

**Factors Affecting Utilization of Public Libraries for Adults'
Lifelong Learning in Gamo Gofa Zone**

Admasu Abiso Minamo

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ACRONYMS

ALA	American Library Association
ICT	Information Communication Technology
IFLA	International Federation of Library Association
NAEP	National Adult Education Program
NGOs	Non-Governmental Organizations
NLPL	National Level Public Libraries
PL	Public Library
UNESCO	United Nations Educational, Scientific and Cultural Organization
WA	Woreda Administrator
WEO	Woreda Education Officials

ABSTRACT

Factors Affecting Utilization of Public Libraries for Adults' Lifelong Learning in Gamo Gofa Zone

Admasu Abiso Minamo

Addis Ababa University, 2012

The main purpose of this study was to find out the current trends in the utilization of public libraries and its challenges in selected woredas of Gamo Gofa Zone. Based on this related literatures were reviewed. The research design employed was descriptive survey under quantitative and qualitative methods. The main data collection tool was one set of questionnaire for adults who utilize public libraries. In addition, interview and document analysis were used to support data obtained through the questionnaire. Data were gathered from adults, librarians, woreda educational experts and administrators. In order to select sample areas and sample population purposive, availability and accidental sampling techniques were employed. Non-parametric statistical tools mean and qualitative approaches were used in order to analyze and interpret data. The study revealed that the majority of users were male students whose information needs were basically for academic purpose. The available resources in the libraries were inadequate and in most cases not suitable in a particular situation. Additionally, the main problems related to the utilization of public libraries were: absence of trained librarians, poor facilities of libraries, shortage of recent materials, lack of Internet and reprographic material access, lack of willingness of educational experts to support public libraries. Furthermore, it was found out that there were problems related to scarcity of financial support and lack of willingness of adults to read different books that credited to poor utilization of public library services. As the result, the current state of the public libraries in study area is far from what they should be. Improvement is needed in utilization and in increasing the funding, providing recent materials and raising the awareness of public library services to the population. Hence, for the success of public library services, the respective government bodies, community and other concerned stakeholders should accomplish their responsibilities in organized manner to promote adults' lifelong learning in public libraries.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is the base to alleviate poverty and to enable people to improve their lives. It is a tool for acquiring knowledge and basic skills necessary to get better standard of life. It is with this view, that Abinur (2002) considered education as a tool to develop knowledge, identify source of problems, appreciate nature, improve society's living standards and develop and transmit society's culture to the next generation.

Similarly, Sisay (2002) state that education is one of the basic tools for human development and it is a precondition for individuals to understand their potential and contribute to social and economic process of change.

Therefore, to produce educated and well informed citizen, public libraries play a vital role in building a developed nation and creating a well-informed and knowledgeable society. All over the world, public libraries are dedicated to providing free and equitable access to information for all in written, electronic or audiovisual forms (Blakd and Kathleen, 2007). This indicates that public libraries play a key role in creating literate environment by offering relevant and attractive reading materials for all citizens regardless of age, gender, ethnicity, economic status, educational background and so on.

In addition, Mahapatra and Tomas (1996) assert that Public libraries can contribute to the development of the country by assessing to eradicate illiteracy and alleviate poverty by contributing to the training of its man power and by directing their services towards their rural people. In line with above information, public library provides equal opportunities for information and access to quality learning throughout life to all people in all areas.

In the same way, Van Fleet (1990) states that public libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed and ultimately empowerment in an increasingly complex

world. Therefore, strengthening the services provided to citizens through public library is an important issue to educational development and literacy enhancement.

As a result, public library and information service has been globally recognized as a critically important support structure for education, knowledge creation, recreation, economic development and cultural development of a country.

However, for many African countries, public libraries face great challenges to achieve their roles (Book Aid International, 2004). Some of the problems are lack of resources; trained librarians, lack of facilities, lack of concerned bodies willingness and motivation to support public library and lack of adequate funding are the major problems (Lesia, 2005). Furthermore, Gojeh (2004) confirmed that Ethiopian education sector strategies discussed the achievement of its goals, but, the documents did not reflect public libraries and its importance for successful development.

Similarly, Veron (1981) explains that due to lack of budget, most public libraries cannot accomplish their goals and objectives within specific time. Also, Daniel (2011) affirmed that there has not been effective utilization of information, especially in the developing nations due to lack of facilities and resources availabilities. In the Ethiopian context, Getachew and Gojeh (2007) affirmed that public libraries receive no funding from respective government bodies to buy books and no attention has been given to promote the services of public libraries. Furthermore, all public libraries staff is not professional librarians; as the result, many libraries in poor countries are managed by non-professional staffs (Lisa, 2005).

Based on the above information, adequate facilities, resources availability and information management system in poor countries including Ethiopia seems to be inadequate and it hinders effective utilization of public libraries in the provision of adults' lifelong learning. Though, above challenges indicate that, the problems of utilization of public libraries in the project area might not be exception. With this notion, it is important to investigate the factors affecting utilization of public library and point out the challenges and opportunities that might have been faced in the study. For the

purpose of this study, Gamo Gofa Zone had been purposefully selected, because the researcher had felt about the problem through his work experience in the area.

1.2. Statement of the Problem

The contribution of public libraries to education, social, political and economic development of a given country has paramount importance. Public libraries play a key role in reducing problems related to development by providing a variety of resources to the community to support educational and personal development.

Similarly, IFLA/UNESCO (1994) has noted that public libraries play a significant role for national development in increasing production, promoting social and national integration, developing democratic values, establishing acceptable pattern in the society, developing secular outlook, promoting international understanding and synthesizing cultural and scientific values. As a result, public libraries are a place of human capital formation and contribute to different aspects of development.

On the other hand, Lisa (2005) lists some sounding problems related to proper utilization of public library, such as, irrelevant materials, lack of funds, lack of professional staff, lack of computers for internet access and lack of reading habits of adults. Similarly, Daniel (2011) affirmed that there has not been effective utilization of information, especially in the developing nations due to lack of facilities and resources availabilities. Besides, the public in different occasions repeatedly suggest many other problems that hinder public library utilizations. For example, situational barriers, dispositional factors, lack of motivation and lack of willingness of stakeholders to support public libraries.

The above researchers conducted their research focusing particularly on the utilization problems of public libraries in general regardless of direct focus on adults'. This gap, including those already mentioned problems in the area of study, have initiated the researcher to explore directly on adults' utilization for lifelong learning and it makes different from other researches.

The main purpose of the study is, therefore, to investigate the current trends in the utilization of public libraries in selected woredas of Gamo Gofa Zone. It also tries to

investigate the factors that influence utilization of public libraries for adults' lifelong learning and its contribution in the study areas.

Based up on the observation and public complaints pertaining to public libraries, this study is expected to give possible answers to the following basic questions:

1. What problems hinder adults' utilization of public libraries?
2. What facilities and resources do the public libraries have in order to run effective utilization?
3. How could the problems of public libraries be alleviated in order to promote adults' lifelong learning?
4. To what extent librarians and other stakeholders perform their duties and responsibilities effectively?

1.3. Objectives of the Study

Effective utilization of public library reflects the fact that improving access to adults' lifelong learning and addressing issues of social, political, and economic barriers by providing wide and varied range of knowledge, ideas and options. In this regard, this study tries to focus on the following General and Specific Objectives:

The main objective of this study is investigating the factors affecting utilization of public libraries in the provision of adults' lifelong learning. To achieve the general objective, the following specific objectives were formulated:

1. Identify the major factors that affect adults' utilization of resources in public libraries;
2. Assess the facilities and resources availabilities in order to promote effective utilization of adults to support lifelong learning;
3. Assess the proficiency of librarians and other stakeholders to accomplish their duties and responsibilities;
4. Contribute some sounding ideas and knowledge that may be helpful to improve the performance and the quality of public libraries in the provision of adults' lifelong learning.

1.4. Significance of the Study

The attempt made to improve the status of education only through formal education is inadequate. Thus, it is necessary to use other alternative strategies like public libraries to meet the needs of the adults. Based on this notion, analyzing utilization of resources in public library helps to know whether it is in right direction or not and take remedial actions to tackle negative trends regarding public libraries in the project areas.

Proper utilization of public library increases the awareness of the community in different aspects, like social, political and economic areas and it help adults to assess their environment. Therefore, the result of this study is expected to have the following significances:

1. It may help to identify major utilization problems of public library;
2. It may enable the government officials and curriculum planners to understand the actual status of utilization of public libraries in relation to adults' lifelong learning;
3. It may help to identify the contribution of public libraries in provision of adults' lifelong learning;
4. It may also initiate and encourage adults to use public library;
5. It may serve as a springboard for further studies in the area.

1.5. Delimitation of the Study

Conducting a research at a wider range may lead to difficulty of management. Due to this fact, the scope of the study is delimited to only three public libraries in selected woredas in Gamo Gofa Zone. In public library, many issues could be studied. Among these, this study concerned with factors affecting utilization of public library as a resource for adults' lifelong learning. The subjects of the studies are adults including distance learners older than 18 years, educational experts, woreda administrators and librarians. It did not include children and formal school students. Moreover, the study also did not include evaluation performance of distance learners due to time constraint.

1.6. Limitations of the Study

The researcher believes that the limitation of the study lies in the fact that the findings and conclusions made may not be adequate to represent to the whole populations of the study areas since the study dealt with only three selected public libraries and the subjects were approached through accidental sampling.

1.7. Operational Definitions of Some Terms

Adult: For the purpose of this research adult means grown-up, mature, or a person who has reached the age of majority or achieving the position of responsibility and the researcher limits the age of adults above 18 years old.

Librarian: Current operators and implementers of public library activities.

Public library: supportive structure of educational activities and provide information freely to all citizens.

Woreda: An area marked of and developed for administrative purpose with defined authority and responsibilities representing a population of up to 100,000 (procl. No 7/1992).

Zone: An intermediate administrative level between Region and Woreda (procl. No 7/1992).

1.8. Organization of the Study

The study is organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, as well as delimitation and limitation of the study and operational definitions. The second chapter focuses on the review of related literature. The third chapter deals with methods of the study, sources of the data, samples and sampling techniques, instruments of data collections pilot testing, procedures of data collection and methods of data analysis. The fourth chapter presents analysis and interpretation of the data. The summery, conclusion and recommendations are presented in the fifth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part presents different related literatures in relation to public library activities and its challenges including shortage of relevant materials, lack of funds, lack of professional staff, problems related to environmental challenges and facilities. It also describes the role of public libraries, missions and principles of public libraries, purpose and its historical development of selected countries.

2.1. The Concept of Public Library

Public libraries are a world-wide phenomenon. They occur in a variety of societies, in different cultures and different stages of development. Although the varied contexts in which they operate inevitably result in differences in the services they provide. Ray (2005:569) defined public library as follows: "*public library is provided wholly or partly from public funds, and the use of which is not restricted to any classes of persons in the community but is freely available to all*".

In line with the Ray's definition, public library provides access to knowledge and information through a range of resources and services and equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment. Furthermore, public libraries play the most important role worldwide in helping to bridge the information gap by providing free access to information in written and electronic media.

Moreover, Willem (1977) explains a public library as a place of practical demonstration of democracy's faith in universal education as a continuing and lifelong process, in the appreciation of the achievement of humanity in knowledge and culture. Accordingly, public library plays a vital role in providing cultural and artistic development in the community and support cultural identity of citizens. Furthermore, it is a place of human capital formation, economic and social development by providing wide range of materials to the community and create attractive literate environment.

Additionally, IFLA/UNESCO (1994) put forward that public libraries are a focal point for the provision of information services in the community and they have an important role in helping to combat social exclusion and promote lifelong learning.

Similarly, Gojeh (2004:3) defines a public library as follows: "*Public library is a place where organized collections of information materials, in the form of books and non-books with trained persons, who manipulate the materials to provide information services and to meet the needs of their users*". In this regard, public libraries must provide a useful and cost effective means of giving access to educational materials to support educational and personal development and to meet the needs of local community. This means it should provide materials to meet the changing needs of groups and individuals. Useni (1998) as cited in Lisa (2005) explains a public library as being critical to the fortune of nation. That it is a reservoir of knowledge containing a collection of information required for meeting the varied needs of the users.

According to UNESCO public libraries are vital institutions which cannot be separated from adult education. Though, whatever is done to improve the quality of adult education is done to improve the nation. The absence of public libraries will have negative effects on adult education because; public libraries are a vital place for adults who denied access to formal education. Therefore, public libraries are usually centrally located and accessible by public transport. Libraries are friendly and hospitable places ideally with service oriented opening hours and approachable staff.

Additionally, Mahapatra & Thomas (1996) sees public libraries as a living force for a practical demonstration of universal education as a lifelong process. As a result, Public libraries can richly compliment the educational activities by assisting adult in no longer of school age, developing their attitudes and extending the knowledge by acquiring needed technical skills. In this way, the adult education products would emerge as a responsible member of the society. Therefore, all over the world public libraries are dedicated to creating literate environments and promoting lifelong learning by offering relevant and attractive material for all ages and literacy levels regardless of all individuals' background in all aspects.

2.2. Historical Development of Public Library in Selected Countries

The researcher was selected USA and India to narrate the historical development of public libraries based on the following reasons. Firstly, these two countries were believed that the first public library founders in the world. Secondly, during 19th century, National Adult Education program (NAEP) in India was inaugurated by the Ministry of Education and the program did not succeed. During the period public library can played an important role in the eradication of illiteracy and removal of social imbalance. Similarly, during 1890s public library in USA responded to language and literacy needs of immigrants. Thus, the aim and objective of Indian and USA public library program were highly related to the development of adult education. Due to this reason, the researcher highly interested to select the above two countries among others to narrate the historical development of public libraries.

2.2.1. USA

It is believed that first public library was founded in USA in 1833 in Pater Brough, New Hampshir. The opening of the reading room of the Bosten public library at the Admes House in 1854 is regarded as an important event in the history of public library movement in USA (Krishan, 1991) because; this period was regarded as the beginning period of public library in the history of USA.

Lisa (2005) explains the history of public library in USA as follows: *“The history of public library education in USA goes back to the 1890s. As early as the 1890s, the public library in the United States responded to the language and literacy needs of a large influx of immigrants, providing English and citizenship classes in many libraries”* (Lisa, 2005:7). In line with this concept, public library provides information to the peoples, which becomes a key strategic issue for effective and sustainable development of immigrants in USA. This is due to the fact that development of competent information providers is the key element in the provision of literacy development.

After World War II, public libraries gradually started to extend their services to community groups and, by the 1960s, a special focus was set on reaching marginalized groups. In 1980s, more flexible and proactive facilities, often called resource centers,

began to emerge as a force in movements for social change and the democratic reconstruction of civil society. These centers began to explore new relationships with their users, valuing local culture, supporting community development, and preserving indigenous knowledge (Lisa, 2005).

At the beginning of the twentieth century, public libraries were part of an awakening consciousness that saw education as an instrument for social change. In the 20th century, the American Library Association's (ALA) designated adult education as equally important to the provision of recreation and information services. The ALA also stated in 1926 that each public library had an inherent duty to assume an active role in Adult education (Van Flee, 1990).

From 1925-1931 the American Library Association developed a series of subject pamphlets entitled "*Reading with purpose*" encouraging librarians to take on the roles of libraries in adult education as proponents of specific modes and resources rather than facilitators of individual reading decisions (Van Flee, 1990). From 1890 through 1914 public libraries expanded rapidly in number, collection size, and staff.

The public libraries in USA from 1960s onwards have moved actively to take reading materials and services to the people. Special attention has been given to minorities and disadvantaged person (Krishan, 1991). In line with this, public library in USA considered as particular form of the freedom of expression because public libraries are conceived as a necessity for an informed society to enable the system function effectively.

Today there are roughly 9,000 public libraries in the USA and another 8,000 branch public libraries are counted. Most of these (about 60%) are small public libraries serving communities of fewer than 10,000 in population (Krishan, 1991).

2.2.2. India

From the archaeological as well as literary evidence, it becomes clear that writing and reading of manuscripts were regularly practiced in ancient India since the fourth century B.C (Krishan, 1991). Public library was developed in India around early nineteen century. The contribution made by *Maharaja Sayajirac III* of Baronda to modern library

movement in India is remarkable for public library development. He was an enlightened person. During the course of his visit to the United States of America, he felt greatly impressed by the role played by public libraries in the advancement of education. Therefore, he decided to establish public libraries throughout his state. He then established public library system from 1910-1913 (Krishan, 1991).

During the 19th century, National Adult Education program (NAEP) was inaugurated by the Ministry of Education and the program did not succeed. During the period, however, public library can played an important role in the eradication of illiteracy, removal of social imbalance and neo-literates must be recognized fully. Therefore, public libraries must be involved in any such program (Krishan, 1991).

In relation to the above concept, public libraries are a place of alternative means of education and play a key role in creating more educated people and substituting educational activities in relation to eradicating illiteracy and removing social imbalance by providing wide range of materials to the community.

During 1983-1984, large amount of public libraries were established in India. The public libraries in India from 1983s onward have moved actively to take reading materials and services to the people. Special attention has been given to adults, minorities and disadvantaged persons (Krishan, 1991).

2.3. The Purpose of Public Libraries

The primary purposes of public libraries are to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure. Furthermore, they have an important role in the development and maintenance of a democratic society, literacy development and lifelong learning by giving the individual access to a wide and varied range of knowledge, ideas and opinions (IFLA/ UNESCO, 1994).

Based on the above fact, public library is an important institution to develop executive activities such as economic, social, cultural and commercial development and empower individuals by providing wide range of materials in traditional and modern ways.

2.3.1. Education

Public library provides access to knowledge in printed and other forms to support formal and informal education. This has been the reason for the foundation and maintenance of most public libraries (UNESCO, 1994). Throughout their lives, people require education either at formal institution, for example, schools, colleges and universities, or in a less formal context related to their employment and daily life. Regarding education, Rojers (1992) emphasized that, learning does not end with the completion of formal education but is, for most people, a lifelong activity. In an increasingly complex society people will need to acquire new skills at various stages of their life. Therefore, the public library has an important role in assisting education.

Similarly, Malaudzi (1991:25) explained Educational services of public libraries for adults as follows:

1. *Publicize information about educational opportunities available through the Department of Education, using media that are usually available for adults;*
2. *Provide strategies for the adult community to voice its needs and for Department of Education and to regularly assess adult needs for personal and professional programmes;*
3. *Provide regular opportunities for adults to explore personal and professional interest and talents through seminars, workshops and short courses;*
4. *Provide ongoing programs for adults to obtain and enhance their individual, academic and technical credentials (Malaudiz, 1991:25).*

In line with Malaudiz's explanation, public library help the users to make use of learning resources effectively as well as providing facilities that enable people to study and share educational opportunities to others. Moreover, the ability to access information and make effective use of public library is vital to successful education.

In view of educational and services of public libraries UNESCO (1994) advocated that educational development is seen to be paramount and the focus of public libraries is to support formal education. There are however, a variety of ways in which public libraries

can support formal education. How this would be achieved depends on the local context and the level of available resources.

For example, in Singapore the stated mission for the public library service is to continuously expand this nation's capacity to learn through a national network of libraries and information resource centers providing services and learning opportunities to support the advancement of Singapore and in South Africa, where many people have inadequate living space and no electricity to enable them to study, public libraries give a high priority to providing the basic facilities, light, tables and chairs (IFLA/UNESCO, 1994).

Similarly, in Australia, public libraries provide homework resources and support to upper primary and secondary school children through organized homework clubs in libraries. Electronic homework support is also available (IFLA/UNESCO, 1994).

Therefore, based on the above information the function of public library is implementing, to enrich, to encourage and cultivate the educational programs, as it strives to attain excellence in content, process and product.

2.3.2. Information

Everyone needs information to function in everyday life. One's success in meeting his or her information needs is also related to information sources. The public library is the local centre of information making all kinds of knowledge and information readily available to its users. As a public service open to all, the public library has a key role in collecting, organizing and exploiting information, as well as providing access to a wide range of information sources (IFLA/UNESCO, 1994).

Lisa (2005) says that in developing countries the majority of the population lives in rural areas. The majority of these rural dwellers are either non-literate or semi-literate. The need to involve them in the national development process cannot be overemphasized. This can be achieved through the identification of the information needs of rural dwellers and the provision of innovative rural public library services to improve their level of

literacy and education and to enhance their ability to use practical information relevant to their daily lives.

Therefore, adults need information to achieve meaningful stage of development which requires information centers, i.e., public libraries. The information they provide has accelerated self-help development of consciousness in the adults.

An information service is concerned with identifying and meeting users' needs or as an ability to satisfy real information needs (UNESCO, 1999). Rural people do have information needs that are not met, but the information support required is harder to define. Nevertheless, people in the rural areas can benefit maximally from the use of library information resources and services when they actually use them continuously for information and updating of their skills. UNESCO (1994) declared that public library must not only provide the resources but also ensure effective use of the resources by its community. Similarly, Van Flee (1990) also asserted that the public library to perform its role adequately, its resources must be effectively utilized. Accordingly, access to relevant information resources is very important to raise educational standards throughout societies and self-improvement of individuals in the areas.

ICT facilities in public libraries are a particular value to those who are not engaged in formal learning and significant value for adults' lifelong learning. Moreover, it has significant value to motivate and support learning and in spite adults to learn throughout their lives by providing access to computer as well as providing information in traditional forms (Subba, 2005).

Based on the above fact, ICT facilities in public library is necessary to achieve post-modernism in its profile and provide current information to users in the provision of educational and other aspects of development.

Similarly, Mostert, (2001) as cited in Lisa, (2005) states a survey of 22 public library services in ten English-speaking African countries showed that the majority of African public libraries have yet to acquire computer. Based on the survey, some libraries have computers, some even have internet access to e-mails, but almost none provide access to

information on the internet. The result of the survey showed that most public libraries have no access to modern information technology for various reasons, including lack of necessary infrastructures, such as telephone lines, electricity, software and hardware, and lack of trained staff for maintenance and training in the use of computers (Lisa, 2005).

Information is very important to the development of the individual and society and information technology gives considerable power to adults to access and use it. However, the shortage of information sources in developing countries may hinder the effective utilization of its clients and it may result in low development in all aspects.

2.3.3. Cultural Development

An important role of the public library is providing a focus for cultural and artistic development in the community and support the cultural identity of citizens. The public library should be a key agency in the local community for the collection, presentation and promotion of local culture in all its diversity (Mahaparta & Tomas, 1996).

Mataparta & Tomas and others (1996) asserted that public library as a living force for education, culture, information and as an essential agent for the fostering peace and spiritual welfare through the minds of men and women. Similarly Wheeler & Goldhor (1962) elaborates that public library is a vital to support educational, civil and cultural activities of the groups and organizations. Accordingly, public library is a key element to promote awareness of cultural heritage, appreciation of the art, scientific achievement, innovation and a place of transition of cultural elements from one generation to the next generation.

2.3.4. Personal Development

The opportunity to develop personal creativity and pursue new interests is important to human development. To achieve this, people need access to knowledge. The public library can provide access, in a variety of different media, to a rich and varied store of knowledge, which individuals cannot acquire on their own behalf. To this end, Krishan (1991) states that in developing countries, many users use a public library for the purpose of self improvement. They are concerned with self development and contribute to the development of the country by eradicating illiteracy.

The public library can also make a fundamental contribution to daily survival and social and economic development by being directly involved in providing information to the people. Lisa (2005) explains that public library can provide access to rich knowledge and creativity achievement of the peoples in different fields. Accordingly, public library improve the quality of life of adults by providing information on basic life skills, adult basic education, HIV/AIDS awareness program, hygiene, health, agriculture, and so on. Moreover, job seekers can get information about jobs and use a variety of media to help prepare applications.

2.3.5. Literacy Development

Dynamic and stimulating literate environment at home, in classroom, in the work place and in the community are essential to literacy acquisition, development and lifelong learning use. For various reasons, public libraries are the perfect place to provide adult literacy classes. They have ideally easy access to all the resources needed to run an adult literacy program including printed and audio books, magazines, videos and newspapers.

Global Campaign for Education (2005) explains literacy as the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, as gender equality. Abate & Fisseha (2004) defines literacy as follows: *"It is a short term development of theoretical knowledge, which mainly focuses on the development of skills in reading, writing and arithmetic"*. (Abate & Fisseha, 2004:25). In this regard, literacy plays a major role in the development of self identity, individual's experience sharing and enabling them to continuously improve and expand their capacities.

According to Global Campaign for Education, the roles of literacy in social life of peoples includes it is a key element to reducing gender inequality, critical for the health development, a key element for human and economic development and it is vital for promoting health and fighting diseases, such as malaria, cholera, AIDS and so on (Global Campaign for Education, 2005).

Therefore, the strong focus of public library is to break the family cycle of illiteracy. Moreover, the public library is a perfect place to offer literacy programs as it provides materials and services to all groups of citizens.

Additionally, Krishan (1991) states that the success of any literacy should be judged on the basis of how far public library has succeeded in cultivating reading habit by providing different collections and can train adults in different educational programs in communities. This can be done by the library carrying out seminars, workshops and conferences on different subject areas of literacy programs so that adults become better in their respective fields. Public libraries can also carry out their roles as education providers for their community by setting up literacy institutions such as adult literacy programs in their community.

Furthermore, public library assists in finding, using and interpreting appropriate information that opens up opportunities for literacy enhancement in the increasingly complex world. Therefore, public libraries are the suitable place for adults who staying literate for long period of time through providing different collections and contribute particularly to the development of the country by assessing to eradicate illiteracy.

2.3.6. Lifelong Learning

The term “Lifelong learning” is used in a wide variety of contexts and has a wide currency; its meaning is often varied (David, 2007). Many different definitions are used in different research documents. For example:

Lifelong learning is a continuous process which stimulate and empowers individuals to acquire all the knowledge and skills they will require throughout their lifetimes, and to apply them with confidence and creativity. In this case both education and learning are synonymously treated (Abate & Fisseha, et al, 2005:4).

Lifelong learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments (Eugenia Panitsidou, 2009:373).

Based on the above definitions, it is conceptual framework and organizing principle for imagining, planning and implementing reform of the existing education and training system to enable purposeful and systematic learning opportunities for individuals throughout their lives.

To move towards the achievement of a learning society nothing less than a substantial reappraisal of the provision, resourcing, and goals of education and training, and a major reorientation of its direction towards the availability and the value of opportunities for all to secure access to learning throughout life is required (UNESCO,1994). Therefore, public library is particularly essential for peoples who have limited time to spend in learning environment in formal school and also it is essential to the kind of immediate behavioral change in the society by providing access to adults who have interest in utilizing it.

In his thematic study presented on World Education Forum in Dakar, Wagner (2000) said that formal schooling do not provide the unexpected answer for any societies, but they are part of all aspects of national development. According to Wagner (2000) informal learning or learning through public library is crucial for social and personal literacy development and can be a positive place for change in the community, because it provides a wide range of materials to support lifelong learning.

Therefore, concerned bodies like government, NGOs, National level public libraries (NLPL) should be given great attention to promote public library services in the provision of adults' lifelong learning.

2.4. Missions of Public Libraries

Mahapatra & Thomas et al (1996) explains public library as a living force for education, culture and information and as an essential agent for fostering a peace and spiritual welfare through the minds of men and women. UNESCO (1994) as cited in Thomas (1996:15) the key missions should be the core of public library services. Such as, create and strengthen the reading habits in adults, support individual and self-conducted education, provide opportunities for personal creative development, promote awareness

of cultural heritage, appreciation of the arts, scientific achievements and innovations and ensure access for citizens to all kinds of community information.

Based on the missions discussed so far public library plays a vital role in building a developed nation and creating a well informed and knowledgeable society. Furthermore, it can contribute particularly to the development of the country by assisting to eradicate illiteracy and alleviate poverty, by contributing to the training of its skilled manpower and by directing their services towards the rural population.

2.5. General Principles of Public Libraries

Public library is an alternative approach that has its own principles, which make it different from other mode of delivery. According to Willem & Peter et al (1977:17), the most important principles to public libraries are:

1. *There should be generally applicable and mandatory legislation.*
2. *There should be a central authority charged with supervising the implementation of the legislation;*
3. *The legislation, national or state should name the appropriate units to be charged with responsibility for providing public library service;*
4. *The cost of the public library service should be met from public funds provided by central or local government, or by a combination of both. In developing countries in particular, there must be sustained support from central government. There must be provision for continuing funds, and all local authorities with same degree of responsibility for supervision should have power by legislation to raise funds;*
5. *Use of the services should be free of direct charges to the user, except when materials becomes the property of the user e.g., photocopies, catalogues;*
6. *The requirement of users both for borrowing and consultation should be studied and provided for, both in general and local context. Attention should particularly be given to local requirements for reference materials for study and information, and for current periodicals and newspapers. Assistance should be given to users by members of the staff and through the provision of catalogues, booklists and appropriate bibliographies;*

7. *It should be recognized that in all countries, the full potentiality of a public library service cannot be realized without professionally trained and qualified staff;*
8. *These standards should be accepted as guidelines for the development of national public library services, or should provide a basis for the formulation of national standards (Willem & Peter et al, 1977:17).*

Based on principles discussed so far public library is a special place for educational reform, literacy enhancement, sustaining literacy skills for life, leading subsequently to development and poverty reduction when it was provided its services based on the principles.

2.6. The Role of Public Libraries to adults

Adult is a concept that is readily understood but difficult to define. Therefore different scholars define adults differently. International Encyclopedia of adult education defines adults as follows:

Adult means grown-up, mature, or a person who has reached the age of majority or a person who passed from the state of immaturity and dependency to one of maturity and independency, there by achieving the position of responsibility within, and towards, their societies (Leona M English, 2005,33).

Similarly Bromely (1974) as sited in Leona M English, (2005) suggests that adult means the transition between growing up to growing old occurred somewhere between the age of 16 and 20, when a person completes his genetically regulated programs of growth. In these terms, becoming an adult is simply a matter of biology. It happens when the physical transformation which takes place between the birth and puberty are complete and the human body enters a relatively stable state.

Based on the above information, adult means that one can engage in a contract. Adult age limitation is different in different countries and societies. Some of the common adult age indicators are parents losing parenting rights and duties regarding the person concerned, parents losing financial responsibility, marriage, voting, and so on.

Public Libraries have a social mission and are devoted to the development of the community. It has been providing information for education, leisure and entertainment for decades and will continue this function for many more years. Users are able to read and borrow anything available in the system. The library is seen as a safe place for people to meet or simply browse through rows of books.

Educators in the field of public library explained that the importance of public library education lies in transforming rural economy, in raising consciousness of the people, in providing job, leisure and so on. According to Coombs & Ahmed (1974) since schooling is unable to meet the educational learning needs of the rural poor of the world, a properly designed, planned and implemented public library can be used as substitute to complement for schooling for those adults who are deprived from educational opportunities. In relation to this, Lisa (2005) states that public library is relevant to create dynamic and stimulating environment at home, in the work place and in the community. Therefore, public libraries are vital to literacy acquisition, development and adults' lifelong learning by providing equitable access to information to all.

Furthermore, UNESCO (1994) states that the goal of education for all also involves the development of literate societies in developing world, and cannot be attained solely by providing quality learning materials to the schools. If people are to stay literate, they must have access to a wide variety of written materials and continue the habit of reading in their adult lives. Therefore, public library provides resources and service in a variety of media to meet the needs of citizens' lifelong learning, information and personal development including recreation and leisure.

A public library can also play an important role in helping different sectors of the community. It can help farmers to improve production. It can enable a businessman to improve business prospects. A public library can create in children a love of reading habit at an early age. It can help students of all ages. It can provide job information helping people looking for better prospects or those intends to pursue self education; the public library might be the only institution accessible to such people in community (Krishan, 1991).

Therefore, public libraries also play vital role in the development of a democratic society by giving the individual access to a wide and varied range of knowledge and provide recreational opportunities. Accordingly, Krishan (1991) states success of a democracy depends up on a universal education of people. In this context, education is a continuing and lifelong process. Therefore, public libraries provide equal educational opportunities to all citizens of the country.

2.7. Problems and Challenges of Public Libraries

There are a lot of artificial barriers hinders to free access to information and as a problem that makes the utilization of public libraries difficult. Some of the problems are shortage of relevant materials, lack of funds, lack of trained librarians', lack of willingness and support of facilitators, lack of physical facilities environmental challenges and so on.

2.7.1. Shortage of Relevant Materials

Materials are the key components that contribute a great deal for the success of public library activities. In relation to their importance UNESCO (2004) suggests, public library collections are used to increase the acquisition of knowledge, skill and attitude according to the level of the users.

The public library is concerned with the refreshment of man's spirit by the provision of recent books and electronic materials for relaxation, pleasure and acquiring relevant knowledge which is needed in different life aspects. To create a nation of readers and to achieve the status of developed nation, public libraries throughout country need to have consolidated their efforts in terms of availability of recent materials. Krishan (1991) asserted that a public library requires a large variety of documents such as books, pamphlets, periodical publications, visual materials, audiovisual materials, and computers and so on.

Therefore, building up on adequate collection of material is essential for the development of effective public library services, Such as: display of materials and information, inter-library loan, provision of general and specific information, readers' advisory services, referral services, library orientation, and circulation of materials (Krishan, 1991).

In line with above information, public library collections are used to make learning experience more tangible, practical and active. Based on this concept, it is possible to understand the necessity of materials in the provision of adults' lifelong learning.

Useni (1998) as cited in Lisa (2005) sees public library collections as being critical to the fortune of a nation. However, Lisa (2005) identified most libraries in poor countries cannot afford to buy only appropriate books in the appropriate language; they rely on foreign book donations or simply do not have enough relevant titles in local language. Furthermore, Getachew & Gojeh (2007) explained that public libraries are inadequately equipped with recent collections to meet the needs of users on the provision of information services. To this end, the present position of public library in poor countries show a wide gap between what has been achieved and what should have been done. This shows that, the current state of public libraries in rural area is far from what they should be. Improvement is needed in increasing the funding as well as raising the awareness of library services to the populace.

Similarly, IFLA/UNESCO (1994) asserted that the success of any literacy should be judged on the basis of how far it has succeeded in cultivating reading habit by providing collections. To fulfill its roles satisfactorily the public library must have adequate resources, not just when it is established but also on a continuing base, to enable it to sustain and develop services that meet the needs of the local community. This means, it should provide materials in all forms, update regularly to meet the changing needs of groups and individuals, including newly published and replacement materials.

To create a nation of readers and to achieve the status of a developed nation, public libraries throughout country have to consolidate their efforts in term of availability of material and man power development. For public libraries to contribute to the countries' development, they need to have maximum support from the government and the community to buy adequate materials.

2.7.2. Lack of Funds

Public libraries have to be appropriately funded if they are to be effective and attractive. But many public libraries worldwide are underfunded (Lisa, 2005).

Public library can attempt to meet the needs of all groups in the community regardless of age and physical, social or economic circumstances if appropriately funded. Regarding appropriate fund Edward (1943) asserted that high educational efficiency is not achieved without expenditure of money from local government and other sources. Therefore, sources of finance for public libraries may include local government, taxation, rental collections, petty cash, community and state grants Andy (2002). However, many African country public libraries are underfunded or no funding (Book Aid International, 2004). In the need for standards Willem (1977:17) wrote:

A public library, by its nature, must be a continuing and growing organization. There must be finance to house it, to purchase its materials and equipment, and to pay its staff. Printed materials must be available in all languages used by the community, and for all sections of the community, and these resources will be increasingly amplified by audio-visual materials. It must also be possible to recruit trained or trainable staff (Willim & Peter, 1977:19).

In line with the above information, in all poor countries adequate funding is needed for buildings, for computers with Internet access, and for running costs.

Getachew and Gojeh (2007) States public libraries receive no funding from their respective government to buy books and no attention has been given to promote the services of public library. Because of budget constraints, most public libraries can not accomplish their goals and objectives in short period of time (Veron, 1981). As the result, this is a need for adequate funding to build, acquire relevant materials and library furniture's, to support adults' continuing education. In line with this, concrete support and guidelines for establishing a basic public library service is needed from the government, national or regional public libraries, international donations, support agencies and community.

2.7.3. Lack of Professional Staff

Librarians are the key persons in the public library process. An active role of librarians in public library is essential for successful realization of the program. Without having effective librarians, it is hardly possible to achieve the aim of public libraries in the

provision of adults' lifelong learning. To have effective librarian's careful training is inevitable to attain quality public library education.

The public library and information services are provided by trained library staff to satisfy and motivate user's information needs (Gannon & McCarthy, 2010). However, not all public library staff is professional librarians. Many libraries in poor countries are run by non-professional staff Lisa (2005). Doubtlessly, the quality of a library service depends on the professional quality of its staff, and this in turn depends on the quality and relevance of the training that they have received. Running a library with unprofessional staff is like teaching without professional background (Lisa, 2005).

In such a case, it is clear that the full potentiality of a public library services can not be realized without professionally trained and qualified staff Willem & pitter (1977). Therefore, for any public library services, qualified librarians are required to administer and supervise the service, to select and classify books and other materials to readers, maintain contact with educational, cultural and community organizations and to plan the development of the service.

Another aspect of the problem is the low pay of librarians. IIZ/DVV (2005) states that high turnover of facilitators in many fields are highly related with low pay. Linked to this is the issue of poor motivation leading to high staff turnover.

2.7.4. Problems Related to Stakeholders

Duties and responsibilities of stakeholders regarding public libraries differ in certain aspects from formal school activities. They have additional responsibilities of mobilization and awareness creation of community to participate in public libraries and maintaining regular and healthy relationship between the community and public library centers. Additionally, some of facilitator's responsibilities are monitoring and supervising the activity of public libraries in order to promote adults lifelong learning. Regarding the duties and responsibilities of facilitators IZZ/DVV (2002) mentions the following points:

- Working closely with community leaders and extension workers in mobilizing the community members for development activities;
- Using participatory and problem solving methods;
- Work toward networking the learning centers with other institutions.
- Contacting community on the issues related to learning centers activities.

2.7.5. Problems Related to Environmental Barriers

Environmental challenges are the most important problems that hinders to free access to information and as a problem that makes the utilization of public libraries difficult. Carp, person, and Roelf (1974) as cited in Abate & Fisseha (2004) identified the following two groups of barriers, which imply adult learners from participating in different formal and informal learning activities; Situational barriers such as: cost, including tuition, books, not having enough time, home responsibilities, job responsibilities, no child care service at learning sites, no access for transportation, no place to study or to participate and friends or family may not like the idea of attending a course. Dispositional barriers includes afraid of being too old to begin reading, don't know what to read or what it would lead to, and don't enjoy reading (Abate & Fisseha, 2004).

In line with the above information, situational and dispositional barriers prevent the opportunities of adults in rural areas to utilize public libraries and limit the knowledge of adults in different developmental aspects.

2.7.6. Problems related to physical Facilities

Since the very beginning, human beings have done a lot to facilitate their lives with all the physical facilities of the world. The first need aroused for the human beings was the physical comfort. Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among adults can partly be attributed to poor or inadequate facilities of the public libraries. Physical facilities are the fundamental factors in better reading and achievements of the students.

Physical facilities for education include all material resources that are needed to impart formal or informal education. Research shows that availability of the physical facilities including drinking water, electricity; toilets, furniture, fencing and playgrounds have a significant positive influence on the performance of the students and their achievement. The study undertaken by Bruce (2006) revealed that the availability of physical facilities in public libraries had a significance impact on students' performance. In the context to public library facilities, environment in which the users read is very crucial and without the suitable environment effective reading cannot take place. He further investigated that environment should provide a rich range of resources which is always available to users. This gives them scope to build on developing interests and to practice and apply what they have learned. On the other hand, lack of adequate facilities such as water facilities, toilet, ill-equipped classrooms, and others were highly affect the quality of public library utilization.

2.8 The Ethiopian Context

Various public libraries are established by the government in the country, same of them had been successful in increasing access and efficiency of basic education. Out of the successful public libraries in the country is the "6 killo public library", & Ministry of culture & tourism National archives are exemplars located in Addis Ababa <http://www.against-the-orain.com/TocFiles/20-1paiva.pdf>. The collections focus on Ethiopian ancient, medieval and modern history, economy, social, cultural and religious affairs. Further more the books are consisted the history, culture and language of the people and nations, the chronicles of kings and biographies of known persons. Journals of Ethiopian history, law education, agriculture and medicine which are published in higher educational institutions are found in the library. The collections besides to books there are also photographs, maps and pictures.

In the same way, in rural areas of the country public libraries were established in different time to support and motivate quality education to all citizens. However, its objectives and aims was not achieved successfully due to lack of fund, collections, well trained librarians, environmental facilities, lack of community support, lack of willingness and

commitment of stakeholders to motivate and support quality public library services (Lisa, 2005).

Furthermore, Getachew & Gojeh (2007) explained that Ethiopian public libraries are inadequately equipped with necessary materials and untrained man power to meet the needs of users on the provision of information services. Furthermore, it receives no funding from respective government bodies to buy books and no attention has been given to promote public library services. To this end, the present position of public libraries in rural areas show a wide gap by providing free access to information.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1. Methods of the Study

This study was aimed at investigating the factors affecting the utilization of public library as a resource for adults' lifelong learning in selected woredas in Gamo Goffa Zone. The research method employed was descriptive survey method. The method enables the researcher to investigate the current situation and identify some of the major problems in utilizing public libraries (Singu, 1985). Additionally, this method attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs, etc. (Singu,1985). Consequently, in describing the existing situation in the study area, the descriptive survey method was found to be relevant and appropriate. In addition to this, the researcher used descriptive survey method to scan wide population. Since the method is most appropriate to generate numerical data (Martler and Charles, 2005).

3.2. Sources of Data

Data were collected from selected samples including Woreda Administrators, Education Sector Officials (ESO), Librarians (facilitators who currently work in public libraries) and adults including distance learners who use public libraries.

Almost all of the data sources selected have their own shared responsibilities to promote public library activities. For example, woreda administrators and experts of education officials are founders, budget allocators, supervisors and coordinators of community who participate actively in public libraries, and are believed to serve as primary data sources. Selection of librarians was also necessary, because they are main implementers and actors in public library activities. Accordingly, they were found to be essential parts in giving primary information.

Adults including distance learners were chosen as data sources to examine the utilization of public libraries and different challenges in the provision of adults' lifelong learning. Moreover, different documents like reference materials, visual documents, magazines,

newspapers, fictions, non-fictions and others were used as secondary sources of data to get additional information for the study.

3.3. The Population, Samples and Sampling Techniques

The sampling techniques used were purposive, accidental and availability sampling techniques. Sample public libraries were selected by purposive sampling; namely, Arbaminch, Chenchu and Batto. In purposive sampling the researcher may select samples based on who can provide the best information to achieve the objective of the study (Kumar, 1999). The researcher selected the above three sample public libraries out of twelve based on its accessibility. All woreda administrators and educational experts involved in the study were selected purposefully from the area that was selected as a sample because; they have their own responsibilities to run effective utilization and to promote public library activities effectively.

Adults including distance learners were selected by accidental sampling. Accidental sampling (known as, convenience sampling or opportunity sampling) is a type of non-probability sampling which involves the samples being drawn from the part of the population which is close to hand (Boxill, Ian, 1997). The researcher uses such a sample cannot make scientific generalization about the total population of the Gamo Gofa Zone. But the researcher makes scientific generalization about the total public library users in study areas because; the response of the samples would not represent the views and opinions of all other members of the society in the study areas rather than public library users. Based on this fact, the researcher used accidental sampling to obtain relevant information from adult public library user samples.

There were 1,651 registered users in the public libraries selected for the study. From the registered number of users, 165 samples or 10 percent of them were selected by using accidental (connivance) sampling techniques. Totally, 186 respondents whose age was more than 18 years were selected for the study. The relation behind setting age of respondents was to get more matured information. Also librarians were selected based on their availability.

Table 1 indicates that the population size and the number of sample respondents in the study.

Table.1. Populations and sample size.

Sample area	Population and Sample respondents								Total
	Adults		Librarians		Educational experts		Woreda administrators		
	RNPLU	S. pop	Pop	S. pop	Pop	S.pop.	Pop.	S.pop.	
Arbaminch	780	80	4	4	12	4	1	1	89
Chencha	461	45	4	3	9	3	1	1	52
Batto	410	40	3	2	9	2	1	1	45
Total	1,651	165	11	9	30	9	3	3	186

Note: RNPLU= Registered number of public library users, S. Pop= Sample population, Pop = population.

As shown in the Table 1, 165 adult public library users were selected by accidental sampling. 9 librarians were selected by availability sampling. 9 educational officials were selected purposefully based on their sheared responsibilities towards adult education and also 3 woreda administrators were selected purposefully.

In general, the total number of respondents participated in the study were 186. The respondents in Table 1, were approached by questionnaire and semi-structured interview. Adults' including distance learners was approached by questionnaire to get relevant information. While, Woreda administrators, education sector officials and librarians were approached by interview.

3.4. Instruments of Data Collection

Depending on the nature of the information to be gathered, different instruments are used to conduct the assessment. In data gathering the combination of both quantitative and qualitative methods were used. To this end, questionnaire, semi-structured interviews observation and document analysis were data collection instruments employed to solicit the information under investigation.

3.4.1. Questionnaire

Questionnaire was one of the major tools employed in this study because, it was a survey study conducted on different sites. The process of data collection has been mainly through questionnaire. It was used to reach a large number of populations in short period of time. The questionnaire was originally prepared in English and later translated by professionals in to “Amharic” language for the purpose of clarity and to make them easily understood by the respondents. Four parts of questionnaire were prepared for adults including distance learners who use public libraries. The questionnaires contained mainly rating and choice items. Besides, the open-ended questions were presented to ask for additional information.

3.4.2. Interview

The interview is an alternative method of collecting survey data. Therefore, it was one of the supplementary tools employed in this study. This technique was employed to acquire qualitative data about various components to complement and obtain relevant data that were not handled by questionnaire. Semi-structured interview was prepared to obtain information from librarians, experts of educational officials and woreda administrators, because semi-structured interview were more flexible than any other forms of interview. All the interview questions were not translated to Amharic version. The elements of the interview were about the source of funding, challenges of public libraries, willingness and effectiveness of stakeholder’s to support public libraries and material availability to supplement the information that obtained through questionnaire.

3.4.3. Observation

The other instrument of data collection is public library observation. It describes what is really happening in public library activities. According to Mariam (1998), observational data gives firsthand account of the situation under study. Therefore, an observation scheme in the form of checklist was used. The checklist was developed in order to examine the adequacy and availability of information resources in public libraries.

3.4.4. Document analysis

This refers to the process of using any kind of documents, like written sources, such as letters, reports, minutes, books and others were used as secondary sources for analysis in relation to particular research question. Document analysis shows that the current status of public libraries in relation to utilization and it can be used as a supplementary form of inquire.

3.5. Pilot Testing of the Instruments

The academic advisor examined the quality of the instruments and then they were piloted. The draft questionnaires have been first administered to 10 adult public library user respondents in Wolyta Soddo public library for pilot testing. After it had been filled by these respondents, each questionnaire examined item by item to detect ambiguous and unclear statements. The purpose was to check the validity of the instruments and to make necessary corrections. Based on the feedback obtained two open ended questions were discarded and six questions were amended. After the necessary corrections were made the final copies of the questionnaire were distributed to the respondents.

3.6. Procedures of Data Collection

The following procedures of data collection were used in investigating factors affecting utilization of public library as a resource for adults' lifelong learning in selected woredas of Gamo Goffa Zone. First, relevant academic literature was reviewed to get information on what has been made in relation to the problem. Second, basic questions were formulated followed by preparing data gathering tools. Then after being corrected, the questionnaire was distributed to the respondents and filled with the help of researcher. After completing the information gathered through questionnaire, interview was conducted to the stakeholders to supplement the information obtained through questionnaire and different documents were observed through observation checklist.

In addition, the researcher made the objectives of the study clear to the respondents in order to avoid confusion. Subsequently, after collecting relevant information, data processing and analysis was made by using non parametric statistics and mean.

3.7. Method of Data Analysis

The data collected based on the purpose of the study through questionnaire, semi-structural interview observation and document analysis were structured, organized and framed in tables which give detailed information. Percentage and frequency counts were employed to analyze various characteristics of the sample population like sex, age, work experience, educational level, marital statues and finding of the study. Moreover, other statistical tool called mean was employed to determining the finding of the study. The data obtained from interview were analyzed qualitatively.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Characteristics and Background of the Respondents

This part presents the characteristics and background of the sample population that involved in the study in terms of sex, age, educational level, marital status and work experience of the respondents.

4.1.1. Sex and Age Profile of Respondents

Gender and age distribution has its own contribution to know gender biases in the utilization of public libraries and to know the age range of public library users. In this regard, Table 2 presents the gender and age distribution of the respondents.

Table: 2. Sex and Age Wise Distribution of Respondents.

Respondents	Sex	Total		Age in Years										Total	
				18-22		23-27		28-32		33-37		>38			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
Adults	Male	99	60	40	24	18	11	20	12	13	8	8	5	99	60
	Female	66	40	29	18	15	9	8	5	10	6	4	2	66	40
	Total	165	100	69	42	33	20	28	17	23	14	12	7	165	100
Educational Experts	Male	7	78	-	-	2	22	1	11	1	11	3	34	7	78
	Female	2	22	-	-	-	-	1	11	1	11	-	-	2	22
	Total	9	100	-	-	2	22	2	22	2	22	3	34	9	100
Librarians	Male	4	44	-	-	1	11	1	11	1	11	1	11	4	44
	Female	5	56	-	-	3	33	-	-	2	22	-	-	5	56
	Total	9	100	-	-	4	44	1	11	3	33	1	11	9	100
Woreda Administrators	Male	3	100	-	-	-	-	-	-	1	33	2	67	3	100
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	3	100	-	-	-	-	-	-	1	33	2	67	3	100
Total	Male	113	61	40	21	21	11	22	12	16	7	14	7	113	61
	Female	73	39	29	16	18	10	9	5	13	6	4	2	73	39
	Total	186	100	69	37	39	22	29	17	29	15	18	9	186	100

As presented in Table 2, from total respondents 113 (61%) were males, while the remaining 73 (39%) were females. In the case of adult public library user respondents, 99 (60%) of them were males and 66 (40%) were females. Of the educational experts, 7 (78%) were males, while two percent were females. Librarian respondents consist of 5 (56%) females and 4 (44%) males. All woreda administrators were males.

This finding indicates that majority of public library user adults were males. Females' utilization was low as compared with that of males. There are comparable number of males and females in librarian workers. This helps to get relevant response for the study from both sexes.

Age wise, from 165 entire adult respondents 69 (42%) were between the ages of 18-22, while 33 (20%) were in the age range of 23-27. The rest 28 (17%), 23 (14%) and 12 (7%) were between the age ranges of 28-32, 33-37 and above 38 years respectively. This indicates that the majority of the people using the public libraries were students in the age range between 18-22 years. In the case of educational experts, two were in the age range of 23-27 years; while another two respondents representing 22% were in between the age range of 28-32. The remaining three respondents representing 34% were in the age range of above 38 years. In the case of librarians, 4 (45%) were in the age range of 23-27, while the remaining 5 (55%) of the respondent were in the range of 28 and above. Of woreda administrators, two respondents were above the age of 38 years, while the remaining one respondent was in the ages of 33-37 years. This finding indicates that most of the respondents were young adults whereas, the rest were not. Based on the above age range analysis one can safely say that, public library provides access to knowledge and information regardless of the age range to all members of the community. Secondly, the data indicates that all the respondents have the capacity to respond to the questions without biases.

4.1.2. Respondents Classification by Education Level and Marital Status

All the respondents were literate, have the ability to identify, understand interpret and use printed and written materials associated with varying context. Therefore, the respondents were asked to indicate their educational level and their marital status that has been presented in Table 3.

Table: 3. Educational Level and Marital Status of Respondents

Respondents	Marital Status	Total		Educational Level of Respondents										Total	
				>grade 10 5-6		Grade 10 complete 7-8		Grade 12 complete ^y		Diploma		BA/BSC Deg. holders			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
Adults	Married	18	11	-	-	7	4	3	2	2	1	6	4	18	11
	Single	147	89	81	49	26	16	12	7	28	17	-	-	147	89
	Divorced	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	165	100	81	49	33	20	15	9	30	18	6	4	165	100
Educational Experts	Married	7	78	-	-	-	-	-	-	-	-	7	78	7	78
	Single	2	22	-	-	-	-	-	-	2	22	-	-	2	22
	Divorced	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	9	100	-	-	-	-	-	-	2	22	7	78	9	100
Librarians	Married	8	89	-	-	6	67	2	22	-	-	-	-	8	89
	Single	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Divorced	1	11	-	-	1	11	-	-	-	-	-	-	1	11
	Total	9	100	-	-	7	78	2	22	-	-	-	-	9	100
Woreda Administrators	Married	3	100	-	-	-	-	-	-	-	-	3	100	3	100
	Single	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Divorced	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	3	100	-	-	-	-	-	-	-	-	3	100	3	100
Total	Married	36	19	-	-	13	7	5	3	2	1	16	9	36	19
	Single	149	80	81	49	26	14	12	6	30	16	-	-	149	80
	Divorced	1	1	-	-	1	0.7	-	-	-	-	-	-	1	1
	Total	186	100	81	49	40	22	17	9	32	17	16	9	186	100

Academically, as indicated in Table 3, from the entire 165 adult respondents, 81 respondents representing 49% were below grade 10, while the rest 33 (20%), 15 (9%), 30 (18%) and 6 (4%) were grade 10 complete, grade 12 complete, college diploma holders and BA/ BSC degree holders respectively. The statistics reaffirmed that 81 (49%) of the users were below grade 10 students. Among the librarians, 7 (78%) were grade 10

complete, whereas the rest two respondents were grade 12 complete. Of the educational experts two respondents were diploma holders, whereas 7 (78%) were BA degree holders. All woreda administrators were BA degree holders. This finding indicates that all of the librarians were not professional staff. As reviewed in literature part, Lisa (2005) stated that the quality of public library service depends on the professional quality of its staff. Therefore, it is clear that the full potentiality of a public library services cannot be realized in the study areas due to lack of qualified staff. Training is needed to librarians to improve the quality public library services regarding to fulfill the needs of the users.

From the entire 165 adults, 18 (11%) of the respondents were married, whereas 147 (89%) were single. In the case of librarians 8 (89%) were married, while the remaining one respondent was divorced. Out of educational experts and woreda administrators included in the study, 7 (78%) and 3 were married respectively. From the total respondents 149 representing 80% were single, while the remaining 36 (19%) and one were married and divorced respectively. This implies that most of public library users in the study areas were single and almost all of the interviewees that confirm their shared responsibilities were married.

4.1.3. Service Years of the Respondents

The respondents have given answer to the question provided about their service years as the following manner.

Table: 4. Distribution of Respondents by Work Experience

Work experience	Respondents								Total	
	Adults		Librarians		Educational Experts		Woreda Administrators			
	No	%	No	%	No	%	No	%	No	%
1-5 years	25	50	3	33	-	-	3	100	31	44
6-10 years	20	40	4	44	1	11	-	-	25	35
11-15 years	5	10	2	23	6	67	-	-	13	18
>16 years	-	-	-	-	2	22	-	-	2	3
Total	50	100	9	100	9	100	3	100	71	100

As presented in Table 4, the work experiences of respondents include employed adults, librarians, educational experts and woreda administrators. From the total 165 adult public library user respondents only 50 of them were employed in government organizations. Among employed respondents 25 (50%) have work experience of 1-5 years, while the rest 20 (40%) and 5 (10%) of them have work experience of 6-10 and 11-15 years respectively. In the case of librarians 4 (44%) have work experience of 6- 10 years, while the rest three and two of them have the work experiences of 1-5 and 11-15 years respectively. Among educational experts 6 (67%) have work experience of 11-15 years and one respondent has the work experience of 6-10 years, while the rest two of them have work experience of greater than 16 years. This implies that more than 56% of the respondents have work experience of greater than 5 years, while the rest have less than 5 years. This long experience of respondents may help to enrich the study; because respondents' long years' experience enable them to give appropriate and reliable responses.

4.2. Contribution of Public Libraries

Public library has a lot of contributions in increasing access for adults' lifelong learning. Adults who could not attend the formal education system living in areas without any alternative learning facilities could benefit a lot from public libraries. It has also valuable contribution for students who attend formal school for academic purpose. In this regard, major contribution were presented to the adult public library user respondents to be rated by five point scales; strongly agree=5, agree=4, undecided=3, disagree=2, and strongly disagree=1.

Table: 5. Contributions of Public Libraries

No	Items	Responses										\bar{X}
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	PL is a valuable educational service for adults	150	91	15	9	-	-	-	-	-	-	4.8
2	PL provides valuable information services	153	93	12	7	-	-	-	-	-	-	4.9
3	PL provide services that are important to personal development	143	87	15	9	7	4	-	-	-	-	4.8
4	PL provides services that are important to social development	154	93	11	7	-	-	-	-	-	-	4.9
5	PL provides services that are important to economic development	130	79	27	16	8	5	-	-	-	-	4.7
6	PL provides services that are important to cultural development	141	86	20	12	4	2	-	-	-	-	4.8
7	A public library serves only few people	-	-	-	-	-	-	151	92	14	8	1.9
8	PL helps adults' who denied access to formal education	23	12	142	87	-	-	-	-	-	-	4.1
9	PL is accessible for all citizens	165	100	-	-	-	-	-	-	-	-	5

Note, 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1=strongly disagree.

As it can be seen from Table 5, amongst nine items, item 7 (a public library serves only few people), 151 respondents representing 92% was rated as disagree with the mean result of 1.9. While, the rest all items, item (public library is a valuable educational service for adults, public library provides valuable information services, public library provide services that are important to personal, social, economic and cultural development, public library helps adults' who denied access to formal education and public library is accessible for all citizens) representing 91%, 93%, 87%, 93%, 79%, 86% and 100% respectively were rated as strongly agree with the average mean result of 4.7 by the respondents. The information obtained through interviewee from WEO confirmed that:

In my opinion public library contributes a lot to adults in different aspects of life. For example, it improves the quality of life of peoples by providing information on basic life skills; HIV/AIDS awareness program, protecting health problems, increasing awareness on agricultural production and so on. Moreover, it provides information for job seekers through newspapers (WEO 1, Feb. 19, 2012).

In contrast to WEO information the view of librarian in relation to current state of public libraries are as follows:

Current state of contribution of public libraries in the provision of adults' lifelong learning is very low due to lack of relevant facilities, resource availability and stakeholder's willingness to support and improve public library services (Librarian 5, Feb.20, 2012).

Based on the information analyzed above, one can say that public library provides access to knowledge and support education. In addition to this, it is a vital institution of information source that can serve adults in different aspects of development by giving equal chance to all citizens. Additionally, public library has contributed a lot for adults for those who are denied access to formal education in addressing social, cultural and economic development. However, due to lack of available resources and different other problems forwarded by librarians and based on my observation public libraries could not achieve quality status in providing information in the study areas. Therefore, it could have negative impact on adults' lifelong learning. In order to achieve public library objectives and missions set by UNESCO (1994), overall change is needed in the area of its services. For example, adequate facilities, resource availability, safe environment to read and stakeholders' positive attitude towards public libraries are the most important ones among others.

4.3. Frequency of Library Uses and its Resources

This section contains the presentation and interpretation of results obtained from the respondents regarding frequency of library uses and its resources.

4.3.1. Frequency of Library Use

Adult public library user respondents have given answer to the questions provided about the frequency of the library use as the following manner.

Table: 6. Frequency of Library Use

Frequency of use	No	%
Everyday	-	-
More than once a week	83	50
Once a week	58	35
Once every three weeks	18	11
Occasionally	6	4
Total	165	100

Table 6 shows that half of the respondents 83 (50%) use public libraries more than once a week, followed by 58 (35%) that use once a week. The rest 18 (11%) and 6 (4%) use the library once every three weeks and occasionally respectively. More than 50% of the users use public library once a week and occasionally. This implies that most of the users do not use the public libraries quite frequently and utilization rate of public library is very low. As reviewed in chapter two, UNESCO (1994) states that the focus of public library is to support formal education and adults' lifelong learning through effective utilization of its clients. However, the obtained data indicates low utilization rate of the library that may hinder the effectiveness of public libraries to achieve its purpose effectively.

4.3.2. Use of Library Resources

The respondents have given answer to the questions asked about the frequency of use of library resources. Table 7 depicts this fact.

Table: 7. Utilization of Library Resources

Library resources	Frequency of use									
	Mf	%	F	%	Un	%	Lf	%	N	%
Computer	-	-	-	-	-	-	-	-	165	100
Internet	-	-	-	-	-	-	-	-	165	100
Non-fictions	94	57	43	26	-	-	19	12	9	5.4
Fictions	12	7	52	32	-	-	13	8	88	53
Reference materials	119	72	29	18	-	-	17	10	-	-
Periodicals e.g., newspapers, journals, etc	-	-	-	-	-	-	138	84	27	16
Reprographic services	-	-	-	-	-	-	-	-	165	100
Indigenous knowledge resources /locally made resources	-	-	-	-	-	-	20	12	145	88

Note: Mf= most frequently, f = frequently, Un= Undecided, Lf = least frequently, N=never

As it can be seen from Table 7, many information resources available in the public libraries only non-fictions and reference materials were most frequently used, accounting for 94 (57%) and 119 (72%) respectively. Fictions dominated the frequently used library materials under *F* column accounting 52 (32%) by the respondents. As a result, references materials and non- fictions were most frequently used library materials. However, Periodicals e.g., newspapers, journals, etc were least frequently used library materials, accounting 135 (84%) by the respondents. About 145 respondents representing (88%) were replayed that they never used indigenous knowledge resources /locally made resources materials.

From the entire 165 library users surveyed, all the respondents never used computer for internet services and reprographic material services. Therefore, it may reduce the utilization rate of the public libraries and the libraries could hardly reflect a touch of post-modernism in their profile.

4.4. Reasons for Utilizing the Public Libraries

People utilize public library for many different reasons. As discussed in the literature part, public library provides resources and services in a variety of media to meet the needs of individuals for education, information and personal development including recreation and leisure (Lisa, 2005). In this regard, eight items were prepared for respondents to give their perceptions regarding reasons for utilizing public libraries. Table 8 presents perceptions of adults in relation to reasons for utilizing public libraries.

Table: 8. Reasons for using Libraries

No	Reasons for utilizing Public libraries	No	%
1	To do assignment, homework and read for examination	103	62
2	To read newspapers and magazines	13	8
3	For leisure time reading	15	9
4	For literacy enhancement	10	6
5	To improve general knowledge	15	9
6	To access the internet	-	-
7	To borrow books	-	-
8	To find information about employment and local government activities	9	5
	Total	165	100

As presented in Table 8, from the entire 165 public library users', 103 respondents representing 62% use the public libraries to do their homework's, assignment and read for examination purpose. Another 15 respondents representing 9% use public libraries to improve general knowledge, while the rest 15 (9%), 13 (8%), 10 (6%) and 9 (5%) use public libraries for leisure time reading, to read newspapers, for literacy enhancement and to find information about employment and local government activities respectively. From the total respondents more than 60% of the users use public libraries to do home works and assignments. This indicates that most of the public library users use the libraries for

academic purposes. In addition to the above findings, the information obtained from interview in Arbaminch public libraries indicated the following:

I use public libraries for learning purposes and to support a course I was taking in distance program and helped me to do assignments and examination. In addition to this, I spent my leisure times by reading different newspapers and cultural books in order to get knowledge regarding government activities and other issues (librarian 2, Feb. 23, 2012).

Furthermore, Arbaminch WEO indicated that:

In most case the reasons for utilizing public libraries were adults protect themselves from spending their time in vain and creating well informed and knowledge societies in order to achieve economic, social and cultural development of the country (WEO 2, Feb. 24, 2012).

In line with the above analysis, public libraries are key elements to encourage and civilize educational programs by providing services and learning opportunities to support the advancement of adults as well as the country.

On the other hand, the information obtained through questionnaire there was no internet access in all public libraries in the study areas and no one can borrow books from public libraries. Based on the above fact, one can say that, lack of material circulation and the total absence of internet access in all public libraries could be considered as a serious problem for users to visit and utilize public libraries effectively. Therefore, the above problems could have serious negative impact on public library utilization.

4.5. Adequacy of Information Sources of Public Libraries

As clearly discussed in the literature part, adequacy and appropriateness of information sources in public libraries have the key role in promoting quality library services to meet the needs of the users. In this regard, Table 9 presents the perception of adults in relation to adequacy of information sources and opening hours of public libraries in the following manner.

Table: 9. Adequacy of Information Sources in public Libraries

Items	Adequate		Inadequate		Indifferent	
	No	%	No	%	No	%
Library collections	25	15	135	82	5	3
Public library opening hours	45	27	120	73	-	-

As presented in Table 9, among the given two items, item 1 (library collection) accounting 135 (82%) found the information sources provided by the public libraries were inadequate, whereas 25 (15%) and 5 (3%) found them adequate and remained indifferent in their opinions respectively. Regarding item 2 (public library opening hours) 120 respondents representing (73%) found the public library opening hours was inadequate, whereas 45 respondents representing (27%) found it adequate. Based on this data one can safely say that, there were serious problems in relation to adequacy of materials and library opening hours to promote effective and quality public library services. In addition to the above results, interviewee respondents in Betto public library raised other issues not presented in the table that includes:

Regarding adequacy and appropriateness of information providing resources, few materials are available and not meet the needs of the users. Some of books are outdated and others are few in number. Due to this reason some time the users come to the library with their own books to read because of relatively quite environment (Librarian 3, Feb.29, 2012).

Furthermore, one of Arbaminch librarian also indicated that:

Unsafe or noise surroundings distracting library services and the lack of awareness of the community towards public libraries at all stakeholders were the major problem encountered on public library programs (Librarian 4, Feb. 26, 2012).

Therefore, the above points indicate that there is no effective and quality public library services in the study areas due to lack of facilities, shortage of adequate materials and inadequate library opening hours and lack of community awareness towards public libraries. To uplift public library services one step, unreserved willingness and effectiveness of stakeholders is needed to create literate environment.

4.6. The Profile of the public libraries under study

This section presents data obtained from public libraries under study through document analysis, and it was intended to investigate whether or not the public library centers have the necessary materials to provide public libraries services. As clearly stated in literature part, public library is concerned with the refreshment of man's spirit by the provision of recent books and electronic materials for relaxation, pleasure and acquiring relevant knowledge which is needed in different life aspects. Table 10 presents the current profiles of the public libraries in the study areas.

Table: 10. Profiles of the Public Libraries

Particulars	Arbaminch	Chencha	Batto
Average number of visitors per day	42	25	30
Reference books	*Yes	*Yes	*Yes
Textbooks in various subject areas	*Yes	*Yes	*Yes
Tools for accessing and reading CDs and DVDs	No	No	No
Minutes	Yes	Yes	Yes
Letters	Yes	Yes	Yes
Internet services	No	No	No
Reprographic services	No	No	No
Computer	No	No	No
Visual documents	No	No	No
Magazines & newspaper	*Yes	*Yes	*Yes
Furnished reading room	No	No	No

*yes. Means the amount of available materials and the number of daily users are incompatible.

As it can be seen from Table 10, in line with profile of public libraries in the study areas, all the public libraries stock has insufficient reference books, textbooks in different subject areas, and insufficient and unfurnished reading rooms. With complete absence of internet connectivity and service, reprographic or photocopy service and tools to access and read CDs and DVDs the public libraries were inappropriate in their profiles. With little daily average of clients, the libraries are low in terms of utilization. As a result,

improper utilization of public libraries will have negative effect on adults' lifelong learning.

4.7. Factors Affecting Utilization of Public Libraries

This section contains the presentation and interpretation of results obtained from the respondents regarding factors affecting utilization of public libraries.

There are practical challenges that hinder adults' proper utilization of public libraries. The information gathered identified four types of utilization problems of public libraries. Challenges and problems related to collections and lack of support from concerned bodies, problems related to librarians, problems related to facilities and the problems related to different environmental challenges. The above problems were presented to the respondents to be rated by five point scales: very serious=5, Serious=4, Undecided=3, Less serious=2, and not serious=1.

4.7.1. Problems Related to Collections and Support from Concerned

Bodies

It was clear that availability of different collections and support from different bodies like government and community are responsible for quality public library services in the provision of adults' lifelong learning. Particularly, the Woreda Education Office (WEO) has its own responsibilities at the implementation level as it has direct relationship with the community and public library center. With this regard, the literature part indicates what government bodies are expected to perform to meet the goal of public libraries. The major problems were presented to the respondents for rating in five scales. Accordingly, Table 11 depicts the summary of the response in the following manner.

Table: 11. Problems Related to Collections and Support from Concerned Bodies

No	Items	Responses										\bar{X}
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	Shortage of recent materials i.e., text books, encyclopedia, fictions etc	18	11	129	78	18	11	-	-	-	-	4
2	Lack of cultural collections, journals etc.	121	73	44	27	-	-	-	-	-	-	4.7
3	Shortage of computer	157	95	8	5	-	-	-	-	-	-	4.9
4	Budget constraints to purchase collections	140	85	25	15	-	-	-	-	-	-	4.8
5	Lack of community support	-	-	154	93	-	-	11	7	-	-	3.8
6	Lack of government support	33	20	103	62	14	8.5	15	9	-	-	3.9
7	Lack of educational experts willingness to coordinate different sources to support PL	149	90	8	5	2	1	6	4	-	-	4.8
8	Lack of educational experts willingness or effectiveness to motivate adults' to utilize PL	125	76	19	11	9	5	5	3	7	4	4.5

* Note: 5= very serious, 4= serious, 3= undecided, 2=less serious, 1=not serious

As discussed in the literature, Krishan (1991) asserts that a public library inputs like textbooks, reference materials, computers with internet access and other technical support from concerned bodies have key role in improving quality of adults' lifelong learning through the use of public libraries.

As presented in Table 11, among the given eight items, item 1, 5 and 6 (shortage of recent materials, lack of community support and lack of government support) accounting 78%, 93% and 63% respectively were rated as serious problems with average mean result of 3.9 by the respondents. On the other hand, items 2,3,4,7 and 8 (lack of cultural collections, shortage of computer, budget constraints, lack of experts willingness to

coordinate different sources and lack of experts willingness to support and motivate adults to utilize public libraries) accounting 73%, 95%, 85%, 90% and 76% respectively were rated as very serious problems with average mean result of 4.7 by the respondents. Based on the analysis, it is possible to say that, the current state of the public libraries in the study area is far from what they should be. Improvement is needed in increasing the facilities as well as raising the awareness of stakeholders to do their duties and responsibilities. In addition to the problems asked through questionnaire, the librarian participants have raised problems in relation to stakeholders as follows:

The lack of concentration and unconstructive attitude towards public libraries at all stakeholders were the major problems encountered on public library programs. For example, lack of supervision and monitoring, lack of commitment towards public library programs and lack of financial support are the major ones. Furthermore, they left the public library activities to librarians only (Librarian 6, Feb. 28, 2012).

Additionally, Woreda Administrator put the issue of funding as follows:

Public libraries have their own annual budget which is allocated by woreda stakeholders and it is not sufficient enough to perform different activities (WA 1, Feb.27, 2012).

Therefore, it is possible to say that, there are serious problems in supervision, monitoring and financial support to make public libraries more functional. This means, the participation or involvement of respective bodies like educational experts, woreda administrators and others were very low that lead to little quality of materials and limited support of stakeholders which in turn affected the libraries to the low provision of services.

4.7.2. Problems Related to Librarians

As discussed in literature, Lisa (2005) states that many libraries in poor countries are run by non-professional staff. Almost certainly, the quality of the library services depends on the professional quality of its staff. In this regard, five items were prepared to investigate problems related to librarians. With this issue, Table 12 presents the respondents perception in the following manner.

Table: 12. Problems Related to Librarians

No	Items	Responses										\bar{X}
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	Shortage of trained librarians	165	100	-	-	-	-	-	-	-	-	5
2	Lack of catalogue skill	83	50	80	48	2	7	-	-	-	-	4.5
3	Lack of motivation of librarians	102	62	50	30	13	8	-	-	-	-	4.5
4	High turnover of librarians	-	-	125	76	-	-	35	2 1	5	3	3.5
5	Little payment	140	85	20	12	5	3	-	-	-	-	4.8

Among five items, item 4 (high turnover of librarians) accounting 125 (76%) was rated as serious problem with mean result of 3.5 by the respondents. Moreover, problems related to items 1, 2, 3 and 5 (shortage of well trained librarians, lack of catalog skill, lack of motivation of librarians and little payment) accounting 165 (100%), 83 (50%), 102 (62%) 140 (85%) respectively, were rated as very serious problems with average mean result of 4.7 by the respondents.

In line with the above findings, one can conclude that, librarians have no sufficient initial training and refresher training or upgrading courses. As a result, they lack competence in catalogue skill, computer skills and other related skills to facilitate public library activities properly. Therefore, the staff technical knowledge is too limited in relation to quality public library services. The interviewee, respondent indicated that the motivation level of librarians as follows:

I am transferred from another educational sector to public library without interest. Due to this reason I am not satisfied with my working environment. In addition to this, lack of need assessment and little payment de-motivated me to perform my duties and responsibilities effectively (Librarian 7, Feb. 20, 2012).

Similar view was also given by another librarian as follows:

There was no training and upgrading course opportunities given to all librarians and I am to leave this sector. Because of lack of need assessment and little monthly paid salary (Librarian 8, Feb 27, 2012).

Based on the information obtained, all librarians in the study areas were not trained and de-motivated by different factors like few payment and lack of need assessment. In addition to the problems asked through questionnaire, the interviewee respondent of WEO suggested some possible solutions as follows:

To overcome different challenges, some solutions are; giving training opportunities to librarians, appropriate funding, working closely with public libraries, mobilizing the community to utilize public libraries, assigning field supervisor in order to monitoring and supervising public libraries are the most important solutions to promote public library education (WEO 3, Feb. 28, 2012).

4.7.3. Problems Related to Facilities

For the provision of quality public library service and utilization, the information centers are expected to have improved facilities, adequate materials, well-furnished classrooms and physical facilities like toilet, water, etc. In this regard, five items were prepared to investigate perception of respondents about the level of problems related to the facilities were presented in Table 13 as follows.

Table: 13. Problems Related to Facilities

No	Items	Responses										\bar{X}
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	Poor toilet facilities	110	66	39	24	16	10	-	-	-	-	4.5
2	Absence of water facilities	-	-	-	-	-	-	40	24	125	76	1.2
3	Insufficient reading room	35	21	114	69	16	10	-	-	-	-	4.1
4	Shortage of chairs and tables	85	52	75	45	5	3	-	-	-	-	4.4
5	Absence of conducive sport field	165	100	-	-	-	-	-	-	-	-	5

*Note: 5= very serious, 4= serious, 3= Undecided, 2= Less serious, 1= Not serious

As presented in Table 13, among five items, item 2 (absence of water facilities) accounting 125 (76%) was rated as not serious problem in all public libraries in the study areas, with the mean result of 1.2 by the respondents. Regarding item 3 (insufficient reading room) 114 respondents representing 69% was rated as serious problem. While, the rest items, item 1, 4 and 5 (poor toilet facilities, shortage of chairs and tables and absence of conducive sport field) accounting 110 (66%), 85 (52%) and 165 (100%) respectively, were rated as very serious problems with average mean result of 4.6 by the respondents.

Based on the information analyzed, it is possible to conclude that facilities were a serious problem in relation of utilization of public libraries in study areas. To realize this study undertaken by Bruce (2006) revealed that the availability of physical facilities in public libraries had a significance impact on students' performance. Therefore, public library facilities are very crucial and without the suitable environment effective reading cannot take place.

4.7.4. Problems Related to Different Environmental Challenges

As discussed in the literature review, different environmental challenges are the most important obstacles in the utilization of public libraries in the provision of adults' lifelong learning. In this regard, seven items were prepared to investigate problems of public libraries. Table 14 presents the perception of adults in relation to different environmental challenges.

Table: 14. Problems Related to Different Environmental Challenges

No	Items	Responses										\bar{X}
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	Situational Barriers											
	Home responsibilities	-	-	134	82	-	-	20	12	11	6	3.6
2	Job responsibilities	-	-	-	-	-	-	72	44	93	56	1.4
3	No access for transportation	-	-	40	24	12	7	12	7	101	61	1.9
4	Friends or family may not like reading in public libraries	-	-	115	70	-	-	25	15	25	15	3.2
5	Distance of public library location	-	-	-	-	-	-	93	56	72	44	1.6
6	Dispositional Barriers											
	Afraid of being too old to began reading	-	-	-	-	-	-	33	20	132	80	1.2
7	Don't enjoy reading	-	-	29	18	41	25	15	9	80	48	2.1

*Note: 5= Very serious, 4= Serious, 3= Undecided, 2= Less serious, 1= Not serious

As presented in Table 14, amongst seven different items, regarding item 1 and 4 (home responsibility and friends or family may not like reading in public libraries) 134 and 115 respondents representing (82%) and (70%) respectively, were suggested as a serious problem with average mean result of 3.4, while item 7 (don't enjoy reading) was rated as less serious problems with mean result of 2.1 by the respondents. The rest items, item 2, 3, 5 and 6 (job responsibilities, no access for transportation, distance of public library location and afraid of being too old to begin reading) were not serious problems with average mean result of 1.5 by the respondents.

Based on the above analysis, it is possible to say that home responsibilities and friends or family influence were serious challenges in using public library resources in order to promote lifelong learning. This indicates that adults in study areas were not interested to utilize public libraries due to peer group influence and lack of awareness towards public libraries. The information obtained from interviewee, also confirmed that:

Most adults who denied of access to formal education for different reasons spent a lot of time by chewing chat and others are devoted in daily income generating activities instead of developing their knowledge by reading available resources in the public libraries due to lack of awareness and low economic states (WEO 4, Feb. 28,2012).

This implies that, most adults in the study areas were not devoted in utilizing public library services due to lack of awareness and low economic states. Therefore, it needs improvement to facilitate public library services and to achieve educational goals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter deals with the summary of the major findings of the study. Conclusions are also drawn and possible practical recommendations are forwarded.

5.1. SUMMARY

The main purpose of this study was to look in to the status of utilization of public libraries in selected woredas of Gamo Gofa Zone. An attempt was also made to investigate problems that influence the utilization of public libraries in the study areas.

In order to achieve the purpose of the study regarding the major problems in relation to effective utilization of public libraries the following basic questions were formulated:

1. What problems hinder adults' utilization of public libraries?
2. What facilities and resources do the public libraries have in order to run effective utilization?
3. How could the problems of public libraries be alleviated in order to promote adults' lifelong learning?
4. To what extent librarians and other stakeholders perform their duties and responsibilities effectively?

In dealing with the research problems, relevant literatures were reviewed and descriptive survey method was employed. In data gathering and analyzing the combination of both quantitative and qualitative methods were used. A total of 186 persons; that is, 165 public library user adults, 9 librarians, 9 educational experts and 3 woreda administrators were participated in the study.

The data for the study were collected by means of questionnaire, semi-structured interview and document analysis. The data collected were critically analyzed and interpreted by using non-parametric statistical tools and mean results that have been presented in descriptions.

Based on the analysis and interpretation of the data, the researcher has listed the summary of the major findings hereunder.

1. The study has revealed that the majorities of the public library users in study areas are male students and use the libraries for their class assignments, home work and to read materials for examination purpose;
2. From the response obtained, majority of respondents representing 77% indicated that information resources in the public libraries and its opening hours are inadequate and inappropriate to the users. Accordingly, most adults were not interested to use the public libraries frequently. Due to this reason, the libraries are low in terms of utilization;
3. The study revealed that public libraries contributed a lot for adults' and those who are denied access to formal education in addressing social, cultural and economic development and it also improves the quality of life of peoples by providing information on basic life skills. However, the current status of utilization of public library is low due to lack of resource availability and relevant facilities;
4. The study disclosed that concerning the readiness and effectiveness in coordinating, supervising and facilitating public libraries, the educational experts activity is not helpful and they left the public library activities to librarians only;
5. The study revealed that the physical facilities of public libraries were inconvenient for effective utilization with average mean result of 4.6 by the respondents. On the other hand, the study disclosed that in all public libraries in the study areas, there is a scarcity of educational inputs like textbooks, reference materials and lack of computers access;
6. The study indicated that all of the librarians were not satisfied with their working environment due to lack of need assessment and little expenditure. In addition to this, some librarians transferred from another educational sector to public

libraries without their interest that de-motivated the librarians to meet the needs of the users;

7. With regard to training of librarians, 100% of respondents indicated that no training given to librarians in relation to their duties and responsibilities. As the result, the staffs practical knowledge is too limited in facilitating library activities and meets the information needs of the users;
8. From the response obtained, it was found clear that as far as factors that affect utilization of public library is concerned, lack of reprographic materials, shortage of reference books, lack of ability and awareness of librarians, lack of effectiveness and willingness of educational experts, and lack of funds were the major problems that affect its proper utilization with average mean result of 4.4 by the respondents;
9. The information obtained from study, possible solutions suggested by the respondents were giving training opportunities to librarians, appropriate funding, provision of recent materials and effectiveness of stakeholders towards public library services are the most important inputs;
10. The information obtained from study, revealed that most adults who denied access to formal education spent a lot of time by chewing chat and others are devoted in daily income generating activities instead of developing their knowledge by reading available resources in the public libraries. This implies that, most adults in the study areas were not devoted in utilizing public library services due to lack of awareness and low level of economic status;
11. The study revealed that adults in study areas were not interested to utilize public libraries due to lack of coordinated activities of stakeholders, librarians and community. Thus, the present position of public libraries in study areas shows a wide gap by providing free access to information.

12. The study revealed that most of the respondents were accepted the view that explains the importance and contribution of public libraries in relation with adults' lifelong learning and highly rejected the negative views towards public libraries.

5.2. CONCLUSION

Based on the findings presumed from the study, the following conclusions were drawn.

Public libraries have been lauded as academia of the People. They are expected to provide people-oriented services, aiming at satisfying the needs of adults through the provision of appropriate information resources. However, the current state of the public libraries in selected woredas of Gamo Gofa Zone is far from what they should be. Improvement is needed in utilization and in increasing the funding, providing recent materials and raising the awareness of public library services to the population.

Usual relation of public libraries and stakeholders in academic aspects were found to be important in improving quality of public library services. However, the cooperation between public library centers and stakeholders in terms of training, supervision and in coordinating community were found to be low. This may hampers the overall attempt of the country to achieve quality education. This should be maximized to insure quality public library services as well as quality education.

Librarians are the key persons in the public library process and successful realization of the program. Due to lack of training, need assessment and little payment all librarians were not interested with their working environment. As the result, the librarians' practical knowledge is too limited in facilitating library activities and meets the information needs of the users. This may have negative impact on adults' utilization of the libraries in the provision of lifelong learning. Improvement is needed in relation to librarians' duties and responsibilities to achieve quality public library services.

Availability of recent resources and facilities provide and maintain, safe, clean, and creative educational environments that are conducive to reading and create comfortable atmosphere in which they work and read. However, lack of available resources and facilities are one of the problematic areas in public libraries of study areas. This may reduce the interest and initiation of adults to utilize public libraries. This should be exploited to insure public library services.

5.3. RECOMMENDATIONS

Keeping in view the findings and conclusions of the study, the following recommendations are forwarded for Education sector Officials, librarians and other stakeholders to improve the situation of public libraries in regard to missing utilization of public libraries in study areas.

1. Trying to attain quality education only through formal system of education is inadequate. To this end, education sector officials could make more efforts through coordinating community, NGOs, and others to equip public libraries with necessary materials and to expand quality public library services;
2. The study disclosed that females are not using the public libraries as much as the males. Therefore, to increase female's participation in public libraries, it needs stakeholder's effectiveness to motivate and increase awareness of females to utilize public libraries effectively through providing gender sensitivity training.
3. As it was depicted in the study, the views and opinions of the majority of respondents towards the contribution of public libraries to adults were found to be positive. For this reason, the stakeholders (Gamo Gofa Zone Education Bureau, librarians, woreda education officials, and other concerned bodies) could use their fertile ground to create a well-informed and knowledgeable society.
4. To increase quality public library services, librarians should be trained to acquire knowledge and skills required for competent job performance. Therefore, since the librarians are recruited with minimum standard as per government education level (Grade 10 and Grade 12 complete for new and old Education policy respectively) to train and certify, the Gamo Gofa Zone Education Bureau and other concerned bodies should have take responsibilities to future train librarians in order to provide quality public library services;
5. The study disclosed that there are lack of supervision, monitoring and evaluation especially on the government side; there is scarcity of resources, recent materials

and many other problems that affect effective utilization of public libraries, which resulted in to weak management performance of public libraries. Therefore, to improve such circumstance, the following measures should be taken:

- a. The government bodies should assign experts and supervisors to facilitate and monitor public library activities;
- b. As the founder of public libraries, the Woreda Education Officials and other concerned bodies could support public libraries with necessary funding and resources in order to increase quality public library services;
- c. The librarians should make efforts to make permanent solution of the problem either generating their own resources or asking help from the government or community;
- d. The government could sensitize the adults in collaboration with grass root level organization like kebele to participate in public library services;

In general, to move one-step forward the government and community are supposed to work courteously on monitoring, supervising and evaluation of public libraries.

6. Expanding access without fulfilling minimum required inputs like furnished reading rooms, toilet services, textbooks and reference materials degrade the quality of education. Thus, the government bodies and other supporting bodies could have to think with their stakeholders to furnish the public library centers with the necessary educational inputs including sufficient reading rooms, sport fields and toilet rooms in order to achieve effective utilization of public libraries;
7. As it was depicted in the study, most of adults denied access to formal education were spent their time by chewing chat. Therefore, government bodies and community could have take responsibilities to guide and couch adults in right way and motivate them to utilize public libraries in order to generate knowledge in all aspects of their life.

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APPENDICES

Appendix -A
Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional
Development Studies
Adult and Lifelong Learning Unit

Questionnaire to be filled by Adults' Who Use Public Library.

Dear Sir/Madam,

The purpose of this questionnaire is to gather data regarding utilization of public library as a resource for adults' lifelong learning. The study is purely academic and in no way affects you personally or organizationally. Rather the success of the study depends on your frank and genuine response.

The outcome of the study supposed to increase access of utilization of adults and better quality of public library in the project area. Therefore, you are kindly requested for your cooperation to give the necessary and reliable information.

General direction

1. Please, do not write your name;
2. Indicate your response in the space provided by marking an "x";
3. For any short answer and explanation, you are kindly requested to write briefly as much as possible in the space provided.

Please read the instructions and each items carefully so as to provide your responses accurately. When you feel that you should change your responses, make sure that you have cancelled the previous ones.

Thank you!

Part One: Personal Information

Direction: Indicate your Response by Marking an "x" or Writing on the Space Provided

Accordingly.

1. Sex Male
 Female
2. Age 18-22
 23-27
 28-32
 Above 33
3. Educational qualification a. below grade 10
 b. Grade 10 complete
 c. Grade 12 complete
 d. College Diploma
 e. BA/Bsc Degree
 f. MA/MSc Degree
 g. Others (specify) _____
4. Marital status a. Married
 b. Single
 c. Divorced
5. Work Experience a. 1-5 years
 b. 6-10 years
 c. 11-15 years
 d. > 16 years

Part Two: Questionnaire Related With Utilization of Public library.

Direction: Indicate your Response by Marking an “x” or Writing on the Space Provided Accordingly.

1. Do you utilize the available resources in public libraries?
 Yes No
2. If your response for the question No “1” is “yes”, on average, how often do you use the services offered by a public library?
 - a. Every day
 - b. More than once a week but less than every day
 - c. Once a week
 - d. Once every three weeks
 - e. Occasionally
3. If your response for the question No “2” is “encouraging” indicate your reason in an ascending order why to use public library for.

No	Possible reasons to Utilize PL	Response
1	To do assignment, homework and read for examination	
2	To promote educational relevance	
3	Leisure reading	
4	For literary enhancement	
5	To improve general knowledge	
6	To access the internet	
7	Borrowing books	
8	To find information about employment local government	
9	Others _____	

4. If your response for question No “2” is “discouraging” indicate your reason, why not: _____

5. Is current public library opening hours adequate enough for you?

a. Adequate b. Inadequate c. Indifferent

6. If “Inadequate”, how it could be improved? _____

7. Have you used any of the following facilities at your public library?

No	Items	Most Frequently	Frequently	Undecided	Least Frequently	Never
1	Computer					
2	Internet					
3	Reference materials					
4	Periodicals					
5	Reprographic services					
6	Fictions					
7	Non-fictions					
8	Indigenous knowledge resources					

8. Do you think the book collections of your public libraries are adequate enough?

a. Adequate b. Inadequate c. Indifferent

9. If "Inadequate", why? _____

10. Write any weaknesses observed in the process of utilization of public libraries?

11. Write your opinion on how to improve the utilization of public libraries?

Part Three: Questionnaire Related to Importance of PL.

The following statement represents opinions or views related to importance of public library for adults. Please show your Agreement or Disagreement by marking an "X"

No	Items	5	4	3	2	1
1	A public library is a valuable educational services for adults					
2	Public library provides valuable information services					
3	A public library provides services that are important to personal development					
4	A public library provides services that are important to social development					
5	A public library provides services that are important to economic development					
6	A public library provides services that are important to cultural development					
7	A public library serves only few people					
8	Public library helps adults who denied access to formal education					
9	Public library is important, because it is accessible for all citizens					
10	Specify if others _____					

Note: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

Part Four: Questionnaire Related with Factors affecting Utilization of Public Libraries

Problems/Factors/ that affect the utilization of public library are listed below. Show the seriousness of the problem by marking an “x” in relevant to your chose.

1. Problems Related to Collections and Support from Concerned Bodies

No	Items	5	4	3	2	1
1	Shortage of recent materials related to adults lifelong learning.					
2	Lack of cultural collections, journals etc.					
3	Shortage of computer					
4	Shortage of chair, table, well organized reading room, etc.					
5	Budget constraints to purchase collections.					
6	Lack of community support in this area.					
7	Lack of support from the government.					
8	Lack of educational officials willingness or effectiveness to:					
	a) Coordinate the different sources to support PL.					
	b) Support and motivate adults' to utilize PL effectively.					
9	Specify if other _____					

Note, 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree

2. Problems Related to Librarians

No	Items	5	4	3	2	1
1	Shortage of trained librarians					
2	Lack of catalog skills					
3	Lack of motivation of librarians					
4	High turnover of librarians					
5	Little Payment					
6	Specify if others _____					

3. Problems Related to Facilities

No	Items	5	4	3	2	1
1	Poor toilet facilities					
2	Absence of water facilities					
3	Insufficient and unfurnished reading room					
4	Shortage of chair, table, etc.					
5	Absence of conducive sport field					
6	Specify if others _____					

4. Problems Related to Different Environmental Challenges

No	Items	5	4	3	2	1
1	Distance from home					
2	Situational barriers					
	2.1 Home responsibilities					
	2.2 Job responsibilities					
	2.3 No access for transportation					
	2.4 Friends or family may not like reading in PL					
3	Dispositional factors					
	3.1 Afraid of being too old to begin reading					
	3.2 Don't enjoy reading					
4	Specify if others _____					

Note: 5= very serious, 4= serious, 3= moderately serious, 2= undecided, 1= not serious.

5. To what extent do librarians have the skill of maintaining facilities, tools and equipment in the PL?

- a. Very good b. Good c. Satisfactory
d. Low e. Very low

6. If your response for question number '5' is "very low" what do you think is the reason for the problem?

a. Lack of skill in maintenance

b. Lack of adequate training

c. Lack of job satisfaction

d. Lack of qualification

e. Others (specify) _____

7. What additional problems have you observed in resource utilization at the public library? _____

8. What the best possible solution do you suggest for the problems in utilization of material resources in your public library? _____

Appendix E

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ኮሌጅ

የካሪኩለም የመምህራን ሙያ እድገት ጥናተኛ ትምህርት ክፍል
ጎልማሶችና የእድሜ ልክ ትምህርት ጥናት የድህረ ምረቃ ፕሮግራም

አዲስ አበባ

የህዝብ ቤተ-መጻሕፍት በሚጠቀሙ ጎልማሶች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋነኛ ዓላማ የህዝብ ቤተ-መጻሕፍት ለጎልማሶች የዕድሜ ልክ ዘለቄታዊ ትምህርት /lifelong learning/ መረጃ አሰጣጥ እና አጠቃቀምን በተመለከተ ትክክለኛ መረጃ መስጠት ነው። ጥናቱ ሙሉ በሙሉ ትምህርታዊ በመሆኑ በምንም ዓይነት እርስዎንም ሆነ ድርጅቱን እንደማይጎዳ አረጋግጥልዎታለሁ። ይልቁንም ጥናቱ የተሳካ የሚሆነው እርስዎ በሚሰጡት ትክክለኛና ግልጽ ምላሽ ነው።

የዚህ ጥናት ውጤት በተለይም ጥናቱ በሚካሄድበት አካባቢ የህዝብ ቤተ-መጻሕፍትን በጥራት የመጠቀም ዕድልን ይጨምራል። ስለዚህ ለጥናቱ አስፈላጊና ተጨባጭ መረጃ በቅንነትና በታማኝነት እንዲሰጡ በታላቅ አክብሮት ተጠይቀዋል።

አጠቃላይ መመሪያ

1. እባክዎን ስምዎን አይጻፉ፤
2. መልስዎን በተሰጠው ክፍያ ቦታ ላይ የጭረት ምልክት (✓) በማድረግ ያመልክቱ፤
3. ማብራሪያና አጫጭር መልስ መስጠት ለሚፈልጉ ጥያቄዎች ደግሞ በተቻለ መጠን በግልጽ እንዲያብራሩ በትህትና ተጠይቀዋል።

ትክክለኛ ምላሽ ለመስጠት ይችሉ ዘንድ እባክዎን መመሪያዎቹንና እያንዳንዱን ጥያቄ በጥንቃቄ ያንብቡ። የሰጡት ምላሽ መቀየር አለብኝ ብለው ካሰቡ የቀድሞውን ምላሽ በትክክል መሰረዝዎን ያረጋግጡ።

አመሰግናለሁ!

ክፍል አንድ፣ ግላዊ መረጃ

ትዕዛዝ፡- ከዚህ በታች ግላዊ መረጃን የሚመለከቱ ጥያቄዎች ቀርበዋል። የጭረት (✓) ምልክት በማድረግ እንዲሁም እንደየአስፈላጊነቱ ተገቢውን መልስ በመስጠት ለእያንዳንዱ ጥያቄ ምላሽ ይስጡ።

1. ፆታ ሀ/ ወንድ ለ/ ሴት

2. ዕድሜ ሀ/ ከ18 - 22 ዓመት

ለ/ ከ23 - 27 ዓመት

ሐ/ ከ28 - 32 ዓመት

መ/ ከ33 - 37 ዓመት

ሠ/ ከ38 ዓመት በላይ

3. የትምህርት ደረጃ፡- ሀ/ ከ10ኛ ክፍል በታች

ለ/ 10ኛ ክፍል ያጠናቀቀ/ች

ሐ/ 12 ክፍል ያጠናቀቀ/ች

መ/ የኮሌጅ ዲፕሎማ

ሠ/ የመጀመሪያ ዲግሪ

ረ/ ሁለተኛ ዲግሪ

ሰ/ ሌላ ካለ ይግለጹ _____

4. የጋብቻ ሁኔታ ሀ/ ያገባ ለ/ ያላገባ ሐ/ ፈት

5. የሥራ ልምድ፡- ሀ/ ከ1 - 5 ዓመት

ለ/ ከ6 - 10 ዓመት

ሐ/ ከ11 - 15 ዓመት

መ/ ከ16 ዓመት በላይ

ክፍል ሁለት

የህዝብ ቤተ-መጻሕፍት አጠቃቀምን በተመለከተ የተዘጋጀ መጠይቅ

ትዕዛዝ፡- ከዚህ በታች የህዝብ ቤተ-መጻሕፍት አጠቃቀምን የሚመለከቱ ጥያቄዎች ቀርበዋል። የጭረት (✓) ምልክት በማድረግ እንዲሁም እንደየአስፈላጊነቱ ተገቢውን መልስ በመስጠት ለእያንዳንዱ ጥያቄ ምላሽ ይስጡ።

1. በህዝብ ቤተ-መጻሕፍት ውስጥ የሚገኙትን ለትምህርት መረጃነት የሚያገለግሉ ንብረቶችን ተጠቅመው ያውቃሉ?

ሀ/ አዎ

ለ/ አይ

2. በተራ ቁጥር “አንድ” ለተጠየቀው ጥያቄ ምላሽዎ “አዎ” የሚል ከሆነ የህዝብ ቤተ-መጻሕፍት የሚሰጠውን አገልግሎት በአማካይ ምን ያህል ጊዜ ይጠቀማሉ?

- ሀ/ ሁል ቀን እጠቀማለሁ
- ለ/ በሳምንት ከአንድ ጊዜ በላይ እጠቀማለሁ
- ሐ/ በሳምንት አንድ ጊዜ እጠቀማለሁ
- መ/ በሶስት ሳምንት አንድ ጊዜ እጠቀማለሁ
- ሠ/ በአጋጣሚ እጠቀማለሁ
- ረ/ ተጠቅሜ አላውቅም

3. በተራ ቁጥር “2” ለተጠየቀው ጥያቄ ምላሽዎ አበራታች “ሁልጊዜ እጠቀማለሁ” የሚል ከሆነ ምክንያትዎን ከተሰጡት አማራጮች መርጠው በቀረበው ክፍት ቦታ ላይ የጭረት ምልክት (✓) በማድረግ ያመልክቱ።

ተ.ቁ	የህዝብ ቤተ-መጻሕፍት የሚጠቀሙበት ምክንያት	ምላሾች
ሀ	የቤት ስራዎችን ለመስራትና በፈተና ጊዜ ለማንበብ እጠቀማለሁ	
ለ	አግባብነት ያላቸው ትምህርታዊ ዕውቀቶችን ለማሳደግ	
ሐ	ለመዝናናት	
መ	የማንበብና የመጻፍ ችሎታን ለማሳደግ	
ሠ	ጠቅላላ ዕውቀቶችን ለማሳደግ	
ረ	ከኢንተርኔት መረጃ ለማግኘት	
ሰ	መጽሐፍትን ለመዋስ	
ሸ	የተለያዩ መንግስታዊ ነጻ የሆኑ መረጃዎችን ለማግኘት	
ቀ	ሌላ ካለ ይግለጹ _____	

4. በተራ ቁጥር “2” ለተጠየቀው ጥያቄ ምላሽዎ “ተጠቅሜ አላውቅም” የሚል ከሆነ ምክንያትዎትን ይግለጹ _____

5. በአሁን ጊዜ የህዝብ ቤተ-መጻሕፍት አገልግሎት የሚሰጥበት ሰዓታት በቂና ተመጣጣኝ ነው ብለው ያምናሉ?

ሀ/ በቂ ነው

ለ/ በቂ አይደለም

ሐ/ አልወሰንኩም

6. በተራ ቁጥር “5” ለተጠየቀው ጥያቄ ምላሽዎ “በቂ አይደለም” የሚል ከሆነ በምን ዓይነት መልክ ማሻሻል ይቻላል? _____

7. ከዚህ በታች የተዘረዘሩትን አስፈላጊ ግልጋሎቶችን በህዝብ ቤተ-መጻሕፍት ውስጥ ተጠቅመው ያውቃሉ? እንግዲያውስ የመጠቀም ደረጃዎን የጭረት ምልክት (✓) በመጠቀም በቀረቡት ቦዳ በታዎች ላይ ያመልክቱ

ተ.ቁ	ዝርዝሮች	5	4	3	2	1
1.	ኮምፒውተር					
2.	ኢንተርኔት					
3.	ዋቢ መጽሐፍቶች					
4.	መጽሔቶች (ወቅታዊ)					
5.	የፎቶ ኮፒ አገልግሎት					
6.	ልብ ወለድ /የፈጠራ ጽሑፎች/					
7.	ልብ ወለድ ያልሁኑ ጽሑፎች					
8.	የአካባቢ ሁኔታን የሚገልጽ መጣጥፎች					

5 = ብዙ ጊዜ በተደጋጋሚ እጠቀማለሁ፣ 4 = በተደጋጋሚ፣ 3 = አልወሰንኩም፣ 2 = አንዳንድ ጊዜ፣ 1 = ተጠቅሜ አላውቅም

8. ለህዝብ ቤተ-መጻሕፍት የተሰጠው ትኩረት እና በውስጡ ያለው የመጽሐፍት ስብስብ የመረጃ ፍላጎትዎን ለማሟላት በቂና ተመጣጣኝ ነው ብለው ያምናሉ?

ሀ/ ተመጣጣኝ ነው

ለ/ ተመጣጣኝ አይደለም

ሐ/ አልወሰንኩም

9. በተራ ቁጥር “8” ለተጠየቀው ጥያቄ ምላሽዎ “ተመጣጣኝ አይደለም” የሚል ከሆነ ምክንያቱ ምን ብለው ያስባሉ? _____

10. በህዝብ ቤተ-መጻሕፍት አጠቃቀም ሃደት ላይ የታዩ ደካማ ጎኖችን ለይተው በዝርዝር ይጻፉ _____

11. የህዝብ ቤተ-መጻሕፍት አጠቃቀምን በተመለከተ እንዴት መሻሻል እንዳለበት የግል አስተያየትዎን በዝርዝር ያጻፉ _____

ክፍል ሶስት

የህዝብ ቤተ-መጻሕፍት ከሚሰጠው ጥቅም ጋር የሚዛመዱ መጠይቆች

ትዕዛዝ:- የሚከተሉት መጠይቆች የህዝብ ቤተ-መጻሕፍት ለጎልማሶች ከሚሰጠው ጥቅሞች ጋር የሚዛመዱ ናቸው። በመጠይቆች ላይ ያለዎትን የመስማማት ወይም ያለመስማማት ደረጃ ከተጠቀሱት አማራጮች መርጠው በቀረበው ክፍት ቦታ ላይ የጭረት ምልክት (✓) በማድረግ ያመልክቱ።

ተ.ቁ	መጠይቆች	ምላሾች				
		በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1.	የህዝብ ቤተ-መጻሕፍት ክፍተኛ ዋጋ ያላቸውን ትምህርታዊ አገልግሎት ይሰጣል					
2.	የህዝብ ቤተ-መጻሕፍት ለጎልማሶች ጠቃሚ የሆነ የመረጃ አገልግሎት ይሰጣል					
3.	የህዝብ ቤተ-መጻሕፍት የተለያዩ ለግላዊ እድገት የሚጠቀሙ አገልግሎቶችን ይሰጣል					
4.	የህዝብ ቤተ-መጻሕፍት የተለያዩ ለማህበራዊ እድገት የሚጠቀሙ አገልግሎቶችን ይሰጣል					
5.	የህዝብ ቤተ-መጻሕፍት የተለያዩ ለምጣኔ ሀብት እድገት የሚጠቀሙ አገልግሎቶችን ይሰጣል					
6.	የህዝብ ቤተ-መጻሕፍት የተለያዩ ለባህላዊ (ባህል ነክ) እድገት የሚጠቀሙ አገልግሎቶችን ይሰጣል					
7.	የህዝብ ቤተ-መጻሕፍት ለጥቂት ሰዎች ብቻ አገልግሎት ይሰጣል					
8.	የህዝብ ቤተ-መጻሕፍት የመደበኛ ትምህርት ዕድል ያላገኙ ጎልማሶች የመማርና የማወቅ እድል ያሰፋላቸዋል					
9.	የህዝብ ቤተ-መጻሕፍት ለሁሉም ዜጎች አስፈላጊ አገልግሎት ይሰጣል					
10.	ሌላ ካለ ይግለጹ ----- -					

ክፍል አራት

የህዝብ ቤተ-መጻፍት አጠቃቀምን የሚያስተጓጉሉ ምክንያቶችን በተመለከተ የተዘጋጀ መጠይቅ

ትዕዛዝ:- የህዝብ ቤተ-መጻፍትን አጠቃቀም የሚያስተጓጉሉ የተለያዩ ምክንያቶች ተዘርዘረዋል። በነጥቦቹ ላይ ያለዎትን የአሳሳቢነት ደረጃ ከተጠቀሱት አማራጮች መርጠው በቀረበው ክፍት ቦታ ላይ የጭረት ምልክት (✓) በማድረግ ያመልክቱ።

1. ከመጽሐፍት እጥረት እና ከሚመለከታቸው የባለድርሻ አካላት የድጋፍ ማነስ ጋር የሚዛመዱ ችግሮች

ተ. ቁ	መጠይቆች	ምላሾች				
		5	4	3	2	1
1.	ለጎልማሶች የዕድሜ ልክ ዘለቄታዊ ትምህርት ጋር የሚዛመዱ ወቅታዊ መጽሐፎች እጥረት					
2.	የተለያዩ ባህላዊ (ባህልን የሚገልፁ) መፅሐፎች፣ የሙያ መጽሀፎች እና የመሳሰሉት እጥረት					
3.	የኮምፒውተር እጥረት					
4.	የበጀት ማነስ					
5.	የህብረተሰብ ተሳትፎ ማነስ					
6.	የመንግስት ድጋፍ ማነስ					
7.	የትምህርት ባለሙያዎች የህዝብ ቤተ-መጻፍትን ለመደገፍና የተለያዩ ምንጮችን የማስተባበር ቁርጠኝነትና ፍላጎት ማነስ					
8.	የትምህርት ባለሙያዎች ጎልማሶች በየህዝብ ቤተ-መጻፍትን እንዲጠቀሙ የማነሳሳት ብቃትና ፍላጎት ማነስ					
9.	ሌላ ካለ ይግለፁ _____					

ማሳሰቢያ: 5 = በጣም አሳሳቢ፣ 4 = በከፊል አሳሳቢ፣ 3 = አልወሰንኩም፣ 2 = አሳሳቢ አይደለም፣ 1 = በጣም አሳሳቢ አይደለም

2. ከቤተ-መጻሕፍት ባለሙያዎች ጋር የሚዛመድ ችግር

ተ.ቁ	መጠይቆች	ምላሾች				
		5	4	3	2	1
1.	የሰለጠነ የህዝብ ቤተ-መጻሕፍት ባለሙያ እጥረት					
2.	የመጽሀፍ መዘርዘር አጠቃቀም ችሎታ ማነስ					
3.	የቤተ-መጽሀፍት ባለሙያዎች የሥራ ተነሳሽነት ማነስ					
4.	ከፍተኛ የሆነ የባለሙያዎች መለዋወጥ					
5.	ለባለሙያዎች የሚከፈል ወርሃዊ ክፍያ ማነስ					
6.	ሌላ ካለ ይግለጹ					

3. ከአስፈላጊ ግልጋሎቶች ጋር የሚዛመድ ችግር

ተ.ቁ	መጠይቆች	ምላሾች				
		5	4	3	2	1
1.	በቂና ደረጃውን የጠበቀ ሽንት ቤት ያለመኖር					
2.	የውሃ አገልግሎት ያለመኖር					
3.	በቂና ምቹ የሆነ የማንበቢያ ክፍል ያለመኖር					
4.	የወንበሮችና ጠረጴዞች ማነስ					
5.	የስፖርት ማዘውተሪያ ያለመኖር					
6.	ሌላ ካለ ይግለጹ					

4. ከአካባቢ ተጨባጭ ሁኔታ ጋር የሚዛመዱ ችግሮች

ተ.ቁ	መጠይቆች	ምላሾች				
		5	4	3	2	1
1.	የቤተሰብ ሃላፊነት መብዛት					
2.	የስራ ሃላፊነት መብዛት					
3.	የትራንስፖርት እጥረት መኖር					
4.	ከጓደኞችና ከቤተሰቦች የሚሰነዘር አሰቃቂ ተፅዕኖ					
5.	የህዝብ ቤተ-መጻሕፍት ያለበት ቦታ ህዝቡን ያማክል አለመሆን					
6.	አርጅቻለሁ፤ ስለዚህ ለማንበብ እፈራለሁ ብሎ ማሰብ					
7.	የንባብ ተነሳሽነት ማነስ					
8.	ሌላ ካለ ይግለጹ _____					

5. የህዝብ ቤተ-መጻሕፍት ሠራተኞች የተለያዩ ንብረቶችን መጠበቅና የመንከባከብ ችሎታቸው ምን ያህል ነው ብለው ያስባሉ?

ሀ/ በጣም ጥሩ

ለ/ ጥሩ

ሐ/ አጥጋቢ

መ/ ዝቅተኛ

ሠ/ በጣም ዝቅተኛ

6. በተራ ቁጥር አምስት ለተጠየቀው ጥያቄ ምላሽዎ “በጣም ዝቅተኛ” የሚል ከሆነ የችግሩን ምክንያት ከታች ባለው ሰንጠረዥ የመስማማት ወይም ያለመስማማት ደረጃ የጭረት ምልክት (✓) በማድረግ ያመልክት።

ተ.ቁ	መጠይቆች	ምላሾች				
		5	4	3	2	1
ሀ	ንብረቶችን መንከባከብና የመጠበቅ ችሎታ ማነስ					
ለ	በቂና ተመጣጣኝ ስልጠና ያለመውሰድ					
ሐ	በሥራው ያለመርካት					
መ	የብቃት ማነስ					
ሠ	ሌላ ካለ ይግለጹ					

5 = በጣም እስማማለሁ፣ 4 = እስማማለሁ፣ 3 = አልወሰንኩም፣ 2 = አልስማማም፣

1 = በጣም አልስማማም

7. ከህዝብ ቤተ-መጻሕፍት አ/ጠቃቀም ጋር የተያያዘ ተጨማሪ ችግሮችን ተመልክተው እንደሆነ ይዘርዝሩ _____

8. ከህዝብ ቤተ-መጻሕፍት አ/ጠቃቀም ጋር የተያያዙ ችግሮችን ለማስወገድ ጥሩ መፍትሔ ሲሆን የሚችል ነገር ምን ብለው ያስባሉ _____

Appendix –B

Interview questions for librarians.

1. Personal information.

Sex----- Age----- Educational status-----

Marital status----- Work experience-----

2. Interview Related to the Research.

- 2.1. To what extent adults utilize your public library services and why?
- 2.2. Could you explain the adequacy of reference materials and facilities of your public libraries?
- 2.3. What would you consider to be the greatest challenges of the public library?
- 2.4. What possible solutions do you suggest for the problems in order to promote adults utilization in public libraries?
- 2.5. To what extent you are satisfied with your working environment?
- 2.6. What would you say is the least satisfactory aspect of your job in your public library?
- 2.7. Can you tell me the source of funding in your public library?
- 2.8. To what extent educational experts and other stakeholder perform their duties and responsibilities to support public library?
- 2.9. Please, if any additional comments, opinions and suggestions_____

Appendix C

Interview questions for woreda administrators and experts or educational officials.

1. Personal Information

Sex----- Age----- Educational status-----

Marital Status----- Work experience-----

2. Interview Related to the Research.

- 2.1. Do you think that public library is important in addressing education and information access to the adults in the area and why?
- 2.2. Can you tell me the source of funding in your public library?
- 2.3. What do you think the role of government in public library program?
- 2.4. What do you think the role of community in public library?
- 2.5. What would you consider to be the greatest challenges of public libraries?
- 2.6. What possible solutions do you suggest for the problems in order to promote adults utilization in public libraries?
- 2.7. Please, if any additional comments, opinion and suggestion _____

Appendix D

Observation Check-List

Zone _____ Woreda _____

Public library center _____

No	Items	VWD	MD	LD	NA	Remark
1	Average number of visitors per day					
2	Reference books					
3	Text books in various subject areas					
4	Tools for reading CDs & DVDs					
5	Letters					
	- Personal					
	- Reports					
	- Ceremonial					
	- Minutes					
6	Internet services					
7	Reprographic services					
8	Computers					
9	Visual documents					
	- Photographs					
	- Posters					
10	Magazines and newspapers					
11	Facilities					
	- Chairs					
	- Tables					
	- Reading rooms					