The Reality and the Challenges of Using the School Library in Algeria in the Face of Technological Change: a Field Study

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Abstract

The purpose of this research is to cast the light on the use of the school library in the secondary levels in western Algeria, by the students and especially the third stage of secondary school, the purpose of this study is to examine the need to reestablish the objectives of the library and the crucial roles it may play in the educational society in order to cope with the changes and challenges that have taken place in order to cope with the effect of globalization and technology.

Keywords: School Library, Comprehensive Library, Learning Resource Center, Modern technologies, Western Algeria

Introduction

The school library is a basic and significant for education. It is an effective tool for achieving educational purposes. It is the first thing the student will be acquainted with and it helps him to develop his learning competencies and literacy. It is a good preparation for university. The modern school library is no longer an activity outside the curriculum. The Center for Teaching and Learning in terms of supporting the curriculum, and keep pace with modern educational thought to achieve integrated growth on the basis of individual's potential, abilities and preparations. The motivation for reading is difficult, and usually has long term result; the student's driving force to reading is one of the sign of success in the educational institution and one of our main concerns. Perhaps one of the most important aspects of the school library is the existence of new spaces such as audiovisual aids, maps and the electronic and interactive boards, which we call it several names such as the comprehensive library, the Center for Learning Resources or the center of educational and so one. The Internet has succeeded in enriching the educational environment, paving the way for the emergence of electronic libraries that have made the teaching and knowledge environment more sophisticated. The new educational process has facilitated learning, empowerment, self-training and individual learning. Students can access the world's libraries and send information to remote places.

Since 2003, the Algerian Education Sector has introduced a series of reforms covering all the basic components of curricula, textbooks, introducing new technologies and motivating students to exploit and use the Internet for number of reasons, relating to understanding the methods of searching for scientific knowledge and documentation useful for them from different sources: books, magazines, software disks like CD and DVD and websites. The purpose of this research is to know the use of the school library in the secondary levels in the west of Algeria, by the pupils and especially the third high school, in order to have clear crystal picture, and enough to remind us to refer to some of the many leaflets issued in this regard, including:- Ministerial Circular No. 01/96 of 03/03/1996, which aims to support and develop reading in school libraries. - Ministerial Circular N°. 133 of 02/08/1998, concerning starting the school year under the slogan - Reading is the key to knowledge - and in view of the year 1998 the year of reading in all institutions. It is also useful to recall the paragraph of Minister's memorandum N°. 852 on the care of final sections, which states that the Library must be enriched and operated, and efforts should be made to obtain credits from various sources. We focused on the secondary stage, especially the third year secondary from:

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A - This stage - the secondary stage - is a crucial stage in the life of the student because it is the stage of transition or shift to university level. The student must be trained to use the library properly, with ideas and information to help him continue his university studies. This important phase of education has also been characterized by previous attempts for the reforms, the latest of which was in 1992.

B - the existence of several variables in the educational community, including access to the Internet in schools, as well as the use of it outside by teenagers, making them stand either supporting the role of library in education or the other way around.

C - Desire to stand on the reality of secondary libraries in the West of Algeria, in order to reveal the strengths and weaknesses in these libraries, hoping that this will improve the level of services if they are bad or good or develop it for the better if they provide good services.

D - The current economic and social conditions increase the importance of the library and its necessity for the readers, especially the students. These conditions are characterized by the high cost and inability of the students to acquire sufficient personal balance of books necessary for their review and support of their studies, as well as difficult to meet in group outside of school.

E - The education sector plays a major role in influencing all sectors. It brings out cadres working in different disciplines and implements what they have learned through professional practices, based on the organizational structure of knowledge and the outcome of many years of education. The focus of research efforts on raising the efficiency of the educational system is one of the priorities for educators and researchers. In this sense, the emphasis on quality in education is required and a prerequisite for secondary education.

Problematic of the study:

From this perspective, it is necessary to know the basic roles and objectives of the school library, so that the school can provide the community with the capabilities and qualified staff capable of interacting and influencing the era of challenges and stakes, and enabling the society to cope with the changes caused by the technological revolution. The information environment represented by information networks, and applications of electronic form on information materials, imposes on libraries modern variables and changes that must be maintained, and change the methodology and policy of school libraries. This is why we try to problematize this research in the following question: Will the emergence of modern technologies improve this image, complement library services and help young people for better outcomes and to improve their information literacy? This problem is divided by the following sub-questions: Are there any approaches that justify access to the Internet in school libraries as an attractive and desirable way for adolescents? What is the reality of school libraries in the secondary levels in the west of Algeria in the light of modern global trends?

Research hypotheses:

All these previous questions make us put forward the following hypotheses:

A - The existence of a school library as a model does not necessarily reflect pedagogic concerns in terms of cognitive ability, in terms of wide range of technical processes, influenced by physical constraints.

B - Adolescents have a level of awareness of the importance of reading literacy, so that the school library plays a significant role, especially from the psychological and pedagogical aspect, since the existence of an organized structure such as the library within the educational institution can be considered as a center, i.e. Bridge between reading for use and reading for pleasure.

C – Introducing modern technologies in all forms and the Internet, and exploitation by the partners of the school library, that might impact and change at the level of culture and education.

Objectives of the study:

The objectives of this study come from the theme that we examine. The need to renew the Library's objectives and roles it play in the educational society and how it has became crucial in order to cope with the changes, technological advances and globalization. A - This study highlights the difficulties faced by school library pioneers to reinforce the importance of the need to conduct more research and studies, to overcome these difficulties and make school libraries in the best image and jewelry of this century. B - Explain the ideal perception of the school library in support of the educational process based on the principles of the modern educational curriculum, which is based mainly on the means of information and communication technology.

Research Methodology:

The selection of data collection is the method used in this investigation through the method of survey in secondary school libraries of western Algeria, which is one of the appropriate method in descriptive approach and this is done through selection of samples in the first place however survey studies is useful in order to discover certain relationships between different phenomena that a researcher may not be able to access.

One of the characteristics of this method is that it is associated with specific institutions or groups, in a specific place, and that it focuses on the present. It deals with things that are already present at the time of research and in library science. Survey methods are currently the most appropriate methods.

1- A shift from the school library to the comprehensive library:

Al-Shaimi sees it as "The intellectual center of t school, which must be used by everyone in the school - an administrator, a teacher or a student - in order to consult teaching materials. »(1986، الشيمي حسني عبد الرحمن)it is a place of deep respect, and the only place in school where one can work alone without the help of others (ص22 ،1986 ،الشيمي حسني عبد الرحمن).Thus, "the school library has the burden of forming a reader in society that leads cultural, literary and scientific life in the future." It was also defined as(ص15 ،1993 ،حسن محمد عبد الشافي): "a range of educational and learning materials - visual and audiovisual material - selected and organized in a special technical organization - so that varieties of library services can be provided to students and faculty members in real time and in sufficient way. (ص165-166 ،1992 ،سعد محمد الهجرسي)In the fields of education and library science, researchers have identified the school library as "organized printed and non-printed materials (i.e. sources of information) located in one place within the school under the supervision of a specialized technician." (سبيكة محمد الخاطر، 1995، ص95) It is clear from this definition that the school library has a major role in supporting the educational process as well as its important and fundamental role in the acquisition and organization of sources of information and make it available to members of the school community. It is the window from which the student looks at the world through the lenses which he sees his culture, civilization and progress and the everlasting teacher in the life of the individual. (محمد الهادي الدرهوبي، 2005)There are many different concepts and definitions vary about the comprehensive library. Moreover, the terms that define the comprehensive library concept also differ from one researcher to another. Some apply the Resource Center, while others call them Media Center (حامد الشافعي دياب، 1984, RabahTurkiseesthat the comprehensive library: "is a huge school brings together different types of secondary education to provide students with general learning–and special learning - at the same time - to remove artificial barriers between theoretical and practical education" (رابح تركي، 1982، ص115)The comprehensive library is dynamic, characterized by effective and continuous change. It consists not only of collections of books that are organized, cataloged and categorized for borrowing, but also It uses different methods to encourage the use of these materials and resources, and increases the interest in reading skills as well as developing intellectual curiosity and extend pupil's horizons and awareness, and makes him strive more for innovative ideas as well as Interaction with life and its needs and requirements.(عبد الله إسماعيل الصوفي، 1991، ص14)

2- The goals of the secondary school library:

The school library in high school seeks to achieve the following goals(GRBV, 2003, P09):

- Providing information services to students.
- Providing information services to teachers and mentors.
- Providing information services to decision makers at the Ministry of Education.
- Comparing methods of authorship in this field.
- Knowing the development and alterations of textbooks.
- Ingrain the rules and laws in every single student.(حفيظة الجهران، سهر محود حميدان، 2007)

3- Cultural research in an information environment:

In recent years, the librarian has seen a number of major changes. Because his role is not only in the preservation and processing of documents but also in the availability of publications to the beneficiary that is to say to make books available to others, however he is able to meet his or her needs and provides the required information or indicates its location. Consequently, the success of the school library is strongly linked to the ability of the reference specialist to respond to the other people's questions, The success of the response is in turn linked to the success of the information specialist in the interaction with the student, in order to identify aspects of the subject and themes, resulting in psychological barriers that must be overcome(عبد المجيد مهنا، 2008), as well as answering all their questions and solving student's problem, however we are not going to explain that in details, but rather sufficient to provide you with the following tips:(سارة خليل قشطة)

- find out the need of the beneficiary.
- Determining the subjects' aspects.
- Translating natural language into language of documentation.
- Search strategy.
- Evaluation of the results of the research from the expert and the beneficiary

- Accepting the results or revising the strategy.

Nevertheless, the Internet provides students with repositories of large data (books, articles, periodicals) and other scientific data. Conference reports, advertisements, video recordings, and other resources. The student must learn how to be wise consumer of information that later constitutes a knowledge. Therefore, the collection and retrieval of information on the Internet should not be confused. Much of the information collected becomes pressure and anxiety to the student. Often this is what poses a threat to the student. He may collect a lot of documents but cannot find any document relevant to his subject.(DURPAIRE Jean-Louis, 1997, P175) The Internet has imposed a number of challenges. The Information Specialist, the student and the school staff as a whole must have a range of information competencies to achieve high quality of access to information. Freihat Essam has set the standards for information literacy for learners. It includes three main areas:(2005 ،فريحات عصام)

Information Culture:

Criterion 1: An educated learner can access information effectively and efficiently.
Criterion 2: An educated learner can assess information in a critical and capable manner.
Criterion 3: An educated learner can have creative use to the access to information.
Self-education:
Criterion 4: An independent learner has information literacy and who meticulously selects only Information relevant to his or her personal interests.
Criterion 5: An independent learner is an intellectual and lifelong learner who appreciates the different practical, literary and creative expressions of information.
Criterion 6: An independent learner is learner who strives to differentiate between the search for information and the creation of knowledge.

4-   National Project (Algeria) for the use of computers and the Internet in education:

In accordance with Ministerial Circular No. 105-02 of 25 December 2002 on providing computers in the school laboratories, in 2003 the National Center for the Integration of Pedagogical Innovations and the Development of Information and Communication Technologies in Education was established in accordance with Executive Decree No. 03-471 Of 14 of Shawwal 1424, corresponding to 02 December 2003 as a national institution of an administrative nature with a moral personality and financial independence, the Center is put under the minister in charge of national education based in capital Algiers. As part of the implementation of the National Education Policy and the Development of New Media and Communication Technologies Education sector, the Center has the following tasks:(المركز الوطني لإدماج الإبتكارات البيداغوجية وتنمية الإعلام والإتصال في التربية)

- • Collecting and processing information related to innovations in pedagogy and new technologies in education and putting them at the disposal of the educational community.
- • Conducting website of the educational sector.
- • Creating a library that contains books, videos, information systems and multimedia lessons.
- • Collection of recent publications in the field of new technologies and computer science in education.

- Contribution to the national and international institutions specialized in all research on the Pedagogical shift resulting from the use and development of information and communication technologies in education. Provide educational tools for all levels of education of the trainers in the classroom, to help them to teach in best way and to create an interaction between the teacher and students, where these tools can be acquired or modified with our educational programs, this system will combine materials and resources together on the network, On the pedagogical tools produced by the innovative teachers, lessons will be placed at the disposal of the educational group, will take place with foreign specialists based on partnership with our country, namely e-mathematics ande-school and Avicenna-men all this will create a digital environment through these programs in information technology.
- Establish cooperation and exchange relations with similar foreign bodies and international organizations dealing with matters which are related to Center of education.
- create community of practice or groups of multiple interests to take lessons on the computer and scheduling it and validating it for future use.
- Set and apply the qualification and certification standards in information and communication technologies in education.
- Producing multimedia audio-visual documents and encouraging all initiatives aimed at conceptualizing educational tools and innovative pedagogical endeavors in this field.

- Ensure technical assistance in the establishment and use of information and communications technologies in education, in all pedagogic, administrative and management activities in the education sector in the field of computer science with its subfield such as hardware, software support and programming.
- Serves as a distributor for the education sector by ensuring that its public structures and institutions are connected and hardwired with the internet network.
- Providing necessary technological assistance to public institutions and structures of the education sector.
- Study and participate in the establishment and management of information infrastructure, with the purpose of providing the national education sector with information and communication technologies

The Algerian educational system adopted a "competency base approach", considering the latter as a modern alternative to "pedagogical approach". In order to reexamine the educational curricula, syllabus and textbooks, so that to modernize education in Algeria for educational reform and moving from the philosophy of education to the philosophy of instruction. To cope with modern changes and challenges. (أغلال فاطمة الزهراء،
(2005The formation and instructions are the basic building blocks in education however education sector has benefited from considerable amounts of money provided by the Ministry to form, train and instruct the users and those who are involved in education as well as improving their level and updating their information so that everyone can contribute effectively to achieve that reform on the one hand and to keep pace with the rapid progress of modern sciences and technologies on the Other. (النشرة الرسمية للتربية الوطنية، 2005، ص25)- For this purpose, the Ministry requested the directors of education to take careful car and personally to follow up the implementation of the axes included in the education plan, which is the priorities of the sector and especially the implementation and integration of computer science. The Ministry continues with the school entrance for the year 2006-2007 in-service training to enable teachers to accompany and adopt the new curricula, textbooks and information and communication technology, in order to prepare the individuals in this sector and also to give them the necessary skills to use the smart devices for storing, dissemination and retrieval of information and in real time and to use new technologies. (النشرة الرسمية للتربية الوطنية، 2006، ص43)The challenge today is how to find information rather than its availability. This challenge has forced the teaching staff to change their teaching methodology. It is not only teachers who use the Internet to prepare their lessons, but ICT must be integrated into the departments to familiarize students with these New and advanced tools. (Institut suisse des Medias pour la formation ET la culture, 2010, p06)

5-Fieldwork:

My whole purpose in this research paper is to study libraries in the western region of Algerian Republic, and my main focus was to study the reality that is to say the situation of the Western school libraries and identify their problems.

5-1 Research Samples:

We take for granted that the research community is: "a group of elements having a characteristic or several common characteristics that distinguish them from other elements that are being investigated ". (موريس
(أنجرس، 2004، ص 298The sample of some school libraries from the research community allows us to reach estimates that can be generalized throughout the original research community. To select a part of the research community, we tried to follow a method that allows us to select a sub group of the research community for the purpose of forming a sample. I have tried to select probabilistic sampling techniques because it is based upon probability theory, and the probability of selection is known for each element of the research community, which allows estimating the in degree in which it might be represented in this sampling. (موريس أنجرس، 2004، ص301)In a test of probability between two types of observations, it attempted to start the sampling of multi stage cluster (multi-stage cluster sampling) "a procedure that involves several choices, starting from the larger clusters to the narrower clusters, such as moving from floor to floor Another is that the first floor is the largest and this type is also called the Cascade sampling, which is varied in the number of stages and changes according to the requirements of the study. (موريس أنجرس، 2004، ص 307)And then followed the simple random sampling that comes from chance, luck or coincidence in the selection of elements, the coincidence or chance that we mean here is the coincidence of observation, and scientifically speaking we use the concept of (Randomization) to indicate that we will work on random selection.

The use of the intended coincidence means taking special precautions during the selection by giving it a scientific characteristic by giving every element in this research to emerge amongst other elements in community the selection is direct and in the basis of research community.(موريس أنجرس، 2004، ص304)

5-2 Sample of Schools:

The choice of the probability sample, which is the cluster type, is according to mathematical equations. It is true that the larger the research community, the less we need a high percentage of elements to have the technique of sampling.(ص320، 2004 ،موريس أنجرس) For this reason we chose 5 provinces which are "Mostaganem, Oran, Mascara, AïnTémouchent, and Relizane" The sample selection was based on a geo-sociological distribution, taking into account the differences between the high schools, which can be called central because of their presence in the heart of the city and the high demand for it, and the surrounding high schools in the city**(SeeAppendix01)**

5-3 Sample of students:

I chose a sample of students according to the random method of (750) students, out of (4057) four thousand and seventy-five students of the third high school level, of the twenty-fifth after being selected in the previous paragraph. As the research community estimates some thousands, 10 % is sufficient ،2004 ،موريس أنجرس) (ص319.Thirty students were selected from each secondary school around 18.48%.The students' sample consisted only of the third secondary level, as they were in this final stage of the secondary school which is considered to be the last year in secondary school in addition to that it is the year when students have baccalaureate exam which allows them to go to the university.

5-4 Data collection tools:

The following search tools were used:

Observation:

We will focus our attention on all that is necessary and help us to collect information, to prove the validation of this finding , to describe the selected group, to give selection criteria and to refer to what makes it a model of its kind. Furthermore, the principle of objectivity requires us to select a group that we do not already know, So to make our observation true and valid, this does not prevent us from gaining access to the group through relationship with people within the community (friends, for example), and the basic rule in which we worked in observation is confidentiality as an ethical rule that must be respected.

Questionnaire:

It is tool for obtaining facts and collecting data. The questionnaire was prepared for this study and then distributed to students that is to say our participants in the sample of selected schools to collect the facts and data to find an answer to our problematic in this study. The questionnaire was based on closed ended questions, and multiple choice questions and open questions. This was for data collection. The total of questions was 60 questions. The first question was a type of gender of our participants, the questionnaire is divided into seven parts: **the first part** is entitled "The interests and the uses of the library", consists of five questions (5 Qns), **the second part** is dedicated to the relationship between the library and the reader and the way it processes and this latter consistsofseven questions (7 Qns). **The third part** is reading-books among adolescents consists of eleven questions (11Qns) The **fourth part**dedicated is the functions of library, consists of nine questions (9Qns), **the fifth part** is about modern technologies and its impact on library consists of three questions (3Qns), **the sixth part** isthe relationship between library and the users consists of five questions (5Qns), **the seventh part** is library and the Internet among adolescents consist nineteen questions (19Qns).

5-5 Validation of the tool:

Through my investigation I took for granted the validity of the study tool by presenting it to a group of experienced and competent arbitrators, who made some observations about it. Therefore, the questionnaire was taken out in its present form by retaining the terms agreed upon by the arbitrators.

5-6Thestability of search tool:

The research tool was tested and re-tested on a sample of the students in the third-secondary level at OueldQuablia high school, located in the center of Mostaganem city, and the Ikhoua Walihigh school in the district of Ain al-Nuwaisi, the suburbs of Mostaganem. The test was conducted twice and the time difference between them is two weeks respectively. After the comparison between the answers we found that there is a the degree of correlation is bit high and this indicates the stability of the questionnaire, and asked my respondents to express their opinion on the questionnaire in terms of presentation, And I reckon that the validation of this finding comes from valid tool, and I finally come to the point that there is correlation between the first group and the second group and we mean by that it does not match One hundred percent.

5-7 Distribution of the Questionnaire and its Fill:

The questionnaire was distributed in those highschools for conducting this study as well as a sample of the study in the five provinces (Oran - Mostaganem - Mascara–AïnTémouchent, Relizane).(See**Appendix02**)

5-8The reality of the school library in the secondary levels in the west of Algeria (data analysis and interpretation):

5-8-1 Data Order:

After we finished collecting information, we found ourselves faced with a great deal of variety of data. The first hypothesis is to know the meaning of the research data and to make it possible to be analyzed. Which were collected for the purpose analysis, and we examined the source data very well to avoid any inconvenient that might occur, so we verified and examined closely the data and we tried to avoid the information that has nothing to do with our research, however some participants filled in this questionnaire with things which are not that useful, this is why we crucially tried not to use in this work.

5-8-2 Coding:

You gave each group a code, and the total coding was kept in a special booklet. While the answers to the open questions, we filled in the answers obtained, and then we compared the answers to each other to see if they were giving us ideas and details of the different reactions of the question, once, twice and three times ... etc, and we have got the main ideas from the answers provided.

5-8-3 Data Configuration:

Once the coding is completed and the source data, i.e. raw data is checked, it must be presented to be analyzed in context and then have a meaning. For this purpose, the descriptive measurements are represented in percentage in addition to that they are represented in The **Mode, the Median** and **the Arithmetic mean**.

5-8-4 Visual presentations of quantitative and qualitative data:

The two basic methods of visual presentation of digital data are: the table and the graph represented in the table above. This allows not only reducing the information overload, but also allows for the formation of some synthetic visions, as well as the simultaneous perception of many elements.

5-9 Results of the study in the light of hypotheses:

Based on the results obtained through the analysis of data in our case study, we attempted to reach general conclusions based on objective facts and which are truly derived from reality of this fieldwork. These conclusions are taken from the data analyzed, interpreted and commented on. Based on the hypotheses that we hypothesize at the beginning of the study and which we will try truly to confirm or deny.

The first hypothesis:

The hypothesis that we started from the fact that the school library does not necessarily reflect the pedagogic interests in terms of cognitive achievement, in terms of the uses shown on a range of technical processes, influenced by physical obstacles. They have been verified through field research results represented in the first theme in the interest and the use of the school library from question (1-5)as well as the second theme of the relationship between the library and the reader and the way it goes from question (1-7), as well as the fourth theme which is about the functions and equipment of the library from the question (1-6), and the sixth theme which devoted in particular to the relationship between library and users from question (1-3) it's worth stating that school library that we put our hands on in all those provinces lack the financial support and resources, and well-qualified workers, and if there is not good librarian that is to say the one who in charge of the running and the management of library, this place of knowledge would not develop and prosper. In addition, the library services provided by the selected school libraries are weak as a sample for the study in secondary school level in the western Algeria, due to the lack of the basic components that are made up a library:

- Most libraries suffer from bad place.
- Most libraries suffer from a lack of minimal technical work tools.
- Most libraries suffer from a lack of modern tools and devices.
- Lack of proper organizational structure for school libraries.

- Books in the library may not relate to the school curriculum or syllabus closely, which supports the process of education, or may not be commensurate with the age of students and their orientation and their level of education with regards their education stage.
- The weakness of the integration of teachers to the library in the curriculum, despite the existence of ministerial decisions stipulating that the teacher should take care of scientific and educational documentation, whenever he has the opportunity and make use of it to improve his educational performance, and use the space documentation and communication for the benefit of students and teachers alike.
- The lack of time available to students to use the library, and heavy course load and the interest of many teachers to finish their courses without considering the importance of knowledge, the majority of students reported that they want to go to the school library during the weekend.
- The interest of some students in the school library, although others acquire a simple culture about the importance of the library and its great role to prepare him for the future
- The relative frequency of students to the school library, and those who said they do not go to library to borrow books for their own use gave us another perception, that the lack of literacy to many of the students of this generation is clear cut indication, so when we ask w the student why did not go to the library? The answer would be: Because there is a gap between the student and the books, he cannot read a useful sentence on any subject, so he does not like to go to the library.
- The school staff of the selected sample does not meet any international or renowned standards for competence, tasks or professional qualification. If the Ministry of Education did not provide job to a specialized librarian, who is dedicated to his duties to love and develop his job and keep pace with everything new. We also find that the school librarian has other administrative tasks, such as photographing papers, writing score tables, grades and keeping track of attendance and absence sheet of students, etc., which may be requested by headmaster or director of the secondary school, so the library becomes almost closed when students want to use it, or to give teacher who does not study the field of librarianship, to be in charge of library and the reason for that is to stay away from students
- There is a relationship between the librarian and the student, since the student does not know what he wants from the library, or that the librarian could not reach the questions that student wants to ask , what distinguishes the communication within the library is the presence of two parties affect each other , and through interactions that occur between them when the librarian does his work it would build bridge between him and the beneficiaries ,i.e. the users of library, So good service plays a key role in bringing the students to the library and to attract his interest. Librarian receives a pedagogical training and instruction that examines types of students he is going to deal with and how to communicate with them, Communicate and deal with all the beneficiaries and answer their inquiries by studying their preference and what they want on the one hand, and the mutual relation of love and trust that students have with the librarian on the other. The borrowing period is not enough to take information from books. Borrowing services are one of the most important public services provided by school libraries. It is also a good indicator of the effectiveness of libraries and their relationship to the users of library.
- The library furniture is compatible with the size and age of students, although it lacks the international standards, according to our observation, but there are some educational institutions try as much as possibly they can to make the atmosphere of the library a comfortable place.

There is a no special club for students, perhaps because they fear not to complete the courses to pass the exam, which prevents the students from engaging in educational club activities, which have an active role to create an environment of entertainment, cultural and social, through the interaction of students with each other. And to open up to cultural and artistic developments in the world to be more motivated, innovative and creative.

The second hypothesis:

It was validated through the field research represented in the third part about a book - the reading - the adolescents from questionnaire from the question / (1 to 9) as some adolescents have a level of awareness of the importance of reading and reading skills, so that the school library plays a significant role, from the psychological and pedagogic perspective, and the existence of an organized structure such as a library within the educational institution can be considered as a center as well as bridge between reading for use and reading pleasure because the results obtained came to be as follow:

- Some teachers have a great awareness about the great responsibility placed on them in activating the role of a library and developing the love of learning and reading among the students. This is confirmed by the results, while others have another culture about the materials, references and magazines available in the library.

The students are not directed towards the library, because if they are asked what does keep them from going to the library the answer would be there is a curriculum Load in addition to that there is lack of time. The library environment provides relative reading and revision for the tests and exams, although these libraries lack the norms.

The reading and focus process provides a set of basic elements and controls to encourage the reader to stay in the library for as long as he can. School libraries lack of space, lack of ventilation, poor lighting, and exposure to moisture, lead students to be distant from it, and some students may prefer not to enter, and this is what we observed during our visit to library sites, undoubtedly the lack of these minimum conditions does not really make it the center and source of learning, or as we might call comprehensive library however we do not find the minimum conditions that allow us to call them Learning sources, or a comprehensive library, it's worth mentioning that those criteria and norms are not found in some of the libraries that we have selected as sample in this work.- The majority of students learn in French, and this is due to several reasons: historical, cultural, social, educational. - Reading is based on course either related to the science or literature, and this is normal that student's preference is according to his specialty; in addition to that this is according to student's specialty with regard to subject matters.

The third hypothesis:

We hypothesizes that modern technology in all its forms and uses by the school library partners left traces and changes from cultural perspective as well as educational, and pedagogical verified through fieldwork, the fifth part of modern technologies and its impact on library from question (1-3), as well as the seventh part of this research paper which is entitled the library and the Internet among adolescents from the question (1-19). This is what we have seen through the results obtained from the answers of our respondents, where we find that:

- All secondary schools selected as a study sample in this fieldwork in the western provinces of Algeria, there is one or two rooms is considered as laboratories, each containing computers with which the students deal in specific materials with the teacher. The number of devices depends on the capacity of each educational institution and the activity of each director especially in relation to the implementation of the institution's project and harnesses the human, material and financial resources placed at the disposal of the educational institution, in the best interests of the student. It thus has a pedagogic, educational, administrative and financial role.

- Teaching computer science in the secondary stage gave the learner a comprehensive culture on the principles of computer science and how to use the computer and various devices and gadgets. He also gave him a new tool to communicate with others using the internal and external network, and added a new method of research in various fields, using the electronic library, i.e. E-library by using the internet. It also brings the learner to do projects by creating presentations and websites that give the learner the spirit of innovation, creativity and production at the end of the secondary stage. All of this acquired knowledge gives the learner a repertoire and knowledge that will help him in his university or professional studies

- The Algerian state is exerting great efforts in this field, represented by the Ministry of Education, which has harnessed all its capabilities to adopt and integrate the information culture to secondary school and teaching this modern technology, teaching of information technology as subject matter to guarantee the control of a new basic rules and expression. This culture of information technology deepens mainly on the development of applications in the teaching of technology found in first year university level those who specialize in branch of science and technology. The adoption of these subjects' matters requires or in other word modules requires a period of transition or shift, in addition to the innovation in them; they offer several common aspects on many levels such as competencies, pedagogical dimensions, facilities and equipments. There are several indicators among those who use the internet on a daily basis as an educational tool, entertainment and other indicators. Those who do not use the Internet permanently for a number of reasons: financial, time, despite the fact that technological space is a constantly evolving resource, the Internet allows democratization access to information and knowledge, to the world by encouraging the exchange and sharing of knowledge, the Internet today serves as a necessary complement to both school and university, which considerably increases its regular and daily use by Our children.

- A large proportion of students relies on scientific websites, especially in the secondary stage, and secondly is using chatrooms for number of reasons, age and period of adolescence…etc because in this age they develop their psychological growth, belonging and self-realization. It is a place of entertainment that consists of many entertainment websites that are suitable for the ages of the students of each stage of their school. They contain many activities, including educational articles, dialogue and a scientific tool which is the best way to support their courses and curriculum.

- The opportunity to use the Internet at home is more than using it at school; except for few who go to the internet café.
- Students prefer to read on the computer screen because it facilitates the reading process, and it is new modern tool.
- There is a strong relationship between the results obtained in the pedagogic system and access to information and communication technology, while students who did not use ICT generally have poor results. The Internet has helped students get a lot of information to prepare lessons, research and acquire knowledge, which is more likely in accordance with the results that have been gained from the Program for International Student Assessment (PISA).(E-commission, E-Algérie 2013)

Conclusion:

It is worth stating that The truth and reality of our fieldwork unveiled many truths and facts about the impact of the library on many of the changes that Algerian school witnesses, the problem that we are not able to solve is that despite the reforms that passed but it simply did not succeed, it was necessary for the Ministry of National Education before opening this debate or making any changes, to prepare the Algerian society for future changes. School-related matters should also be examined in a comprehensive manner and on scientific way as well as to take a closer look at the circumstances under which the new directives and instructions to make good use of data collection and from different places that is to say conduct research in more and more places because the successful Education curriculum is related to the data collected in many parts of the country. Our study revealed That there is already a very large shortage of educational facilities and spaces (school libraries, educational clubs, computer learning labs and Internet space), and our discussion is about the relationship between the school library and to find a search space over the Internet which in turn has not received a careful examination and right time. The student has no time to go to the library, because he has an intensive schedule from 8am to 5pm, that is to say students sometimes do more than they can afford, except for two days of weekend, some of which should be reserved for resting and another for review and preparation of homework and projects for the following week, It is not surprising that the teacher receives research that lacks the student's scientific knowledge and experience, but often the research is just a copy of work done by another students or even research done by the owner of the internet café, or so to speak and therefore it is impossible for the teacher to Give the students any serious mark and observation because of overcrowding section which an issues as well on the one hand and an obstacle to the continuous evaluation by the teacher on the other, which is evaluation of student's progress throughout prescribed course. The institutions that were choice as a sample of the study in this work did not make the school library an essential part of the educational process, or attempts to integrate the library into its educational activities and to make it let say a core of this process of education, nor an educational institution that gives the librarian and an active role in terms of access, development and implementation of methods, also teacher's doubts and hesitation toward the ability and competencies of librarian to fulfill their educational goals, which indicates the lack of confidence between the teacher and the librarian.

As conclusion, the library remain sin slight isolation from the real and the important role it might perform as source of knowledge and in terms of developing student's competence and enrich their scientific knowledge, unfortunately this place of learning, that is to say the third space as we might call becomes place where only limited number of teachers and students can go and borrow books, and make use of it, While the problems increases and its degree varies from place to place, there is a common factor which is that these problems cannot be overcome without working to create a modern and new education system within its goals, content, methods and educational means. In addition, the weak introduction of modern technologies into educational institutions, such as the integration of computer science in the school system, and the result of this delay in the administration of the delivery of equipment and devices. The administration suffers from aging metaphorically speaking, so it must be very dynamic in order to cope with current technology the world over.

All these reasons have prevented the development of the educational system and thus the school library as structure and as basic building block within the educational institution affected by all the factors surrounding it, this realistic image of the school library in the traditional face failed to achieve and in most of Algerian high schools, while a limited number of them tried to meet the necessary standards which are knows in worldwide, Some educational institutions pay their attention to the use of computer technology and its applications in the curriculum, this opens up new horizons for future research on trying to identify the impact of its use as well its outcome at national wide. The desired change in the Algerian school aims to create a citizen capable of controlling the technologies in this era of artificial intelligence to ensure sustainable development and employment in achieving social prosperity to cope with globalization.

This will only be if the methods of education and its means, especially the textbook, correspond to the needs of students, school and modern information and communication technologies. The strategy of creating and building E-Algeria from 2013 is also a reform to open new horizons for innovation, research and development of educational, social and economic situation in this country, and increase the efficiency of public Administration and educational institutions represented in the structure of the library, and control the legal legislation on the uses of information and communication technology, this strategy came to be a fertile ground as we might say for scientific research with a group of observers in favor of the library and the school staff as a whole.

This research paper is of an extended type of research. It sheds light on the development of the phenomenon of educational reform over a specific period of time, by focusing its lenses on one of its most important trends, namely, the school library as third space and the internet space. The educational reforms will be reconsidered and evaluated. , This is generally called a refined search (La Recherche par panel) research that is characterized by its clear crystal focus.

The whole purpose of this research is to cast the light and to develop approaches through the creation of a partnership between the school library and the Internet space, in order to support the process of educational positively as they do not overwhelm to one another but the relationship of integration, and it is true to say their productions are the different faces of the same coin, i.e. is the educational reform, that is to say they go into the same crucible, If it is truly found on the ground of our institutions by creating multimedia library spaces and the Internet network. And then maintain them through the attention of the officials of the ministry and the directorates and educational institutions, which is a great leap forward as well as a shift from term of school library to the comprehensive library in Algeria in general and in the West of Algeria in particular, and if smart school or school of the future will provide materiel, devices, tools, equipment and most importantly all resources in order to store, retrieve, disseminate and communicate an information and in real time Therefore, the educational reform will be without doubt successful and it becomes product rather than process, because we have provided the necessary means appropriate for the student to be that ideal and competent lifelong learner through the availability of a comprehensive library and to have an easy access to this comprehensive library that goes hand in hand with level of study which is Intricately linked together with the educational curriculum, in addition to that to have good control over the internet navigation and under someone who might observe and control him, he is the information technician, i.e. technology technician (IT).

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Appendices:

Appendix 01 : shows the selected educational institutions as a sample of the study

Province	Name of school
ORAN	1-Al-Houri High School (Al-Hamri)
	2 - Pasteur High School
	3-Mustafa Haddam High School
	4 - Commander AhmedHigh School (El-Karma)
	5-Lutfi High School
MOSTAGANEM	1 - Zerrouki s High School
	2 - OueldQuabliaHigh School
	3 –El IkhouaWaliHigh School (AinNuweisi)
	4 –1 November High School
	5- Boumediene Mohammed High School (HassiMamach)
MASCARA	1 - Jamal al-Din al-Afghani High School
	2- Ben Mustapha Al-Rashedi High School
	3 – MakiouiMamoun High School
	4- AbiRas al-Nasiri High School
	5- Abdul MajeedAmazian High School (director)
AÏNTEMOUCHENT	1 –MalihaHamidou High School
	2- Sheikh Al-Bashir Al-Ibrahimi High School
	3- Idris Al-AfifiHigh School
	4 - Daoudi Mohammed High School (El Malah district)
	5 - MaghniSindidMohammedHigh School
RELIZANE	1 - Ahmed Medgari High School
	2-Akid Othman High School
	3 – AkhaouainHaidara High School (District of Yalel)
	4 - Raid Adda Ben Ouda High School
	5- Akhawain Ben Ameur Secondary School (District of Yalel)

Appendix02 : Represents the number of questionnaires distributed and received

Schools	Questionnaires that are distributed	Questionnaires that are not answered	Rate % (Absolute frequency)	The answered Questionnaire	Rate % (Absolute frequency)
ORAN	150	138	21.43	12	11.32
MOSTAGANEM	150	150	23.29	00	0.00
MASCARA	150	126	19.57	24	22.64
'EMOUCHENT	150	116	18.01	34	32.08
RELIZANE	150	114	17.70	36	33.96
Total	**750**	**644**	**100**	**106**	**100**