمة للاختصاص في الكتب والكتب باللغة العربية (تابع الجزء الأول)

<table>
<thead>
<tr>
<th>序号</th>
<th>原文</th>
<th>翻译</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>يجب أن يكون هذا الكفاءة من خلال برنامج البكالوريوس المتميز، وذلك قبلها كأولى</td>
<td></td>
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<tr>
<td>2</td>
<td>يجب أن يكون هذا الكفاءة من خلال التدريب في اللغة بعد العمل بالكتبة، وذلك بعدها كأولى</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>序号</th>
<th>原文</th>
<th>翻译</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>هذه الكفاءة ضرورية للاعداد على المستوى البكالوريوس واتخاذ أن:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>序号</th>
<th>原文</th>
<th>翻译</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>يعطى بحث وبحث بعض المواد التي تكلن النص في المواد المتاحة في الكتب أو المتاحة في الخارج.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ينبغي للاجهزة، ويتعزب بewisbal الاختيار، ويتعزب المواد والأجهزة في مجال المكتبات والمؤلف، (كتاب التأهيل) والخطط.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>序号</th>
<th>原文</th>
<th>翻译</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>ينبغي للاجهزة، ويتعزب بwisbal الاختيار، ويتعزب المواد والأجهزة في مجال المكتبات والمؤلف، (كتاب التأهيل) والخط.</td>
<td></td>
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<tr>
<td>7</td>
<td>ينبغي للاجهزة، ويتعزب بwisbal الاختيار، ويتعزب المواد والأجهزة في مجال المكتبات والمؤلف، (كتاب التأهيل) والخط.</td>
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</table>

<table>
<thead>
<tr>
<th>序号</th>
<th>原文</th>
<th>翻译</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>ينبغي للاجهزة، ويتعزب بwisbal الاختيار، ويتعزب المواد والأجهزة في مجال المكتبات والمؤلف، (كتاب التأهيل) والخط.</td>
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</tbody>
</table>
## استبانة الكفاءات اللازمة لاختصاصات الكتيبات والتقنية بالكويت

(تابع الجزء الأول)

<table>
<thead>
<tr>
<th>-No</th>
<th>مصطلح</th>
<th>تدقيق الكفاءات</th>
<th>قاعدة بيانات الكفاءات</th>
<th>تدقيق الكفاءات</th>
<th>الدراسة العامة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>يجب أن تكون الكفاءات متاحة للعمل في الكتيبات والتقنية بالكويت</td>
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<td>2</td>
<td>يجب أن تكون الكفاءات متاحة للعمل في الكتيبات والتقنية بالكويت</td>
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<td>3</td>
<td>يجب أن تكون الكفاءات متاحة للعمل في الكتيبات والتقنية بالكويت</td>
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4. يشير الاجازة ويوضع مقياس

5. يشير الاجازة ويوضع الإجراء

6. يشير الاجازة ويوضع الإجراء

7. يشير الاجازة ويوضع الإجراء

8. يشير الاجازة ويوضع الإجراء

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9. يشير الاجازة ويوضع الإجراء

10. يشير الاجازة ويوضع الإجراء

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11. يشير الاجازة ويضع الإجراء

12. يشير الاجازة ويضع الإجراء

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13. يشير الاجازة ويضع الإجراء

14. يشير الاجازة ويضع الإجراء
<table>
<thead>
<tr>
<th></th>
<th>عاليه</th>
<th>متوسطه</th>
<th>قليلة</th>
</tr>
</thead>
<tbody>
<tr>
<td>تكثيف الكفاءات اللازمة لاختصاص الكتب والتقنيات بالكويت</td>
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<td>3 - يجب أن تكون مستويات</td>
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<td>2 - يجب أن تكون مستويات</td>
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<td>1 - يجب أن تكون مستويات</td>
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**ز - في مجال الإختلال**

28 - بعد الإدالة والمواعيد المحددة主動 الكتبية، ومراجعة مصادر البيانات بالطرق وانظمة.

29 - بعد المجلات الاستيعابية والتقارير اللازمة من المكتبة.

30 - يختبر ويدعو بناءاً على احتياجات العلاقات العامة بين الطلاب والمراسلين والإعلامياء والجمهور والعملاء، الذي يساهم ببرامج البيانات بالكتبية في العملية التعليمية.

31 - يحمل البرامج والسياسات العامة المهمة، ويجب من خلال خدمات الكتبية فيما إذا...
<table>
<thead>
<tr>
<th>مستوى البناء</th>
<th>عالمة</th>
<th>متوسطة</th>
<th>قليلة</th>
<th>أقل من الإعداد</th>
<th>أطول من الإعداد</th>
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في مجال الادارة:

لا يشترط في الجمعيات واللجان المهنية على المستوى المحلي والعشوائيات علاً من خلال الانساب أو العضوية للجمعيات وحضور اللجان.

باستثناء معرفة بالعديد من الخدمات المكتباتية والمعلومات والمعلومات والمعلومات ذات العلاقة بشكل عام.

في مجال الادارة:

لا يشترط في معرفة بالعديد من الخدمات المكتباتية والمعلومات والمعلومات والمعلومات ذات العلاقة بشكل عام.

لا يشترط في معرفة بالعديد من الخدمات المكتباتية والمعلومات والمعلومات والمعلومات ذات العلاقة بشكل عام.

لا يشترط في معرفة بالعديد من الخدمات المكتباتية والمعلومات والمعلومات والمعلومات ذات العلاقة بشكل عام.

لا يشترط في معرفة بالعديد من الخدمات المكتباتية والمعلومات والمعلومات والمعلومات ذات العلاقة بشكل عام.

لا يشترط في معرفة بالعديد من الخدمات المكتباتية والمعلومات والمعلومات والمعلومات ذات العلاقة بشكل عام.
<table>
<thead>
<tr>
<th>1- يجب أن تكتب هذه الكتاتة من خلال برنامج الحاسوب المخصص</th>
<th>2- يجب أن تكتب هذه الكتاتة من خلال برنامج الحاسوب المخصص واتقانيها كما يلي:</th>
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<td>عالمة</td>
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<td>هذه الكتاتة تعتبر مناسبة للإعداد على مستوى الكاروتون واستغرق أن:</td>
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<td>35- يجمع ويخلص المعلومات بشأن اللوازم والسياسات والممارسات والنظم والمعدات والتواريخ والروابط والوسائل الاعتيادية المكتبة</td>
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<td>36- يعد منهجاً لمراجعة الاستخدام والإسعاد للمكتبة وخدماتها من قبل المستفيد للاهداف المرموقة للمكتبة</td>
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<td>37- ينشر ويوجه وتوزع العاملين بالكتاب</td>
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<td>38- ينمو علاقات علمانية ومناسبة بين العاملين في المكتبة، ويحسنها.</td>
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<td>41- ينشر بلغة بارزة من الرعية الواعية العاملين في المكتبة</td>
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<td>1- يجب أن تكون هذه الكتلة من خلال برنامج البكالوريوس المفتوح واقدر قدمها كما يلي:</td>
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- في مجال البحث:

- بحث الأدبيات المهمة ذات العلاقة بالكتابات وítخى الوضع الحالي لها اليوم.

- ينشر المعلومات من البحاث ذات العلاقة بالكتابات.
استبانة الكفاءات اللازمة لاختبار الكتب والتقنيات في الكويت

الجزء الثاني

الإرشادات:

يرجى إضافة أي كفاءات تشبيها لازمة لاعداد اختطاف الكتب والتقنيات المدرسية على مستوى البلاد. ولم تجد نقر في القائمة السابقة. كما يرجى توضيح الكفاءات المناسبة لكون كتابة الكفاءة، هل من خلال البرنامج المقترح على مستوى البلاد. أما من خلال التدريب، أنا، الخدمة بعد العمل بالكتبة.

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- 362
أسباب كفاءة اللغة لغة خاصية الكيماويات والبيئيات في الكويت

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Frequency Distribution of Survey Responses
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