



Professional Development of School Library Staff in Light of Information Technology- A Field Study in Tebessa Secondary School Libraries

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Abstract

The 21st century has witnessed rapid and increasing transformations in all aspects of life due to the advancements in knowledge and technology. This has confronted libraries, especially school libraries, with new demands and challenges, necessitating them to improve the skills and competencies of their staff via continuous professional development. In this context, the study addresses a worthy research topic: the professional development of library staff. We chose Tebessa secondary schools libraries as a field of study. We used the descriptive method which depends on analysis and a survey questionnaire. The study's most important finding is that Tebessa secondary school libraries' staff are well aware of the concept and importance of professional development. Additionally, they have benefited from training programmes in the form of study days, but have not received structured training programmes depending on information technology. Finally, the study proposed to train school libraries' staff in different training programmes with practical application of information technology in all fields. It also suggested the creation of a Facebook group for the staff to facilitate communication and share updates in the field.

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Introduction

The 20th century witnessed a major advancement in professional development programmes for librarians, particularly in the United States of America. This must be put down to many field studies conducted by researchers who unveiled the need of librarians for continuous professional development and its role in achieving job satisfaction and improving performance levels. In fact, the social and economic changes in today's library community have a major impact on the librarians' professional lives and the nature of their education and training. The knowledge and skills obtained by librarians after graduation may no longer be adequate to deal with today's library with its rapid and special developments. The most important of them is the transition from traditional to electronic resources, which have caused radical changes in library practices and required the development of the necessary skills, knowledge, and attitudes suitable for this era.

In this context, the professional development, particularly in school libraries, which accompany students along their academic process and aid in acquiring knowledge and information, is imperative. Therefore, managing these libraries requires highly competent cadre who undergo different training programmes to keep updated with

technological developments. In this regard, we selected Tebessa secondary school libraries to conduct our study, titled '**Professional Development of School Library Staff in Light of Information Technology- A Field Study in Tebessa Secondary School Libraries.**

First/ Methodological Framework and Study Porcedures:

1. Methodological Framework:

1.1. Study Problem:

The preparation of school library staff is of great importance in contemporary societies to improve their competencies to perform the assigned tasks (library services) effectively; especially since the library profession has undergone a remarkable impact by the advent of information technology. This has been asserted by most library science literature, which calls for developmental plans aimed at enhancing the staff's functional skills and remediating performance weaknesses through professional development and the use of the necessary technological applications.

Understanding this process in school libraries, particularly in Tebessa secondary schools, requires determining its variables- training programmes, continuous training, and self-learning, which the staff must adopt and undergo to

improve their competencies and abilities.

1.2. Study Questions:

Our study revolves around the following questions:

1.2.1. Main Question:

- What is the reality of professional development for Tebessa secondary school libraries' staff in light of information technology?

1.2.2. Sub-questions:

- What is professional development?
- What is information technology?
- What methods are used in Tebessa secondary school libraries for staff professional development?
- What technological applications are employed in the methods of professional development for the staff in Tebessa secondary school libraries?

1.3. Study Significance:

The significance of this study lies in the importance of the subject itself. Professional development for library staff has become one of the fundamental issues for specialists in the field due to the rapid technological transformations that require librarians to keep updated with to maintain the profession. Hence, the study aims to highlight the reality of professional

development for school library staff in light of information technology.

1.4. Study Objectives:

This study aims to:

- Explore the published literature in the field of study.
- Analyze the professional development of library staff in light of technological advancements from both theoretical and practical perspectives.
- Highlight the grounds for the professional development of library staff.
- Identify the technological methods used for the professional development of school library staff.

1.5. Research Methodology:

The study adopts the descriptive analytical method as the most suitable for this type of research. Additionally, it is considered as one of the most effective approaches in social science research, providing a step toward a comprehensive understanding of the social reality under investigation.

1.6. Study Concepts:

1.6.1. School Library: A scientific, cultural, and educational institution that aims to collect, preserve, organize, and provide access to various information resources and formats to the academic community, which includes students, administrative staff, and teachers. This is

achieved through various library services provided by one or more librarians specialized or trained in the field. (Al-Sarayra, 2009, p. 239)

1.6.2. Professional Development: The improvement of an individual's competence and equipping them with the necessary expertise and skills to enhance their performance through various activities, means, policies, and practices characterized by comprehensiveness and continuity. (Deschenes)

1.6.3. Information Technology: The application of electronic technologies, including computers, satellites, and other advanced technologies to produce, storage, retrieval, dissemination, and transfer of analog and digital information. (Badi, 2005, p. 72)

2. Study Procedures:

2.1. Study Scopes:

- **Geographical Scope:** The geographical scope of the study is clarified through the subtitle:

- A Field Study of Secondary School Libraries in Tebessa Municipality.

Therefore, the study's spatial scope includes all Secondary School Libraries in Tebessa Municipality.

- **Human Scope:** The human scope is represented by the group of individuals on whom the research tools will be applied

within the specified geographical area. They include all the staff working in Secondary School Libraries in Tebessa Municipality.

- **Time Scope:** The time required to complete the study, estimated to be one and a half months.

2.2. Study Population:

The study population is the pillar on which the field study is founded. Considering the number of high schools in the Municipality of Tebessa, which is 10 schools, our study population consists of 26 workers, representing all the staff in these secondary school libraries.

It is worth noting that we adopted the comprehensive survey method, where the whole population was selected to get accurate results that mirror the reality of professional development for library staff in light of information technology.

2.3. Data Collection Tools:

- Questionnaire Survey:

The primary tool used for data collection was a questionnaire survey, divided into 0 main sections:

- **First Section:** The extent to which employees are aware of the concepts of professional development and information technology in the secondary school libraries in the Municipality of Tebessa.

- **Second Section:** The methods used for the professional development of employees in the secondary school libraries in the Municipality of Tebessa.

- **Third Section:** The use of information technology in the methods of professional development for employees in the secondary school libraries in the Municipality of Tebessa.

The questionnaire was distributed to 26 employees working in the secondary school libraries in the Municipality of Tebessa.

Second: Theoretical Framework of the Study:

1. Concept of Professional Development

- It is the structured educational and developmental programmes designed primarily to improve the effectiveness of employees in school libraries and aid them in enhancing the services provided to beneficiaries. These programmes aim to enhance the employee's productivity and performance in the long term, develop their creative abilities, and prepare them to assume advanced positions within the institution. (Boulehwash, 2008, p. 09)

- It is the educational and training efforts and activities received by employees after basic professional education. They aim at developing and enhancing their work performance through engaging in learning

activities, whether traditional or electronic (virtual). (Ali, 2012, p. 1901)

- From our perspective, professional development means improving the professional level of employees by increasing their competence in work performance and improving the quality of the provided services. It is done through various, sequential processes that start when the library specialists assume their positions and continue throughout their careers.

2. Professional Development Objectives:

- Keeping up with new concepts and knowledge, preparing for changes in their professional future and updating their basic education.

- Improving and raising the employees' performance level through equipping them with various skills needed for their assigned tasks.

- Ensuring professional and practical competence for library specialists in light of emerging developments required for their roles.

- Enabling library specialists to utilize advanced technological products to ensure fulfilling their roles effectively in an electronic environment.

- Assisting library specialists confirm themselves, as they believe they are highly competent. This sense of competence generates feelings of

distinction, superiority, and job security. (Ismail Awad, 2008)

3. Professional Development Methods in Information Technology Environments:

The most important methods and strategies for the professional development of secondary school employees in the era of information technology include the following:

3.1. Electronic Training:

3.1.1. Concept of Electronic Training:

It refers to the process that aims at increasing knowledge and developing skills through the utilization of communication and information technologies (networks, software) to facilitate communication between the trainer and trainee, with the goal of meeting the knowledge needs of the recipient. (Awad Al-Kareem Haj, 2013, p. 06)

3.1.2. Characteristics of Electronic Training:

- Active participation of trainees.
- Activation of all forms of assistance during training.
- Continuous and dynamic interaction between the trainee and the trainer.
- Training can be received at the trainee's convenience in terms of time and location.

- Enabling trainees to self-assess their skills and monitor their performance. (Ben Sharaf, 2010, p. 04)

3.1.3. Types of Electronic Training:

A- Synchronous Electronic Training: In this type, training is conducted in real-time between the trainer and trainee, requiring direct interaction, using any available communication methods.

B- Asynchronous Electronic Training: In this type, training is conducted asynchronously without the trainer. It doesn't require direct electronic interaction as the training content is broadcasted via an electronic environment that can be accessed anytime and anywhere.

3.1.4. Methods of Electronic Training:

- Electronic Training Courses: These are specialized training programmes with various topics and specific objectives, usually short or medium-term, utilizing technologies like audio, video, web design software, and email services.

- Electronic Seminars and Conferences: These methods emphasize a high level of participation in discussions by trainees and listening to expert opinions. Seminars typically involve discussion sessions for trainees. They depend on websites design as there exist numerous internet websites specialized in hosting electronic seminars and conferences.

- **Lectures:** They are delivered unilaterally, where the lecturer presents their ideas. What characterizes this method is that it is fast for information dissemination and enables addressing large groups at once.

- **Discussions:** It is a method for presenting a topic in a research group of trainees who exchange opinions; provide comments, share ideas and experiences, ask questions, and give examples. Discussions are often conducted via mailing lists or discussion forums.

- **Virtual Classrooms:** These are electronic training programmes that enable synchronous communication via audio, text, video, and interactive presentations. They are called so because they simulate traditional classrooms. Here, the trainer is capable of controlling the classroom's software. Virtual classrooms require components such as:

- Computers connected to the internet.
- Virtual classroom software.
- Cameras and audio devices. (Awad Al-Kareem Haj, 2013, pp. 08-09)

3.2. Self-Learning:

3.2.1. Concept of Self-Learning:

It is the process by which learners educate themselves using various methods to achieve clear objectives without direct

assistance from the teacher. (Ayashia, 2012, p. 25)

3.2.2. Characteristics of Self-Learning:

- Adherence to self-direction means allowing learners full freedom in deciding what they want to learn, increasing their motivation towards learning.
- Self-assessment achieves independence among learners.
- Providing alternatives and activities that enrich and activate learning.
- Preparing learners for the future and teaching them to take responsibility for their own education.

3.2.3. Methods of Self-Learning:

- **Learning Based on Electronic Resources:** Using computer networks and modern communication tools, especially the internet.
- **Learning Using Computers:** Utilizing its available educational software to assist in self-learning.
- **Learning via Email:** such as sending messages to educational entities worldwide to request information or access research and studies. Emails can be a medium between teachers and students or among students to facilitate communication.

- **Learning through Conversation or Dialogue:** such as engaging in discussions through audio and video meetings, exchanging ideas and opinions, and learning from others.

- **Learning through Interactive Video:** Modern technologies found ways to combine computer capabilities with video to provide high-quality audio-visual presentations. This technique enables learners to interact and access information according to their needs and capabilities.

- **Learning through virtual classrooms:** It is done through utilizing advanced computer software and network operating systems to create an interactive virtual work environment. This environment includes conversations, images, and presentations. Students can access the virtual classroom at any time.

- **Learning through satellites:** Learning resource centres devote special rooms equipped with televisions directly connected to satellites, enabling learners to sit alone and follow any programme they wish.

- **Learning through the Internet and Networks:** The global information network is considered a major contributor to the knowledge explosion witnessed today due to the abundance and diversity of information, such as electronic books, educational websites, and direct and indirect free communication with

individuals and educational institutions. (Maddah, 2009)

3.3. Continuous Training through Web 2.0 Applications:

3.3.1. Continuous Training via Blogs:

The way blogs are designed and function enables them to serve as a means of interaction between professionals and as a successful space for continuous training. The potential use of blogs for this purpose can be summarized as follows:

- The process of creating a blog and publishing content does not require specialized information technology skills. Professionals with diverse interests and levels of expertise can contribute to creating and professionally publishing digital content on the blog.

- The facility of collaborative and group writing is the most distinctive feature of blogs, making them a tool for continuous training where librarians can exchange knowledge and expertise.

- The interactive nature of publishing and engaging with content encourages professionals to utilize blogs for discussing different topics. (Mebarek, 2012, p. 828)

3.3.2. Continuous Training via RSS Feeds:

Continuous training aims essentially to keep up with updates as they appear.

Thus, it serves as an effective solution that assists professionals to be of abundance knowledge in their specific fields of expertise. As for the field of information and libraries, and according to the rapid evolution and renewal of professional data due to information technology, it is difficult to keep up with all the new developments without resorting to tools like RSS feeds. The latter are the most successful tools in the virtual environment which allow precise information rise, especially in light of the vast amounts of information and knowledge being published at every moment.

3.3.3. Continuous Training via Wikis:

Wiki tools can be considered one of the modern means of continuous training. Via writing, professionals can record, store, and share their professional knowledge and expertise dynamically and accessibly. The operation of wiki tools can develop professionals' group work capabilities. Examples of using these tools in continuous training include three prominent platforms in the information and library sector:

Third: Analysis of Field Study Data:

1. The Extent of Professionals' Understanding of Professional Development and Information Technology in Secondary School Libraries in Tebessa Municipality:

Question 1. What does the concept of professional development in libraries mean to you?

Table 1. The Concept of Professional Development in School Libraries among the Study Population:

Options	Frequency	Percentage (%)
Raising the efficiency of employees	08	15.68
Lifelong learning	16	31.37
Acquiring new skills	12	23.52
Keeping up with technological advances	11	21.56
Training programmes professionals undergo after the basic professional training	04	07.84
Others	00	00
Total	51	100

As shown in the table above, 31.37 % of the respondents view professional development as a lifelong learning process. This indicates that learning does not end when formal education stages are completed, even though the specialist has obtained a certain amount of knowledge and basic cultural information from educational institutions. He necessitates continuous professional growth to acquire new skills. Meanwhile, 23.52 % of the study population perceives professional development as the acquisition of new skills, likely due to a desire to gain new

knowledge, experiences, and situations that help improve performance. This enables them to overcome daily work challenges that obstruct the library's policy and prevent the achievement of its objectives. Additionally, 21.56 % of the respondents believe that professional development is about keeping up with technological advancements. This is due to the fact that we live in an era of change. Thus, it is essential to stay informed about the latest developments in the library and information field. In contrast, 15.68 % see it as raising the efficiency of employees, which can be attributed to their requirement to interact with different user categories and provide them with the most up-to-date information. This calls for improving their capabilities and morale through a comprehensive and clear plan that ensures proper follow-up on their professional development paths. Finally, 7.84 % consider professional development to be the training programmes workers receive after their basic professional training. This is because of the rapid changes in the field, which add a necessary dimension to professional development, significantly improving performance and increasing professional competence. Regardless of the level or methods of academic preparation, this does not negate or reduce the urgent necessity for continuous professional growth, either through self-effort or training programmes provided by the concerned authority. Moreover,

professional education does not stop once the qualification is obtained, and the basic knowledge acquired before starting work may not be flexible enough to handle the complexities, developments, and transformations in the professional reality.

Question 2. In your opinion, what are the justifications for professional development in school libraries?

Table 2. Justifications for Professional Development in School Libraries

Options	Frequency	Percentage (%)
Globalization	00	00
Knowledge explosion	10	23.80
Performance improvement	19	45.23
Keeping up with information technology advancements	13	30.95
Others	00	00
Total	42	100

It can be observed from the table above that improving performance is the leading justification for the professional development of employees, with 45.23% of respondents selecting it. This can be attributed to the fact that libraries are always striving to enhance the capabilities and competencies of their staff in order to provide excellent services and achieve quality. The second justification is keeping up with developments in the field of information technology, which was

chosen by 30.95 % of respondents. This is likely due to the emergence of modern technological media in information institutions, which necessitates employees to possess the necessary skills to handle them. Additionally, library training models worldwide are moving towards updating their programmes to encompass the use of technology and keep up with the latest developments in library science through library practical experiences. The third justification is the information explosion, with 23.80 % of respondents' answers. This can be attributed to the enormous amount of information and resources, whether in print or electronic form, that libraries now face, in contrast to the low performance levels of staff. This situation requires the implementation of training and development programmes to help employees integrate into the information society and keep pace with the latest trends in the profession.

Question 3. What are the objectives of professional development for school library staff, in your opinion?

Table 3. Objectives of Professional Development for School Library Staff:

Options	Frequency	Percentage (%)
Keeping up with new concepts and knowledge	09	23.68
Improving and enhancing staff performance	10	26.31
Enabling staff to use information technology	19	50
Others	00	00

Total	38	100
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From the table above, we observe that 50 % of the study population sees that equipping employees with the ability to utilize information technology as one of the most important objectives of professional development. This implies the necessity to qualify employees to tackle the new methods produced by the digital environment. Meanwhile, 26.31 % asserts the improvement and enhancement of employees' performance. This indicates the desire of this group to acquire the contributing skills in improving the quality of services provided to different categories of beneficiaries. Moreover, the profession's requirements are constantly changing due to advanced technology, making it urgent to plan development programmes that provide employees with the up-to-date information required in their specialized fields and professions. On the other hand, 23.68 % of respondents value keeping up with new concepts and knowledge, which is likely because of the emergence of modern media that necessitates change in employees in terms of information, experiences, skills, performance levels, work methods, and approaches. This makes them qualified to perform their tasks efficiently and competently.

Question 4. What are the factors that contribute to the success of professional development for school library staff?

Table 4. Factors that contribute to the success of professional development of school library staff.

Options	Frequency	Percentage (%)
Providing adequate budget	18	34.61
Professional development is based on sound scientific foundations	14	26.92
Providing necessary technological infrastructure	06	11.53
Availability of desire and will.	00	00
Providing incentives and rewards	14	26.92
Others	00	00
Total	52	100

From the table above, it is seen that the most important factor contributing to the success of professional development programmes for school library staff, according to the study population, is providing an adequate budget (34.61 %). This budget is necessary to ensure that all the means and devices needed for training programmes are available. 26.92 % of the study population indicates that professional development must be based on sound scientific foundations. This is due to that effective planning is essential in achieving the objectives of professional development within a reasonable timeframe. The same percentage of the study population (26.92 %) sees that providing incentives and rewards as

motivation is the driving force behind any effective activity. Therefore, library staff should be rewarded, for example, with bonuses or financial incentives for attending training days, as well as certificates of appreciation. The 11.53 % represents the provision for necessary technological infrastructure. The latter has a major role in assisting trainees in grasping training programmes, thereby acquiring new knowledge and experiences.

Question 5. What do you think are the obstacles that prevent the professional development of school library staff?

Table 5. The obstacles that prevent the professional development of school library staff:

Options	Frequency	Percentage (%)
Lack of awareness among officials about the importance of professional development	24	43.63
Lack of necessary equipment	18	32.73
Weak budget	13	23.63
Others	00	00
Total.	55	100

The table shows a diversity of obstacles impeding staff professional development in school libraries. The highest percentage 43.63 % represents the lack of awareness among officials about the importance of professional development. This might be due to the fact that they are not specialized

in the field of libraries, and they may also have low academic qualifications. 32.73 % of the study population refers to the lack of necessary equipment, which is attributed to the inadequate financial resources allocated to school libraries. Finally, 23.63 % of the respondents mentioned weak budgets. Budget allocation is managed by a committee that includes the headmaster, principal, bursar, and two teachers, and the weak budget for the library may be due to the committee's lack of awareness of the library's importance.

Question 6. What does information technology mean to you?

Table 6. Concept of information technology according to the study population:

Options	Frequency	Percentage (%)
Use of computers	15	30.61
Science of processing various types of information	12	24.48
Tools used in information production	11	22.44
Tools used in processing information	11	22.44
Others	00	00
Total	49	100

From Table 06, we notice that 30.61 % consider the concept of information technology as the use of computers. This may be due to their narrow understanding of the term "information technology" and

the fact that their knowledge is not updated with the latest developments in the field of library and information sciences. Moreover, their training is old and may not align with modern curricula that emphasize technology. The 24.48 % regard it as the science of processing various types of information. This is attributed to their recognition that technology involves the techniques used to analyze and organize information. 22.44 % of the study population associate it with tools used in producing and processing information. This is due to that this group prefers to use technological tools to ease library work and provide high-quality services.

It is worth mentioning that the variety of understanding the concept of information technology results from the absence of a unified definition of this term, considering it emerged from the technological revolution and its application across various fields.

Question 7. Does your library use information technology?

Table 7. Use of information technology in Tebessa secondary school libraries:

Options	Frequency	Percentage (%)
Yes	26	100
No	00	00
Total	26	100

The table above shows that 100 % of the respondents confirmed that their

libraries use information technology. From our perspective, this can be attributed to the libraries' desire to develop and improve the services offered to users, thereby saving time and effort. Additionally, using information technology has inevitably become a determined requirement and strategic choice, considering the orientations and transformations witnessed by school libraries. Technology offers many advantages in terms of speed and efficiency in handling library tasks and services, such as collecting, acquiring, processing, and retrieving information, as well as enabling faster transmission and exchange via local networks or the internet.

Question 8. If the answer is "Yes," what are the functions of information technology?

Table 8. Functions of information technology in Tebessa secondary school libraries:

Options	Frequency	Percentage (%)
Acquiring Information	14	27.45
Information Processing	21	41.17
Information Storage	11	21.56
Information Transmission	05	09.80
Training and Learning	00	00
Others	00	00
Total	51	100

According to the table above, 41.17 % of the respondents regard that information technology in their libraries represents information processing, while 27.45 % see it as information retrieval. 21.56 % view it as information storage, and 9.80 % consider it as a means of information transmission.

Question 9. What contributions does information technology offer?

Table 9. Contributions of information technology:

Options	Frequency	Percentage (%)
Various information sources	16	31.37
Modern forms of information	13	25.49
Timely and relevant information	04	07.84
Facilitating access to information	18	35.29
Others	00	00
Total	51	100

From the table, it is clear that facilitating access to information with 35.29 %, providing various information sources with 31.37 %, and offering modern forms of information with 25.49 % are the major contributions of information technology. This highly indicates its contributions such as speed and accuracy with which information can be acquired. Finally, 7.84 % see it as providing timely and relevant information, possibly due to challenges faced by this group in using information

technology effectively to access all the needed information and resources.

Question 10. What are the most commonly used information technology tools in your library?

Table 10. Most commonly used information technology tools in Tebessa secondary school libraries:

Options	Frequency	Percentage (%)
Computers	26	50
CDs (Compact Discs)	26	50
Local network (Intranet)	00	00
Internet	00	00
Others	00	00
Total	52	100

The table above shows that both computers and CDs (50 % each) are equally used in the libraries. This can be attributed to the libraries' efforts to serve their users and meet their various needs. Additionally, these technologies are characterized by their speed and low cost in accessing information and they are among the features of development. Despite this, what matters is the investment and benefiting from information technology in performing various administrative and technical tasks and functions in libraries. There is no use of local networks or the internet, indicating that these libraries have not planned for such networks, which could facilitate many tasks and save time and efforts. In addition to the lack of internet

connectivity, this mirrors the unawareness of these libraries about the importance of the internet, despite it having become a requirement imposed by the demands of work in all fields, especially in the field of libraries, due to the rapid changes the library profession is witnessing.

2. Methods used for professional development of staff in Tebessa secondary schools libraries:

Question 11. Do you actually need continuous training?

Table No. 11. The Need for Continuous Training in the Study Population:

Options	Frequency	Percentage (%)
Yes	26	100
No	00	00
Total	26	100

According to the table above, it is evident that all members of the study population express a real need for continuous training, with a 100 % response rate. This is likely because of the emergence of new technologies in the field of libraries, which require trained staff to handle them efficiently, thereby enabling the provision of fast and diverse services to beneficiaries, in addition, to the staff's desire to improve their skills and update their knowledge.

Question 12. If the answer is "Yes," what is the reason?

Table No. 12. Motivations for the Study Population's Need for Continuous Training:

Options	Frequency	Percentage (%)
Self-development	00	66
Improving library services	21	46.66
Keeping up with new information technology	24	53.33
Others	00	00
Total	45	100

From Table No. (12), it is obvious that 53.33 % of the respondents confirmed that the motivation for the need for continuous training is to keep up with new developments in information technology. This is asserted by the fourth option in Table No. (02). This might be because of the fascination with what modern information technologies offer in terms of benefits across various fields, and the impact it has on developing library services. 46.66 % represents improving library services, which may be attributed to their awareness of the weaknesses in the services provided to users, especially in the absence of continuous training, which ensures the renewal of knowledge and skills. This is further confirmed by the following table.

Question 13. Do you receive continuous training?

Table No. 13. Reception of Continuous Training by the Study Population:

Options	Frequency	Percentage (%)
Yes	00	00
No	26	100
Total	26	100

From the table above, it is clear that 100 % of the study population members stated they do not receive continuous training. This is may be related to budget constraints and a lack of equipment. This is manifested in the poor conditions witnessed by secondary schools in general, and school libraries in particular, where only a few of them are able to provide such resources. This often results from personal convictions and the will of certain school directors who believe that school libraries are an integral part of the educational system. However, without sufficient financial resources, coordination, and the will to provide them, continuous training opportunities will not be available in various forms. The provision of financial support is then a determined requirement, as confirmed in Table No. (05).

Question 14. What content of training courses would you like to take?

Table No. 14. Content of Training Courses the Study Population Would Like to Take:

Options	Frequency	Percentage (%)
Use of modern technological tools	11	24.44
Use of databases	15	33.33
Automated document processing	19	42.22
Others	00	00
Total	45	100

From the table above, it is clear that 42.22 % of the content of the training courses that the study population would like to take is related to automated document processing. This is likely due to this group's desire to speed up work processes and eliminate manual routine tasks. Whereas 33.33 % represents using databases as fundamental for advanced libraries in organizing, sorting, and storing documents. 24.44 % of the respondents represent the use of modern technological tools, which reflects the desire to develop skills in using internet search techniques and modern library management software like "Sanjab".

Question 15. Have you benefited from training programmes since your employment?

Table No. 15. The Study Population's Benefit from Training Programmes:

Options	Frequency	Percentage (%)
Yes	26	100
No	00	00
Total	26	100

From the table above, it is clear that 100 % of the study population members stated they have benefited from training programmes. This is likely due to their belief in the added value of these training programmes. This can be attributed to their continuous efforts to insist that the relevant authorities design training programmes and ensure the allocation of financial resources for this purpose. They firmly believe that training programmes and investment in human resources are the key investments in libraries, as they are the pillar of change.

Question 16. Do you develop your skills through self-learning?

Table 16. Development of Skills in the Study Population through Self-Learning:

Options	Frequency	Percentage (%)
Yes	26	100
No	00	00
Total	26	100

From Table (16), it is clear that 100% of the study population develops their skills through self-learning. This confirms their desire to acquire skills and achieve self-esteem or psychological satisfaction regarding their profession. Additionally,

they aim to provide better services and diversify their skills to avoid any perceived hindrance in this field. Moreover, the lack of continuous training in their libraries pushes them toward self-learning, as shown in Table (13).

Question 17. What methods do you use for self-learning?

Table 17. Methods Used by the Study Population in Self-Learning:

Options	Frequency	Percentage (%)
Training in Computer Science	16	28.07
Training in Foreign Languages	05	08.77
Attending Conference and Seminars	04	07.01
Visiting Scientific Exhibitions	07	12.28
Reading	25	43.85
Others	00	00
Total	57	100

From Table (17), it is clear that reading is the most used method in self-learning, with a percentage of 43.85 %. This is due to its importance in developing and updating knowledge by reviewing various topics and published studies across different information sources. Training in computer science follows at 28.07 %, because of the passion librarians have for modern technologies in the field. Additionally, computer science has become an essential tool in the current era, particularly with the widespread use of the internet in library and information applications. 12.28 % represents visiting scientific exhibitions as it is a significant means of enriching librarians' knowledge and professional culture, as well as offering them a chance to learn about available titles and acquire books for personal benefit. 8.77 % represents

foreign language training due to librarians' interest in mastering foreign languages, especially English, as it is the language of science and technology and most of the global intellectual output in the field is published in this language. Finally, 7.01 % is for attending conferences and seminars, as they provide updated topics to enhance librarians' culture.

03. Using Information Technology in the Professional Development of the staff's Skills at the Level of Tebessa Secondary School Libraries:

Question 18. What does the Concept of E-Training mean to you?

Table 18. The Concept of E-Training According to the Study Population?

Options	Frequency	Percentage (%)
Training on Electronic Software and Applications	00	00
Using the Computers and their Applications in Training Courses	17	44.73
Using Electronic Tools and Software in the Training Process	21	55.26
Others	00	00
Total	38	100

In Table (18), it is observed that 55.26 % of the community believes that e-training means using electronic tools and software in the training process. This is the correct concept, likely due to the community's awareness of new information technologies. Meanwhile, 44.73 % view e-training as using computers and their

applications in training courses, which may be because computers are considered a basic requirement for the success of e-training programmes. Moreover, this group use computers at libraries, this is why the concept is limited in using them for training.

Question 19. Have you ever participated in training programmes that rely on information technology?

Table 19. Participation of the Study Population in Programmes Dependent on Information Technology:

Options	Frequency	Percentage (%)
Yes	00	00
No	26	100
Total	26	100

According to the table above, 100 % of the study population states that they have never participated in e-training programmes that rely on information technology. This might be attributed to the difficulty in handling e-training systems, language barriers (as most training programmes are available in foreign languages), limited financial resources as confirmed by table (5), and the high costs of purchasing software and equipment for e-training, as well as the shortage of specialists in producing and designing training software.

Question 20. Among the Following options, what does Self-Learning in

Light of Information Technology Mean to You?

Table 20. The Concept of Self-Learning According to the Study Population:

Options	Frequency	Percentage (%)
Educational Activity done by the learner	10	24.39
Independence of the mental activity	11	26.82
Educational system that eases the learner's engagement in various educational activities	20	48.78
Others	00	00
Total	41	100

In Table (20), it is clear that 48.78 % of the study population regard self-learning as an educational system that eases learners' engagement in various educational activities independently. This mirrors their desire to enhance their skills through modern technologies. Meanwhile, 26.82 % view self-learning as mental independence in learning, indicating that this group prefers to learn alone without intervention from others. Finally, 24.39 % consider it as a learning activity carried out entirely by the learner himself, which may be attributed to the lack of continuous training for this group as shown in Table (13). This group prefers self-learning as a

method for acquiring knowledge, skills, and attitudes, as confirmed in Table (16).

Question 21. Do you use self-learning methods for professional development?

Table 21. Use of Self-Learning Methods for Professional Development by the Study Population:

Options	Frequency	Percentage (%)
Yes	26	100
No	00	00
Total	26	100

From the table, it is evident that 100 % of the study population members use self-learning methods for professional development. This mirrors their desire to renew their knowledge, acquire necessary skills, and stay updated with developments in the field of information technology.

Question 22. If the answer is "Yes," what methods do you use?

Table 22. Methods Used by the Study Population in Self-Learning for Professional Development:

Options	Frequency	Percentage (%)
Computer	22	36.66
Email	15	25
Internet	23	38.33
Electronic Sources	00	00
Others	00	00
Total	60	100

From the table above, we observe that the internet is the most commonly used method for self-learning at 38.33 %. This is because the internet offers a wide range of informational services, such as visiting specialized websites, searching for electronic journals, reading articles, accessing conference reports and academic theses, in addition to it becoming a key tool in designing and presenting training programmes. 36.66 % represents the computer as it has become an indispensable tool, particularly in training and development, providing speed and interactivity. 25 % represents the email, being one of the most used methods for information exchange, noted for its confidentiality, security, and speed. The percentages for electronic sources and other methods are 0 %, possibly due to a lack of awareness about the modernity and accuracy of information from electronic sources, which are essential for developing professional culture and expanding knowledge.

Question 23. Do you receive continuous training through Web 2.0 applications?

Table 23. Continuous Training through Web 2.0 Applications for the Study Population:

Options	Frequency	Percentage (%)
Yes	00	00
No	26	100
Total	26	100

According to the table, 100 % of the study

population asserts that they do not receive continuous training through Web 2.0 applications. This might be due to a lack of technological skills, as confirmed by the third option in Table (24), as well as a shortage of necessary resources, as indicated in Table (05).

Question 24. Is the lack of continuous training through Web 2.0 applications due to...?

Table 24. Reasons for the Lack of Continuous Training through Web 2.0 Applications According to the Study Population:

Options	Frequency	Percentage (%)
Lack of Trainers	00	00
Lack of Technological Tools	24	52.17
Lack of Technological Skills	22	47.82
Others	00	00
Total	26	100

The study population confirms that the lack of technological tools is the primary reason for the absence of continuous training through Web 2.0 applications, accounting for 52.17 %. This is likely due to financial constraints, as providing technological resources requires sufficient funding, as presented in Table (05) and the fourth option in table (10). 47.82 % represents lack of technological skills which may possibly be because the library has not programmed adequate

training on using modern information technologies, as presented in Table (23).

CONCLUSION:

Through conducting this study, we suggest a number of recommendations that could contribute to enhancing the current state of professional development for library staff in school libraries, in light of information technology. These recommendations are as follows:

- Intensifying seminars, conferences, and scientific forums.
- Training courses should focus on the latest technologies applied in school library management.
- Providing the necessary resources to enable librarians to apply acquired skills in practice.
- Ensuring internet accessibility for all librarians without exception.
- Providing specialized magazines and references for the departments where librarians work.
- Allowing librarians the freedom to express their ideas and participate in decision-making processes.
- Raising awareness among librarians about their importance and recognize the value of their profession.
- Focusing on courses that centre on

internet applications in library work procedures.

- Avoiding focusing solely on theoretical courses and traditional topics, and instead, emphasize current topics that capture librarians' interests and curiosity, especially technological applications in school libraries.

- Invite professors from the Department of Library and Information Science to give short lectures in the field.

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