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AND BOOK STUDIES

WHAT CAN SCHOOL LIBRARIES DO TO ENHANCE READING AMONG
STUDENTS

Master thesis

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Ljubljana, 2012

Key document information.

Name and SURNAME: Shkëlqim PSATHA

Title of master thesis: WHAT CAN SCHOOL LIBRARIES DO TO ENHANCE READING AMONG STUDENTS.

Place: Ljubljana

Year: 2012

No. of leaves: 54 No. of tables: 8 No. of fig. 4

No. of bibliographic notes: 30

Supervisor: prof. Primož Južnič

Keywords: School libraries, high school students, leisure time, enhance reading, Albania

Abstract: Different studies around the world show the loss of desire to read printed books, especially among high school students. Electronic media takes a big part of students free time, but when the work in school library is organized well and in an innovative and interesting way by teacher-librarian, high school students may come to school library and read books, spending their free time and having better achievements in school. This research was done using two methods: quantitative and qualitative. The quantitative was a survey using questionnaires among high school students in two cities and their surrounding villages in Albania. The hypothesis was that as in other studies made in other countries, there is a decline in reading, differences among boys and girls. In the qualitative part of the research we just wanted to show that the motives for reading are very dependent by teacher-librarian.

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Acknowledgement

I, first of all, want to say a warm thank you to my supervisor. Prof. Primož Južnič. His ideas, advice and support have encouraged me to overpass difficulties and to achieve my goal. I feel privileged to have had the possibility to work with you, professor.

Warm thanks to all professors in the Faculty of Arts, in the University of Ljubljana, whom were always available with useful advice, and the community of Albanian teachers and high school students that kindly offered their attention and made possible the data collection, and all people that I met in Slovenia, whom made me feel at home in a new country. My appreciation goes especially for IZUM which did so much for us, for our professional career.

My work goes as dedication to my wife and my daughters with love and respect for everything that they have done for me during these years.

1 INTRODUCTION

Time goes by and things have changed. We always had shelves occupied by books purchased from different generations, in our homes. They were the front doors through which we entered in the great world of reality and human imagination. The free time was filled with endless stories that took our imagination beyond the borders of reality or with information that pushed us forward to explore the real world.

In present days our homes are filled with televisions, videogames, computers, DVDs, etc. which also give us information and introduce us to the world of imagination, but there we watch the imagination of others compare to the books where we read the dreams of the others and the imagination is ours. So, has changed the way we spend our free time, how we entertain ourselves, how we dream, how we absorb the information, how we prepare to enter in the great world of reality since we are children and so on during later years .With the introduction of electronic media it seems that the way we spend the free time and the sources from which we get the information have changed. Books are not anymore the only resource of information and relaxation.

“In an age when browsing the net, playing with funky handsets and passing non stop SMS-s seem to be the order of the day, reading a book in a peaceful corner of a library has become an archaic idea for most people”. (Tella, A & Akande, S, 2007).

The loss of the desire to read, going after electronic amusements, getting the information in an easier way, the preference to choose the internet instead of research on books, endless electronic information (which is not always correct), seems to be the characteristics of the internet generation. But nothing is absolute. Many times it is said that anytime a new media comes up, the time of books is gone. But it never happened like that. After the first success of a new media which is followed by a great number of people, as it randomly happens any time a new thing comes up, again people have returned to books for amusement or for information. It happened with the radio, the television and now with the computer. With the apparition of www a lot of people thought that print media would disappear. In the focus of these changes are the youth, especially high school students.

In Albania, electronic media has over extended these last 7-8 years. “If we talk about the year 2009, Albania, is almost in the same level with the regional countries. The usage is about 30%, so 30 people in 1000 use internet in Albania”. (Ahmati, F. 2010). The official data, published by ITU, show that in the year 2010, in Albania, the number of people that use internet is 1.3 million, (about 43.5%).

Internet has taken a great extend also in Albanian schools. Based on a project of the Albanian government every school (around 2.000 in all Albania) have their computing labs, with at last 5-15 computers connected to the network, but not all have regular internet connection during the day. In the last years, the Albanian Government has made great investments to distribute the internet, by putting it in the service of the administration and

the public. It seems that the young people are more attracted from internet, watching television or playing computer games than reading printed books, not only in urban areas, but also in rural areas.

So the problem is: What can school libraries do to enhance reading among high school students? It is important for this problem to have an answer because reading is very important for high school students' achievements.

“Reading itself is a progressive skill that depends on years of education and practice” (National Endowment for the Arts, 2004). Reading is as important for our brain as the physical training is for our body. The act of reading is not only a passion; it is a possibility to discover and know the world and to develop the human mentality. Not only in modern times but during all human civilization, reading has been a key to success. By reading people got knowledge which helped them to become well-known in human history. Reading helps in the perfection of the individual intellect, it also prepare him in all aspects of social, religions, cultural and political life. The present day, modern society, could not have been built and could not continue to exist without educated individuals. We can not have educated individuals if we do not teach them the importance of reading since childhood and during their whole life. The act of reading is an ability which is observed during all years of education. The act of reading is strongly connected with the culture of a nation, which latter will be reflected in the development of this nation. “If literacy is the baseline for participation in social life, then reading- and reading of literary works in particular- is essential to a sound and healthy understanding of and participation in a democratic society”(National ..., 2004).

I teach and administer the school library, and I see a drop in high school students' desire to read books. This is reflected in a drop in their achievements in school. Their free time is spent among computers in internet cafés, chatting or playing. So, I hope this study will give a good example to show that when the work in school library is organized well and in an innovative and interesting way, high school students come to the library and read books, spending their time with each—either, and their achievements in school are better.

2 SURVEY OF PUBLISHED RESEARCH

In different studies made around the world to see how much the printed media is read and how much it is substituted from electronic media, it is noticed that, without doubt, the printed media is not the only one and the first choice. Electronic media takes a big part of student free time and their way of study. The loss of desire to read print media is now a fact that no one can deny. There are many indicators which show a big competition between the books and electronic media. They are “fighting” between each other to get the attention of students.

“The indication of new media brings an intense competition between print and electronic media for capturing student’s time and attention”. (Fayaz Ahmad Loan, 20011).

Normally the new era brings new perspectives. Generations change and with them the desires and methods of amusement and the way of getting information also change. A question always comes up: What should we do to get the readers back to the books? And naturally there could not be a single answer or a single solution. The culture of reading is dependent on many factors such as: age, education, cultural level, economic level, etc.

“The decline in reading correlates with an increased participation in a variety of electronic media, including the Internet, videogames and portable digital devices”. (National..., 2004).

The school must play an important role in encouraging students to follow the tradition of reading. The culture of reading must be learnt since childhood. He who begins reading since childhood is going to read books during all his life. The school, in cooperation with the out of school factors, has a main role in reference to the returning of students to books. The school library can and should play an important role which should be determinant in this process. It should not only offer to the high school students what they are asking for, but should suggest and help in choosing the information and not only the information for the learning process but for amusement too. High school students should have a desire to come and read books in the library. Only when school library will organize, offer and reflect their interests, it will bring to them the inspiration of reading.

Lots of countries do a lot in this direction. In Canada the statistical report of the National Core Library Statistic Program, (Durand, M. & Daschko, M.W. 2001), estimated that there were 14 000 to 16 000 school libraries across Canada in 1996. In ONTARIO between 1998-2000 libraries reported that they were staffed 50 % by a part time teacher-librarian, 17 % by a technician, 9 % by other teachers, 6 % have libraries that are not staffed at all and the rest were volunteers. Each year, the federal government provides funds to the municipalities for libraries. The public expenses by provincial and municipal governments for school libraries have been \$ 532.9 million in 1998-1999. (Durand & Daschko, 2001). The majority of Canadian schools are connected to the internet for educational purposes. In January 1999, there was a computer for every eight secondary schools.

In Canada published reports have demonstrated the positive impact of school library funding and presence of a teacher-librarian on student results. In 1997, Ontario’s Education Improvement Commission acknowledged that “there is a good body of evidence that good teacher-librarians can make a great difference in the life of a school and help improve students’ achievement”, (as cited by Ken Haycock, 2003), reviewed research undertaken on the relationship between the presence of a school library and school librarians, and high school student testing. The result of the research showed that larger collections, greater funding for the school library and more access to a qualified teacher-librarian correlates with higher achievement levels. Improvements were even greater when teacher librarians collaborated with classroom colleagues, teaching literacy skills and participating in technology management within the school.

Recent evidence suggests that many full-time librarian positions in Canadian school have been scaled back to part-time, eliminated altogether, or replaced by library technicians.

A common belief is that recent technological advances result in less need for librarians in schools, given that more information can now be obtained through the internet. This belief has been countered, however, with the argument that the internet is like a library without standards or catalogues. One still needs librarians and proper training if users hope to benefit from the riches of the internet and libraries. In fact less than half of school principals from the 2003/2004 Information and Communications Technology in School Surveys felt that the “majority of their teachers were adequately prepared to engage their students effectively in the use of JET to enhance learning”. (Coish, D. 2005). Gibson and Obery (2003) in a Canadian study of officials from the ministries of education and teacher associations, as well classroom teachers and school administrators, reached similar conclusions. Their founding that “all four groups reported that the Internet was being used mostly to increase access to information. Few respondents reported using the collaboration, creation and capabilities of the internet”.

Surveys regarding high schools examined different aspects of reading. The presence of library staff such as teacher-librarians or librarian in full time for school and for students, providing a measure which adjusts for differences in student body population; the presence of teacher-librarians and library funding linked by comparing them with provincial achievement scores on standard international student assessments. Technology applications incorporated into the teaching practice in the school linked with the presence of a teacher – librarian and the number of teacher-librarian per student; links to the library and non administrative school websites; connectivity and information and communication technologies integration in education, etc. In Canada teacher-librarians are educators who teach from kindergarten to 7-12 as well as being librarians who manage a school’s library. As a result of these two roles, a teacher-librarian is involved in instruction in reading and research as well as maintaining and updating the school’s library collection. Teacher-librarians work with classroom teacher to co-ordinate library researches with curriculum requirements. They also develop library collections and teach research strategies and literary skills. Across Canada, each school had, on average, 0, 25 full time equivalent teacher-librarians devoted to the school library. The schools had a higher average number of library technicians (0,26) than teacher-librarians (0,25).

The context in which school librarians and teacher librarians operate today in Australia has changed significantly over the past couple of decades with consequent implications for student learning. In particular, there has been an apparent decline in the numbers of qualified teacher librarians employed in school libraries in public school in Australia; an explosion in information production and the of information communication technologies; changes in educational philosophy and practice, including a greater focus on learning outcomes and change in the nature and role of the teacher-librarian as a result of these developments. The survey that has been on behalf of the Australian school Library Association (ASLA) in November-December 2002, (Lonsdale, M.2002), shows that the

school libraries and school librarians contribute to the high school students information literacy skills.

Perhaps the most significant factor affecting the role of school libraries and school librarians in relation to student achievement is the explosion of information, particularly in relation to digital resources, that has taken in recent years. Gives the volumes of information available, the rapidly absolute nature of much of this information and the questionable quality of much that is available on the internet, the role of the school librarian has arguably become even more important than in the past. Literary information is fundamental to the school library program. The Australian tradition of research into school libraries and student achievement would seem to be focused more on learning in a broader since then on the kind of learning encapsulated in the Lance studies. (Curry Lance, Keith, 2004). In this review student achievement has accordingly been broken down into academic achievement, reading literacy, information skills, etc. The evidence in school libraries with high school student achievement in terms of literacy is less abundant than that which focuses on reading scores on the state test.

The survey shows that it is very clear that the high school students place great importance on the library in helping them find the information they need and value the information in a timely way. The strongest findings relate to the school library helping students to access and find information and to certain extent, to evaluate this information for quality and appropriateness. Students perceive the help of the school library to be less in terms of enabling them to question this information and to use it to construct their new knowledge of their topics.

The survey in USA, (Heinstrom, J.,&Ros, J. Told. 2006), showed that the most effective and efficient ways to increase high school student achievement and love of learning is to leverage the power that library media centers can have in this process. There are five elements of this power.

1- Access – The library media center serves as the physical and philosophical center of the school. If possible, library hours should be extended to afford students who are busy during the day to access services offered by the school. The library should be available, warm and a welcoming place.

2- Data driven. Library media center must use data to assist with making decisions about resources whether it involves personnel or materials. Services and materials should reflect the learning community's needs and the instructional priorities of the school. The librarian keeps data on the use of materials, so they are able to offer databases to high school students that can be accessed at home as well as audio technological services.

3- Integration of technology. Technology is a tool, not a product. It must be integrated through strategic planning within the instructional program. High school students are encouraged to use the school resources from home and are given the necessary passwords to access the web page. The resource page has links to district on-line catalogues, district

film library catalogues, etc. The students and teachers can use inter-library loan request systems to borrow resources from all district schools and district professional libraries.

4- Connections between Teaching and Learning. The librarian must be viewed as teachers-of teachers, of students and community.

5- Advocacy. High school students receive a day-timer, supported by school, which is a guide to Acceptable writing formats for research at the school, etc.

The survey shows that, as evidenced by the high school student voices in the study. The role of information technology in and through the school library is functional, technical, evaluative, and constructive. The study shows also that when information technology functions well, it is highly appreciated by the students, when technical issues and access issues occur, as some students identified in the critical incident statements, this is a cause of concern that seems to foster negative attitudes towards the school library and a perception that it is unable to provide any help to them. The survey shows that according to the students comments, the professional role of the school librarian, as an information learning specialist, a manager is recognized and praised by many students and students particularly see the school librarian as key to making the vital connections between the diverse, complex and confronting world of information, use of information technology and access, empowerment and achievement.

The high school student comments show that help through the school library is also provided at multiple levels- in whole class instruction, small groups and individually. One aspect that often goes unnoticed in school libraries is the individual attention that school librarians provide-dealing with individual and specific student needs and the student comments indicate that this individual level of guidance and help is both wide spread and very important to them. Some students make connections between the informational and instructional programs of the school libraries and achievements and success with their research assignments and projects and their development as capable learners able to negotiate and use the information landscape to learning success and personal gain.

The survey showed that there were differences in student's responses according to the grade level. The students of grades 3-5 mainly connect the school library helping with their reading interests and there is a clear shift from reading to information seeking for curriculum topics in grades 6-8, with perceptions of help in relation to supporting reading declining through grade levels. Students' statements show that they value the school library as a quiet comfortable place where they can work independently and without distraction. Some students acknowledged the school library as a safe place where they can investigate problematic and contention issues in privacy and safety.

Novljan (1998) reports the findings of the JEA study in relation to Slovenia, suggesting that the mean reading test scores of students in schools that employed a professional librarian were "significantly higher" than the results obtained in schools where a teacher was responsible for the library. In Slovenia, "better test results were closely related to the existence of large school libraries (approximately 7000 books), large classroom libraries

(approximately sixty books) and regular effective lending of books”. The study found that “the presence of a librarian or a teacher had little influence in most environments, but made a significant difference in large towns” and that “ a library worker trained in librarianship is a positive factor in the development of reading literacy”.

The study in secondary schools in Scotland, (Williams and Wavell. 2001), looked at the contribution of the school library to student learning in the four areas of motivation, progression, independence and interaction. The study found that the school library does have an impact on a broad range of learning but that if the learning potential is to be fully maximized there is a need of greater dialogue between librarian and teachers. The study found evidence to support the view that school libraries can contribute to the development of a variety of information skills in students encourage the disposition of students towards social and individual responsibility and enhance the learning opportunities for those who already have the skills to become independent learners. The study found that the school library played a significant role in developing cross-curricular skills, such as communication, innumeracy, study, problem-solving, personal and social and the use of information technology; that it helped to bridge the gap between primary and secondary schools; and that it helped in the development of information technology skills. The questionnaires showed that although text books and worksheets still made up around two-thirds of their teaching resources, library books and software were also significant resources. The school library can help all. The learning environment; provide a variety of learning experiences; support systematic skills development and research; provide access to a wider world of information; encourage the support learning; facilitate differentiation/equal access to the curriculum; enhance independent learning and offer careers guidance and encouraging collaborative learning.

Taken together, these studies offer a significant body of evidence to suggest that school libraries have a positive impact on student achievement. They also suggest that this impact is the result of a complex interaction of variables and that there is a need for further investigation into how school libraries help students learning more broadly. The collection of studies that investigate the relationship between reading scores on state tests and school libraries variables are also limited by their reliance on statistical analysis. Much of the most useful of evidence has been derived using qualitative methodologies. There is also a substantial of the quantitative evidence in dividing some of the library variables that affect student performance on state reading test. It is also most useful to do not only large-scale studies that draw more on quantitative data but also micro-research that employ a range of methodologies such as case studies, action research, survey questionnaires, quasi experiments, observational approach process tracking, document analysis and group comparisons. School libraries are and must be in the center of school cross-curriculum and not only. There, the students must find the pleasure of reading.

Reading itself is a notion that is defined in different ways. The definition of reading has changed during different times. “Reading is the ability to recognize and examine words or sentences and understand the information within. It is a cognitive process of understanding

a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences”. (F. A. Loan. 2011).

“Reading is obviously related to the literacy of a nation, which in turn is related to the quality of life of its citizens”. (National Endowment for the Arts, 2004).

All societies progress only if their individuals create an educated society. Only in such society human deviations can be avoided. But we can not deny that nowadays modern society in general is directed toward electronic media to get the information and to entertain by considering reading as a second choice. Different factors have affected this process which can be from the simplest to the most complicated. Electronic media compare to books do not need an active concentration but passive participation.

This indication and interference in reading books is reflected more in young people. The simplicity in finding an endless information just by clicking a button in stead of searching on books, saving time in finding information etc. are factor that make possible to loose the desire for reading books in many young people. On the other side the visual attraction, and the possibility for lazy people saying that electronic media offers without any difficulty has made the electronic media very attractive for young people. Nowadays the electronic media has become without doubt the most, influential factor for young people in the field of information and entertainment. Electronic media is beautiful, easily accessible, easy to handle.

“Most electronic media such as television, recordings, and radio make fewer demands on their audiences, and often require no more then passive participation. Even interactive electronic media, such as video games and the internet, foster shorter attention spans and accelerated gratification”. (National Endowment for the Arts, 2004).

The digital era has changed even the way of reading. In present days we see a decline of the desire to read books in the general population and especially in young people. But even the reading in electronic media is a kind of reading. The internet has changed more the way the young people read than how much they read. We always have to accept that television, internet and computers are the most important factors that are affecting reading today, especially among young people. But “reading is also influenced by multiple factors such as gender differences” pointed by Moffit & Wartella, (as cited by Du, Y., & Martin, B.2008) and “parental involvement “ pointed by Warren, Prater & Griswold, (as cited by Du, Y., & Martin, B. 2008). “Reading ability and the habit of regular reading ability have greatly declined among college graduated. The decline has demonstrable social, economic, cultural and civic implications”. (National Endowment for the Arts, 2007).

The loss of desire in reading is not simply a cultural issue even though it brings irreparable consequences in literature in general but also in other arts. It also brings serious consequences in the economy, culture and social life of a nation. The fact that people spend less time on reading and the loss of desire to read among young people is now an international phenomenon and a concern for all, precisely for the negative consequences that it brings. Numerous researches in developed countries and not only, had studied and

are studying the factors that lead to loss of desire to read and are trying to find ways to change this and make the reader return again to the book.

The study: “Reading at Risk: A survey of literacy reading in America”, was done based on an enormous sample size of more than 17 000 adults and it covered most major demographic groups –providing statistical measurements by age, gender, education, income, region, race, ethnicity. This study made in USA highlights this large decrease in the desire to read among American youth. According to this study, “literary reading in America is not only declining rapidly among all groups, but the rate of decline has accelerated, especially among the young” (Dana Gioia, chairman, National..., 2004). The study show us that “Less than half of the adult American population now reads literature. The percentage of the US adult population reading any books has declined by 7% over the past decades. Factors that have contributed to this decline are too many. For example; demographic changes, the way of living, age, sex, education, income, parents’ educational level, etc. which are important factors to be taken into account in the relevant assessment. The impact of television, video games, internet, and portable devices for music is evident in the above mentioned factors. Thus study notes that women read more than men, (52% versus 48%). The youngest age group has the lowest literacy reading rate. Reading rates also increase strongly with education levels. Reading rates also increase strongly with family income levels. Also statistics show that “Both the literary reading rates and the statistical model of literary reading show that the most important factor is educational attainment”. Also statistics show that “ having a low family income is associated with low literary reading rates “.

The study points that: ”Highly educated people read literature much more than those with lower levels of education. Also the reading of literature is consistently higher in women, urban residents and generally those with higher family incomes”. Based on the authors of the study: ”US was becoming a “nation of watchers”, rather than a “ nation of reading”. Disturbing results led researches to seek other reasons and also to study and analyze the factors that influence and take the time and interest of youth. Maybe is this indication of a decline in reading possibly due to competition from television, videogames, movies and the internet or this comes because young people spent their free time in other activities? In fact based on the research from all activities,” only television, internet, playing videogames and exercising attract significantly more people than reading literary works”. By the way based on the authors of research the effect of electronic media and especially TV, internet and movies is a subject to be seen and analyze because referring the authors, research shows that it is not possible to find out if TV influences negatively on reading. Those who spend a lot of time watching TV may also read a lot. Even some programs may encourage the desire to read.

In an other study conducted by the National Endowment for the Arts : “To read or not to read”, (National Endowment for the Arts, 2007.) the authors point that “Nearly half of Americans ages 18-24 read no books for pleasure...by contrast ,15-17 years- olds spend 2 to 2.5 hours per day watching TV”. It must be admitted that rapid technological developments that occurred in the second half of the XX century especially in electronics,

computers and communications had an unusual effect in all fields of life. All this will be reflected without a doubt in the reports that they would create with reading. So authors noticed declines in reading test scores among 15 years-olds and high school seniors in contrast to younger age groups and lower grade levels.

Students read for different reasons such as: literary experience, for information and to perform different tasks. If we will analyze these we will notice that reading of short stories, poems, folk tales, etc. has a noticeable decline compare to the reading of text books, newspapers, magazine articles etc. and this will be reflected in their ability to be confronted with the reality when they will be out of schools in the real world.

“This is a world in which a very high level preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of our workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education – a very different kind of education than most of us have had –are going to be the only security there is”. Referring to the authors who did the research another reason that reading has declined among the students during free time is the fact that during high school time, the learning process is overloaded, also extracurricular activities take their free time.

An overloaded curriculum filled with tests and essays does not leave much free time to read stories and novels simply for fun. High school students are focused mostly in the materials that they need for the learning process which are not always the ones who represent the real desires of the students. So the rest of their free time they try to fill in by watching TV, surfing internet or play videogame because these activities represent their interests. Referring to the authors of the text it is a fact now that “high school seniors’ leisure reading rates have failed to improve in the last 13 years for which the survey has tracked this activity. In 1994 , less then 20% of seniors reported they spent no time reading for pleasure on a typical week. In 1997, that figure jump to 25% and has lingered there ever since.... In the fall off 2004, 27% of incoming college freshmen reported having read for pleasure for three or more hours per week during their senior year in high school.”

There is no doubt that most of information is taken from the TV and Internet, and no more from printed books. It can even be said that in nowadays more books with a better quality are published, but readers are not anymore the same as they use to be many years ago when reading books was the first choice in their free time. In present days it seems that young people are looking to entertain themselves easier, to watch more than to read, to play without moving from their chairs and to listen to music while they may be doing something else. It seems that there is even a trend by publishers of books and magazines to make them similar to TV. It seems that even they themselves feel that the digital eras changed the way of perception of what we want. The books remain lonely in front of TV, internet, videogames in a battle where the forces are not equal.

“They delude themselves who believe that television and print coexist, for coexistence implies parity. There is no parity here. Print is now merely a residual epistemology, and it will remain so, aided to some extent by the computer, and newspapers and magazines that are made to look like television screen. Like the fish who survive a toxic river and the boatmen who sail on it, there still dwell among us those whose sense of things is largely influenced by older and clearer waters”. (Neil Postman.1985). However as painted out from the authors of this study, the results must be compared with other studies to come in real conclusions, because different researchers use different methods, such as, survey populations, response rates that often were designed to serve different research aims. But, however, “The importance of these national findings is that reading frequently is a behavior to be cultivated with the same zeal as academic achievement, financial or job performance, a global competitiveness.” (National Endowment for the Arts, 2007).

The digital era has not only changed the way we get the information but also the way we entertain ourselves. It expands now and enhances new social relationships which fulfill important social, emotional and intellectual functions in adolescent’s levels. In present days the internet has become the place where the young people spend their free time. It joins in one, two of the most basic requirements of young people; the source of information and the possibility of entertainment.

A US survey conducted in 2007 showed that 93% of children aged 12-17 have internet access at home (Mac Gill, 2007, as cited by from Soen, 2009). A 2005 survey in Britain showed that 95% of the children in the 11-18 age group use the internet at home (BBC News, as cited by Dan Soen, 2009). A survey conducted among 15-19 year old teenagers living in Hong Kong indicated that these teens spend 34% of their leisure time on the internet (NFO world group, cited by Dan Soen, 2009). In Israel 94% of Junior and High school respondents had access to the internet. (Lamish & Riback, as cited by Soen, 2009).

As it seen from these data the spread of internet young people is already massive and looks like a necessity where they fulfill their desires and interests. There are many reasons why the internet is so attractive among young people. With the internet they locate information for the learning process. The possibilities that internet offers are numerous. The search of information can be conducted at home without the need to go in a library. Also the use of websites makes the search of information easier etc. Even during the time of research an internet has become very attractive among young people because they can play endless games by sitting on their armchair in their warm room, even playing games online with friends. By using internet they find the answers to different things in different fields of life or searching information about their hobbies.

Accessing entertainment sites, surfing the net for fun, reading and sending electronic mail, are the most prevalent internet usages for teenagers. The internet technology and chat sites help satisfy teenagers’ crucial communication needs. Also we can notice that males are more inclined towards electronic technologies than females, and females are more associated with print culture than their male counterparts. In recent studies is noticed that students prefer better to use the internet at home than watching TV, and most of them

choose better to use the internet than read magazines, books or newspapers, or they like to read them on internet.

A study made by the Copper Wiki (as cited by Loan, 2011) shows that the main rivals of the book to attract attention and interest of teenagers are just internet and television.

In Slovenia statistics indicate a wide use of Internet. There were 1.420 776 internet users as of Dec. 31.2011, with 71.0% penetration, per ITU, according to Internet World Stats. (Internet World Stats, 2011). Also, according to the Statistical Office of the Republic of Slovenia, 97% of persons aged 16-24 use internet. There are also regular internet users (94%) among persons with tertiary education then among persons with basic education or less. (56%). If we again refer to the statistics we notice a progressive incline of the internet users from both genders. 65% of males and 64% of females in Slovenia were regular internet users in the first quarter of 2009 – according to the Internet usage in households and individuals Slovenia Survey 2009 by the Statistical office of the Republic of Slovenia. (Statistical Office of the Republic of Slovenia, October 2009). From those data taken in Slovenia result that the reason of the internet use are the similar to other studies. So the internet is used for different reasons such as: “ to find information, sent e-mail, posted messages to chat rooms, newsgroups or online discussion forums, to see movies, listen music, to make telephone calls, to created a webpage, and especially use of social networks sites by persons age 16-24 as they are group ages that use it more “ (Statistical Office of the Republic of Slovenia, October 2010).

TV intervenes heavily on the high school student’s free time, even though it takes a great part of their time, and furthermore does not help in finding information as the Internet does, but it simply entertains them. The information offered and not chosen or selected by them. More time in TV means less time in other activities, less time on reading, less time with family or with friends. TV turns the high school students in contemplative, even though it does not have the reading element as the internet does. Lack of reading among them brings consequences in their daily life, in civil, social and economic aspect. However it must be admitted that the influence of TV associated with the influence of the videogames or music listening is different among different individuals.

In a study conducted by Hastings and Henri (2006) with 1205 students in primary and secondary school, children from schools all over England, it was noticed that 21% of them spend 3 or more hours a day watching television, 13% less than 1 hour a day, 48% 1-3 hours, 6% said that did not notice that, and only 2% said that they do not watch TV. A study of Italian teenagers made by Fave & Bassi, (as cited by Komel, I., & Juznic, P. 2010) found the time they spent on reading was less than that spent on interactions with friends, watching television and sports and hobbies. Different studies made in Slovenia show that most common ways of spending spare time among young people are watching television, socializing and listening to music, (Komel, I., & Juznic, P. 2010).

Can not be given clear definitions for a positive or negative impact of TV on active reading, but it is a fact that if students spend their time watching TV, or playing video games, they are not spending a great deal of time reading and writing. On the other side, high school students, whom read the best are those that spent their non –school hours reading and writing. Watching TV is a passive experience. The viewer simply sit on the couch and stares at the screen. There is a little thought and little physical movement. When discussions of how television affects students arise, it often centers around what is being watched. The effect televised violence and sex has to people, especially younger, has been documented by many research teams through the years. However, what is being watched is not nearly as important as the simple act of watching. Simply by sitting and watching TV, impedes the students from doing other activities and especially from reading. When they watch TV, images come to them, but when they read a book they have to create the images themselves and this is very important in their mental development. Watching TV or playing video games does not develop a student’s skills in reading, means, in word recognition, decoding, vocabulary, spelling or high-level thinking.

Research on relationships between the amount of television viewing and reading achievement are a lot. But sophisticated methodologies reveal the connection to be complex. So, some television viewing hours are beneficial, with viewing up to 10 hours a week correlating positively with reading achievement. Beyond this amount, however, the correlation is negative; reading achievement declines sharply with increased viewing.

Another indicator for the TV-reading connection in the positive and negative consequences is the reason why young people watch TV. While the amount of viewing was related to low achievement, the stronger negative influence was related to the reason for watching TV. High school students who watched in order to escape from family, friends or school concerns read less and scored lower in achievement. Seems that they , who are heavy television viewers dislike reading and tend to read materials of lower quality. Pointed that viewing habits, reading attitudes and reading materials in the homes, we can see that “ enjoyment of reading decreased with age, while the number of those that dislike of reading increased. If we examine how reading habits and preferences were related to television hours, we will see that heavy viewers (more then 5 hours a day) tended to read 10 romances and books about celebrities, while light viewers (under three a half hours) read science, fiction, mysteries and general nonfiction. Television rivals both the family and the school as a shaping force in the lives of students, a situation not likely to change soon. There is a distinctive need for efforts than involve both parents and educators in finding methods to help students become selective, critical viewers who can deal proficiently with both visual and print media”. (Lehr, Fran. 1986). Both, reading and watching television are sedentary occupations. However, the level of mental activity is considerably different. All else being equal, reading is considerably more active then watching television, because reading is a cognitively active task. When we are watching TV, we are passively receiving images, in an order controlled by another person. What we see, is what we get.

In contrast, reading requires us to imaginatively bring to life what we are reading. Even the most basic, undemanding form of reading requires decoding, the transformation of printed letters into meaningful words, and as such is more than viewing TV programs. Furthermore, readers are in more control of their activity, something that they are unlikely to do while watching TV.

School remains the only place where printed books are in the first place and without doubt its role is essential in creating the reading habit since childhood, cultivation of this habit during the years of schooling, and without a doubt it is a key driver of students' desire to read. The school must not be seen as an isolated institution, but as a unity between the school, parents and community in all education process in general. Just so it can play its full role of catalyst in education, reading and more. School itself must create a culture in which all young people should feel encouraged to be enthusiastic readers. For this to be realized the school should create different methods to attract students, to consult with them, to listen which are their interests and hobbies to make sure that all kinds of reading materials that it has reflect their interests. They recognize that a diverse range of reading materials will encourage students to read, for example, comics books, magazines, or websites.

“The school engages students in the planning and delivery of reading and library activities, offering them the opportunity to select and purchase reading materials for their use”. (Clark, C.& Foster, A. 2005).

The school also should offer extra school activities, because high school students like them and they have a chance to associate with each other. The purpose of these activities should be to attract their attention and to fulfill their interest, otherwise they will not be able to impede them from watching TV, using internet, playing videogames. Reading the book should be a functional part of these activities, but also associated and integrated within activities to be fun for students. Often we hear that high school students are not interested in these activities, but in fact when these activities are well organized, students have a desire to be there. The majority of students want to participate in different kinds of extra curricular activities (Walczak, Domaradzka. 2006).

Work methods in different schools prove this. So based on a study made in Botswana, comes as a conclusion that the school has the possibility to attract students toward reading.

“Request schools to organize debate and essay competitions, story hours, chat shows, exhibitions, quiz hours, etc ... at regular intervals so as to generate reading interest and information gathering habit”. (Tella, Akande, 2007).

The school library is a powerful structure within the school in terms of attracting students to the reading. Libraries themselves are important centers where the desire for reading is cultivated. Libraries in general can and should play a determinant role in pushing students forward reading.

“Libraries are storehouse of the human spirit, databases of the human past and present, treasures of knowledge and librarians are keepers of that knowledge. As most librarians and information experts see the library as a treasure of knowledge, the main library role is to be educational and informational”. (Komel, I., & Juznic, P. 2010).

The School Library Manifesto (1999), claims that the essential goals of the school library are towards the development of literacy, information literacy, teaching, learning, and culture.

“The school library provides information and ideas that are fundamental to functioning successfully in today’s society. This is increasingly information and knowledge –based. The school library equips students with lifelong learning skills and develops the imagination enabling them to live as responsible citizens”. (UNESCO, School Library Manifesto.1999).

The school library has always played an important role, but in many cases they have played a very small role as an integral part of curriculum. Many reasons may cause that. The ways to strengthen school libraries are different and each case must be seen different in different countries. Must be viewed legislations, guidelines, standards, policies, etc. To strengthen them it is necessary to have a better cooperation between school library and the school itself in micro and macro levels.

A Norway case study (Rafste, Satre and Sundt, 2005) points that school libraries are crucial to certain areas, such as basic commitment and basic skills”.

As basic commitment the study points that school library must:

- Stimulate in pupils the development of their own learning strategies and of their capacity for critical thought
- Promote adapted teaching and varied working methods in the basic skills

And, as basic skills the studies underline:

- The ability to express oneself orally
- The ability to read
- The ability to express oneself in writing
- The ability to use information and communication technology.

So the school that really wants to pay more attention to school library by putting them on the center of activities must use a variety of work methods and to be more students-oriented. The study in Norway also notes the great role of school librarians, by underlying

that school librarians, professionally trained in librarianship and in the educational field, will gain an increased status by the way the academic education will make them able to negotiate and discuss with school leaders and teachers in their “language”, and with students in their educational expectations.

When we talk about school library it should be noted that it is a dynamic and vital constituency in the education process. The school library not only plays a vital role in the personal and social development of young people, but also supports the school curriculum and the necessary teaching with appropriate resources. So the focus for strengthening the role of school library within the school structure must be maximal from all interested structures to attract them toward reading. On the other side it must be done in such a manner that they should be the ones to decide how they want to spend their free time and what activities they want. The school library in cooperation with other structures in school and in continuous communication with parents must listen to the demands, to guide them towards what is more useful. We must not forget that what the school library will offer to the high school students on their free time, must be something that students like. When there is better communication school-parent, there is going to be higher results in awakening the desire to read among young people. They must work together to promote a love for reading among students. It seems that young people are the most important users of school library.

“If youngsters learn to visit a library in their youth, they will be users of libraries all of their lives”. (Komel, I., & Juznic, P. 2010).

School library must not only give and take books. This is not going to be in their interest. School libraries must fill students’ free time in a most attractive way, but at the same time in a creative and informative way.

In a study in Norway school libraries among 16 to 18 years old students, the findings indicate that “students use and value the school library more as a place for social meeting and pleasure than for study”. (Komel, I., & Juznic, P.2010). This is why the school library now should offer also video, DVD, CD. For they are a high demand among students. School library may offer alternatives where the students may be the “actors “:

Librarian must work and realize a number of duties in purpose to attract young people and encourage them to use the library and to read books. Must listen to and realize their demands, recognizing and fulfill them. The librarians in a school library, must realize a number of duties by making the library a necessary place for students where they can achieve high results, making it more functional in a manner that they can feel the need to come always in library. Also by analyzing and completing students needs and demands. These duties must be realized by:

- Creating a qualitative environment
- Creating reach collection with books, magazines, maps, CD, etc.
- Professional services

- Keeping the library open as much as possible
- To understand why the students come to library
- To cooperate with teachers, students and the community members
- To put the library in the center of all study process, curricular, and extra curricular, etc. , because the school library takes a great spaces in the students learning process and the role of librarian in a school library is determinative in this process to make the school library a center for students.

2.1 STUDIES IN ALBANIA

In Albania it is noticed a focus of the young people towards electronic media and a negligence of reading the book. Although the printed book remains very important especially during the learning process, again is noticed a decrease in the desire to read by the youth and their focus towards the internet, TV and videogames. It seems that the free time for young people is filled with TV programs, entertainment with videogame or surfing the internet. Almost every where in Albania but especially in large urban areas are found endless shops which offer internet service and electronic games. Their environments are continuously filled with youngsters who go there mostly to entertain themselves than to search for information needed for educational process.

The Internet for the first time entered in Albania in 1990 among a few computers owned by state institutions. It was the first contact of Albanians with this large world of information. For the first time the internet service was brought in Albania in 1991 from “Soros” Foundation in cooperation with PNUD, which helped Albanians to communicate with Europe and USA. Later this service, as a result of its high cost was limited and become the property of Albanian internet companies. In the framework of several programs that were in Albania the most important was the program called “The book and information”. Within this program, which lasted more than 10-years, there was also the usage of internet in Albania. It was a joint action between the foundation, PNUD, and also Albanian government which introduced this program with great difficulties, but which had a positive impact in Albanian society, media, organizations, social societies and certain segments of government.

Nobody thought that internet was going to be spread so quickly in Albania. However the mass distribution of internet came after 1997. The first operator was Intellectual Communication Center-Albania, and later in 1998 Abissnet and Adanet. Together with other operators they began to distribute the internet first in Tirana, in diplomatic residencies, state residencies and later in other Albanian cities. The internet infrastructure

in Albania began to have a higher progress after the year 1998. By using the technology of optic fibers. Albania via Italy, Greece and Croatia was linked with the international network by marking a qualitative step. At the beginning the prices for internet connection were high, but later they declined.

Since the beginning the focus of internet companies has been the youth. In all Albanian cities gradually began to rise many internet centers, which became a mode, more usable are the centers which have 5-20 computers because the price to have internet in home was high, many people began to use "Internet- Cafés" and in the years 2001-2002 the Internet-Cafés were largely spread in Tirana and other cities. We also see an increase in creating computer sales in Albania. Based on the data from unconfirmed sources, in Albania are enter in service every year around 50.000 new computers, but if we add the number of used computer this number becomes larger.

"The future of internet in Albania is the same as in other parts of the world. Albania is seeing a great incline in the usage of internet. Albanians are very interested on the new development of technology and there is a big demand for that regardless the high prices compare to other countries in our region we hope to quickly narrow the space that separates us from other European countries", says the adviser of prime minister for informational technology, Pjerin Marku (Ahmati, F. 2010).

The large spread of internet associated with hours spent in watching TV and playing videogames, naturally were going to bring in Albania the entire positive and negative elements that they brought in other countries that have gone through this development phase. Albanian children and adolescents as their peer in the world are spending more times watching TV or using internet by neglecting not only reading but also sportive activities.

In a study made by the Institute of Public Health, published in February 2011, a complete chapter is dedicated the way the young people spend their free time. In total were chosen 78 schools and were interviewed 2773 people. The main focus was students aged 11-13-15. The number of students that spend 3-4 hours a day watching TV is very high, 1641, which is the 58% of all students interviewed. These data show an unacceptable situation, very negative from all views. Actual recommendations suggest the children should not watch TV and videos more than 1-2 hours a day, conclude the IPH specialists. There are only 7% of students that watch TV around 7 hours a day. First of all- referring to the specialists, this way of behavior has a negative influence in energy consumption by increasing the probability of obesity among children. Secondly -again referring to specialists, spending the free time in front of the TV monitor has a negative influence in the social life of children. This behavior isolates these children from friends, make them individualists. Another concern raised by expert is also the long hours of internet used by young people. The only "advantage" that Albanian students have is that most of families do not have internet in their homes which reduces the hours of using internet. It has become an epidemic mania of internet use and children stay long hours in front of computer by surfing the internet or talking with their friends on facebook or chat. A part of

the interviewed young people says that they do not use the internet during weekdays and weekend, which shows that they do not have internet access. This means that they not only do not have internet in their home but they do not have an internet center near where they live. This category generally lives in the village and attend village schools, where yet the internet connection does not exist. The part that used internet 2-3 hours a day (ages 12-13) used internet centers. This shows that a great part of Albanian families yet do not have internet in their homes, which need a minimum investment at the beginning but also a continuous investment which is the monthly payment for internet connection which is a high price for families with average incomes in Albania (IPH study).

However, referring to the experts, the time spent on TV, video and internet has a cost in ratio with the time that children should spend for home work every day. More time in TV and internet means less time they have to do home work and read out of class books. (Llambro, Z. 2011).

In a study made in the city of Durrës and its surrounding villages, (Llambiri, Dervishi, 2002) hundreds of students were asked of how many hours a day they watch TV during school days. Based on their answers the average was 2.8 hours a day. Girls stay in front of the TV 2.5 hours a day, while boys 3.1 hours a day (35 minutes more than girls). Young people of ages 14-16, watch TV 35 minutes more than students of ages 11-13. When asked of how many hours a day they watch TV during weekends, students answered that the average of hours in front of TV during Saturdays and Sundays is almost twice of the weekdays. Again, boys spend more time, almost half of hour more than girls watching TV. High school students watch weekend programs more than students of grades 5-8. Based on the authors of this study, results that students spend 25 hours per week watching TV. So, the daylong average for all week is little more than 3.5 hours, which is considered from specialists as unacceptable. Referring to the gender, study shows that boys watch more TV than girls. There may be many reasons for that, but the most important is the fact that they study less than their female classmates. Girls spend 70 minutes more than boys on reading books. High schools boys study afternoons half of hour less than they studied when they were in secondary school, and 1 hour and half less than their female classmates. Questions made from authors of this study about what students like more to do in their free time, had different answers between boys and girls. Around 45% of girls said that they liked more to read artistic books in their free time. From ages 14-16, 3 in 10 girls answered that they like more reading books (so around 30%). For boys was different. In high school one in 12 boys likes to spend their free time by reading artistic literature, so it is four times less than their female classmates.

After political changes in Albania from dictatorial system to democratic system, we had great demographic changes. Remote areas of northern and southern Albania were in difficult economic situations, so at the beginning of year 1990 we saw a massive migration of these of thousand of families who moved from their areas toward big cities like Tirana or Durrës. They came toward urban areas for a better life. As a result of that the quality of education from well organized schools even poor, declined more. Also the school

attendance declined. Overcrowding of schools in big cities brought negative results in their quality.

Today almost after two decades the situation has changed, but again there is a difference in the level between the schools in rural on urban areas. The education is universally recognized as a key to success for economic growth and to reduce poverty, in local and national level. Albanian economy more and more need a qualified working class, to be adapted to the need of the work place which can not be developed by having only a basic education. Although, the quality of education and student results are in progress in Albania, the progress in rural areas is lower than in urban areas. Students in rural areas have a smaller number of participation in high school and have lower results compare to those in urban areas. As a strategy for better results in education, as a reduction of differences between rural and urban areas.

Albanian government has introduced the programs of digital school with the support of The World Bank and other donors. This program wants to increase the quality of education for all young people, while it reduces great differences that exist between urban and rural schools. In rural zones a special problem, where is focused the attention of this project are the old structures of the school buildings including the lack of laboratories and didactic materials for the teaching process. Within the program of digital school is included a new program of computer technology, new computer labs are bought for all Albanian schools, especially in urban areas now have internet access, Although was implemented another project where in focus were school libraries. Based on the number of students, every school that had a functional library, was given a considerable amount a functional library, was given money to build them. These initiatives are giving their results in improving the quality of education in Albanian public schools. But material base becomes ineffective if it is not used in a creative manner from teachers and librarians. Every bias on one side will bring bad results to the other side. Besides attention the school should pay to the new technology, it should not forget to focus on the readings of books. For as long that new technology is used for searching a valuable information or entertainment within limits, it without doubt is useful. But if the students pass the limits by staying long hours in front of TV or internet we are going to see the consequences of this as it is happening with the young people in other much more developed countries.

3 RESEARCH

The decline in the number of high school students, especially boys, who read books is noticed by seeing the number of readers and the number of books read in school libraries, in a time when the internet centers are massively frequented.

We have done a research using two methods; quantitative and qualitative. First, the quantitative was a survey using questionnaires among high school students in Tirana and Durrës and its surrounding villages. My hypotheses was that as in previous studies there is a decline in reading, different among boys and girls, and in the qualitative part of my research just wanted to show that the motives for reading are very depended by teacher-librarian.

School library have the possibility that, with different interesting activities, to reduce the time that high school students spend using internet, television or videogame and to come and spend their leisure time in school library, with the main goal, increase their desire for reading books.

Factors which contribute in creating a distance between the high school students and the books and running after internet, TV, videogame, etc., change from one place to the other and from urban areas to rural areas. However, the main factors noticed from analysis of different studies conducted in different countries, seems to be demographic and geographic areas, age, sex, education level, family incomes, parents educational level, etc.

In order to present the hypothesis, there were some questions to be presented:

What the high school students prefer more? To read a book in their leisure time or to see TV, surf in internet and playing game?

How and what must to do a librarian to attract much more high school students in the school's library, how to make them stay and how to make them return?

Can professional job make that even a small school and with a limited collection can increase the number of library members from year to year?

So, firstly we made a research about high school students preferences in some schools of Tirana and Durrës and their surrounding villages. The object of this research was what they prefer mostly to do in their free time: prefer to read or to watch TV: to read or to surf in internet, to read or to play electronic games, to read or to listen to music. So to see their preferences between reading books in one side on electronic media on the other side. The results of this study can serve as a push to reorganize the work of school library, on purpose to attract, students as much as possible toward reading books.

In addition we did another research to prove our idea that even a small school library and with a limited number of books in her inventory, when the teacher-librarian organize better and in an innovative way his/her job, may attract more readers than a big library, to make school library a center for all curricular activities, by attracting students toward reading books.

At the end, the execution of the project to put on stage a drama with our students in their free time with success, will prove the hypothesis that school library may organize interesting programs which may push students to love reading books on their free time.

3.1 RESEARCH ABOUT STUDENT'S PREFERENCE

By seeing the spread of internet in Albania, videogames, and naturally, the desire of young people to spend their free time by watching TV, we made a research with high school students in Durrës and Tirana. The purpose of the research was to collect data about their preferences on how to spend their free time; many of them prefer to read books or to watch TV, surf the internet and to play videogames? In short, to identify their preferences between print and electronic media. The survey method of research was applied to conduct the study and questionnaires were used as a data collection tool. The research is focused on quantitative results only taken from questionnaires.

This research was realized in the cities of Durrës and Tirana and their surrounding villages. These are two main Albanian cities inhabited from almost 1/3 of population. The composition of the population as a result of migration from distant areas of Albania from north and south is very mixed, as a result of that their education level, cultural and social aspect, etc., show interest for research, because they can be assessed as an all Albanian phenomenon. So the research took place in 6 high schools in the city of Durrës (3 in the city and 3 in the surrounding villages), and the 6 high schools of the city of Tirana (3 on the city and 3 on the surrounding villages).

The purpose of the study made on a large area was to include more and more students with demographic and geographic differences, different family incomes, and education level of parents, sex and age. The administration of questionnaires was made personally by me. The research was conducted from 17th to 28th October, 2012. The data are showed on tables 1-4(A,B)

TABLE 1A

TELEVISION AND READING

(URBAN AREA)

Student preferences	Total	Boys	Girls
Watching TV	4770 54 %	2334 63 %	2436 48 %
Reading books	4040 46 %	1367 37 %	2673 52 %

TABLE 1B

TELEVISION AND READING

(RURAL AREA)

Student preferences	Total	Boys	Girls
Watching TV	1145 58%	541 65 %	604 53 %
Reading books	834 42 %	295 35 %	539 47 %

More high school students in the city prefer to watch TV. 54 % of them prefer TV to reading, boys are more than girls (63% versus 48%) (Table 1A).

Also more high school students in village prefer to watch TV (58 %). boys more than girls 65% versus 53 % (Table 1B).

TABLE 2A

INTERNET SURFING AND READING**(URBAN AREA)**

Student preferences	Total	Boys	Girls
Internet surfing	4422 50 %	2191 59 %	2231 44 %
Reading books	4388 50 %	1510 41 %	2878 56 %

TABLE 2B

INTERNET SURFING AND READING**(RURAL AREA)**

Student preferences	Total	Boys	Girls
Internet surfing	891 45 %	473 57 %	418 37 %
Reading books	1088 55 %	363 43 %	725 63 %

The comparison of the high school student preferences between surfing on the internet and reading shows that the results are split by half, although boys compared to girls in the city prefer more to surf the internet (59 %) (Table 2A).

High school student preferences in rural areas, between surfing on the internet and reading are similar, boys comparing to girls have the same preferences as their peer in the city. They prefer more than girls to surf in the internet than to read (57 % versus 37 %) (Table 2B).

But it is noticed that the difference in percentage is higher at girls in the village (63 % versus 37 %) than those in the city (56.33 % versus 44 %).

TABLE 3A

ELECTRONIC (VIDEO) GAMES AND READING**(URBAN AREA)**

Student preferences	Total	Boys	Girls
Electronic games	4040 46 %	2077 56 %	1963 38 %
Reading books	4770 54 %	1624 44 %	3146 62 %

TABLE 3B

ELECTRONIC (VIDEOS) GAMES AND READING**(RURAL AREA)**

Student preferences	Total	Boys	Girls
Electronic games	852 43 %	478 57 %	374 33 %
Reading books	1127 57 %	358 43 %	769 67 %

In tables 3A and 3B we have data for student preferences about electronic games and reading. The majority of students in urban areas prefer to read instead of playing electronic games, but this comes from differences between sexes. Boys (56 %) prefer games instead of reading, girls prefer reading than playing games (62 % versus 38 %).

In rural areas preferences between reading and entertainment with electronic games are similar. So we see wider preferences of boys versus girls in the desire to play with electronic games (57 % versus 33 %).

TABLE 4A**LISTENING TO MUSIC AND READING****(URBAN AREA)**

Student preferences	Total	Boys	Girls
Listening	5258	2022	3236
to music	60 %	55 %	63 %
Reading	3552	1679	1873
books	40 %	45 %	37 %

TABLE 4B**LISTENING TO MUSIC AND READING****(RURAL AREA)**

Student preferences	Total	Boys	Girls
Listening	1240	502	738
to music	63 %	60 %	65 %
Reading	739	334	405
books	37 %	40 %	35 %

Tables 4A and 4B refer to student preferences in urban and rural areas between reading and listening to music in their free time. Student preferences in the city as well as in the village are toward music listening instead of reading in their free time.

In total 60 % of city students prefer to listen to music instead of reading (40 %). While, if we see the data based on the gender we see that girls (63.34 %) prefer more listening to music than boys (55 %).

Students in rural areas prefer listening to music than reading (63 % versus 37 %). When we compare the data based on gender also no differences exist 65 % of girls prefer listening to music instead of reading compared to 60 % boys.

The comparison between boys in rural areas and those in urban areas shows that boys in rural areas prefer more listening to music than reading (60 %) compared to boys in urban

areas (55%). The same phenomenon is seen in girls. Girls in rural areas prefer more listening music, than reading books in their free time (65 % versus 63 %).

3.1.1. Discussion

By comparing high school student preferences between print and electronic media, it is noticed that book reading is not in the first place. The results are negative regarding the reading of books. For that reason, we must change the way how we do our job in school library. The internet, video games and music listening are more attractive to them in their free time than reading a book. It is noticed that the preference of high school students nowadays is more toward the electronic media and it competes the book which some decades ago was in the first place in the students' free time. Although reading remains to be popular.

Also from the research it is noticed that rural high school students are more associated with print media than their urban counterparts. By the way it is not difficult to understand that different factors such as lack of internet facilities, TV facilities, computer education facilities, economic situation in family etc. are some of factors that condition student preferences, in the city and the villages. In addition girls also seem that in most cases prefer more than boys reading books, but anyway they are not less attracted by electronic media. The factors that influence on this decrease of desire to read are various and are not part of this research. I was focused in their preferences only to see the preferences of this generation.

On the other side the results must be seen in the context of the fact that the study was conducted in two big cities in Albania, which are two of the most developed cities. So the result of this research even though it is significant, it can not represent the preferences of all Albanian high school students. Also it must be said that the study took place in some schools and not in all Albanian schools, and these schools are the most qualitative compared to the other schools in Albania. I want to say that if the research was going to take place in all the Albanian territory the percentage of the results might have been some how different. However it must be understood that in these 2 cities that represent a large number of students in Albania, which is very heterogeneous in all aspects, makes it clear that the results are very significant.

Also it must be said that the purpose of this study was not to analyze the student preferences between print and electronic media in all Albanian territory. For this there must be done a research on a national level, with the participation of a very large number of schools. Also in the questionnaires should be included other data about educational level of the parents, family incomes, the time that parents themselves spend on reading books etc.

3.2. RESEARCH ABOUT THE ROLE OF TEACHER-LIBRARIAN.

In Albania, almost every high school has a library. But quantity does not go parallel with quality. High school libraries have many problems. Usually they are placed in a classroom which serves as a library. They have old shelves and not enough light: Those libraries are administered from teachers who have a social profile (language-literature). They also teach language, are not specialized for the work that they do in library. Those libraries do not have a big inventory of books, but fortunately most of them have what the students need for their study process.

Generally the library is financed from the Ministry of Education or the local government, but also from non governmental organizations and community donations. But until now this financial help has not been enough to fulfill the financial needs that we have to create school libraries that better fulfill the needs and demands of the students. In opposition with this unfavorable situation I want to stress that librarians are doing a very good job by keeping those libraries open as much as they can, looking for new ways for financial help, participating in qualification courses, increasing the inventory of books, magazines, maps, CD, etc. making the library a lovely place for students, a place where they find not only information that they need but also the warmth of a good environment, the help of the librarians in the beautiful world of the books. Personally I am part of the teacher-librarians who believe that no matter how difficult it is the high school libraries must be functional and they should be the center of school activity. A good cooperation with school colleges in accordance with the school curriculum, a better environment which makes students feel the comfort of library, communication and desire to serve the students are the factors that we have an increase in the number of students that frequent the library from year-to year. As a result of the financial help from the Ministry of Education, all high schools now have internet access, by the way, the internet is slow. The school directory helped by adding one more computer in library and the IZUM donated a printer. It must say that that equipment is not enough to fulfill the students demands, but this is a good beginning.

We have always asked ourselves that how important is the role of teacher-librarian and what the librarian should do to bring the students in library, to fulfill their demands and to make them to come back to library during the learning process. Also we have always asked to learn what the expectations of the students are, what service they would like school library to offer.

To answer this question we have made a research which was conducted from 12th till 23rd December 2011 to compare our school library, which is a small one, with two schools that have large school libraries. Reading and studying alike researches in other countries helped us in building the techniques and methods that we must use in our reference and in data analyzing. Some of researches from different authors that we studied were quantitative and some qualitative and some others were alternated based on their raised hypothesis. In our search we used quantitative and qualitative methods by using the

due questionnaires and the population (sample) that made it possible for us to collect the information.

Collected Information

High school libraries of “Naim Frashëri” and “Gjergj Kastrioti” returned their answers by e-mail for the questionnaires that we sent to them.

The results consisted in :

The number of students at high school “Sukth i Ri”, “Naim Frashëri” and “Gjergj Kastrioti” was respectively: 359, 1079 and 912.

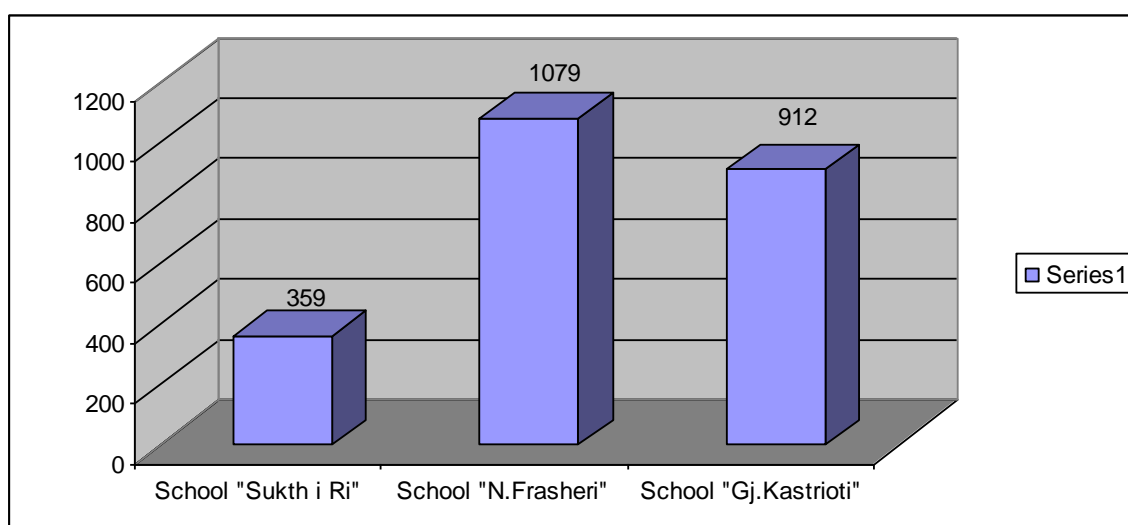


Fig. 1. Number of students for every school.

From which:

“Sukth i Ri” 127 students of tenth classrooms, 125 students in eleventh classrooms and 107 students in the twelfths classroom.

“Naim Frashëri” 374 students of tenth classrooms, 362 students in eleventh classrooms and 343 students in the twelfths classroom.

“Gjergj Kastrioti” 314 students of tenth classrooms, 302 students in eleventh classrooms and 296 students in the twelfths classroom.

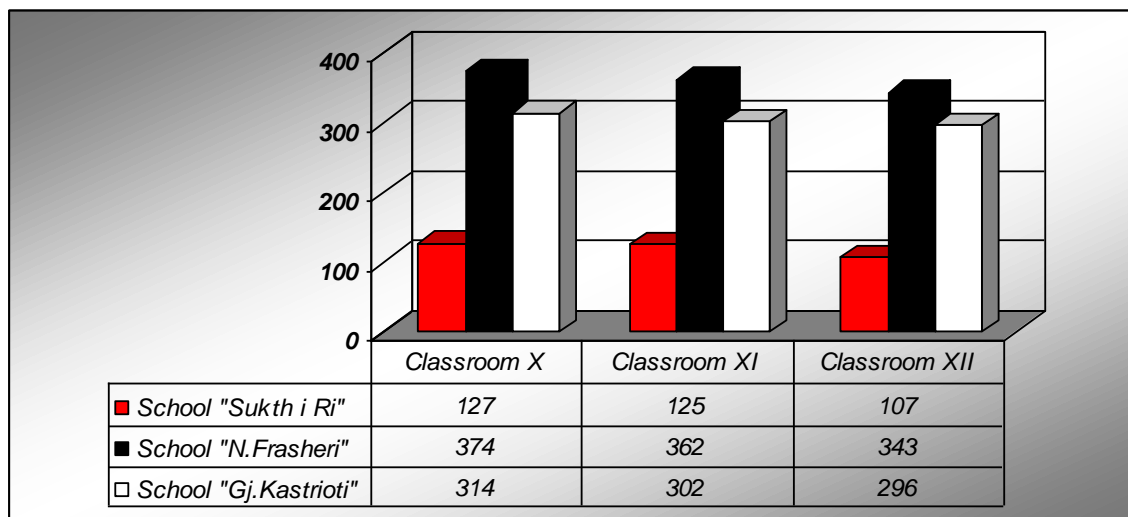


Fig. 2. Number of students per classrooms.

The percentage of library users in year 2007-2008, 2008-2009, 2009-2010 per classrooms are as below:

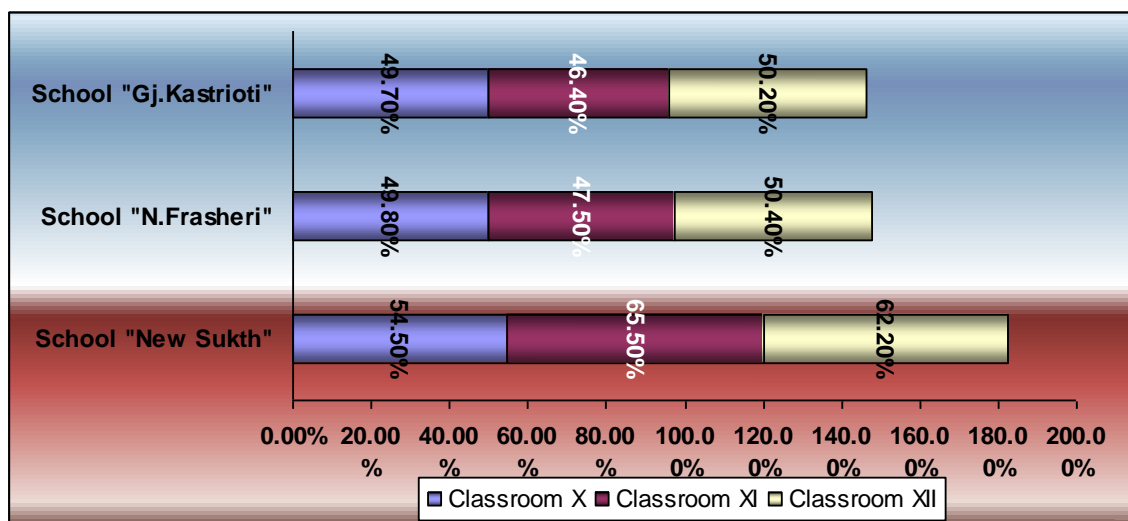


Fig. 3. The percentage of library users in year 2007-2008 per classrooms.

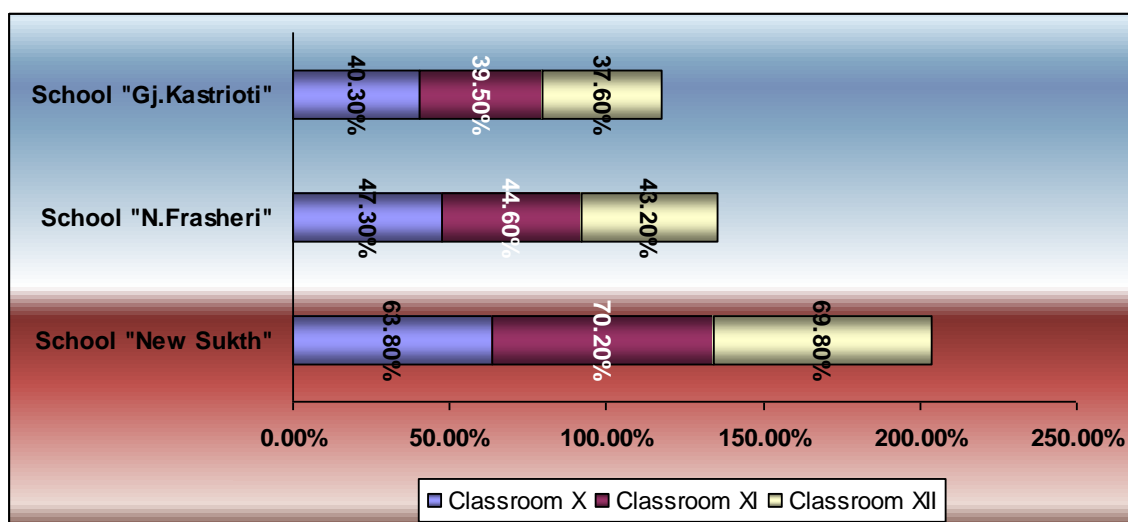


Fig.4. The percentage of library users in year 2008-2009 per classrooms

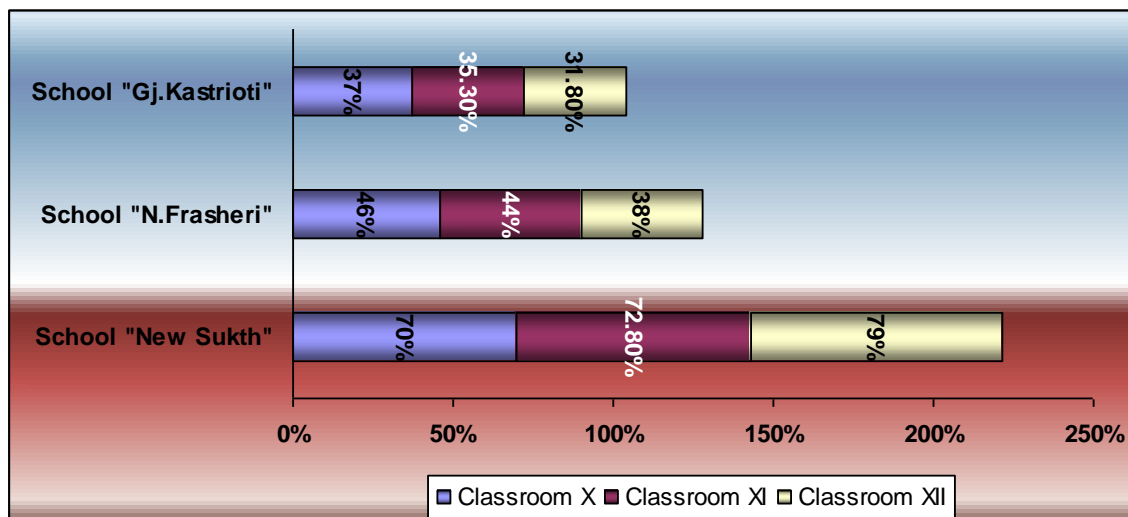


Fig.5 The percentage of library users in year **2009-2010**

The number of students in 3 years has been almost the same referring to total number or library members, based on the interviews made with school administrations. What I notice is that we have a decrease of library users from year to year in two high schools “Naim Frashëri” and “Gjergj Kastrioti”, but an increase in high school “Sukth i Ri” from year to year.

The questionnaires used to collect quality data had questions that gave the students the possibility to express their thoughts about school library, librarian and to show their demands about the school library. Questions had to do with problems such as:

- How much space the library takes in their learning process.
- How much knowledge do they have in the correct use of the library equipments.
- How much is it supportive in the learning process in general.
- How long do they want the library to stay open.
- How much the library helps them in finding the information sources.
- How much it helps them in researches for the learning process.
- How much it indicates in their test results in school.
- How they conceive the role of the librarian in school.
- How much supportive it is to respond the needs of the students in finding the information they need.
- How much communicative it is with students
- How much professional it is to help them in finding the information on-line.

- How much it is connected to the community for increasing the library inventory in literature from donation organizations and offering the services for the community.

Students demands consisted in:

- The library should have a separated reading room.
- The library should be equipped with new shelves.
- The library should have more lights.
- The library needs more computers for students who search the information on-line.
- A bigger library inventory (qualitative and quantitative).
- They want the library to stay open during and some hours after the learning process.
- The librarian should work full time.
- The librarian should help the students to find information from different sources.
- How much the library collections (books, maps, CD) meet their needs.
- How much the school helps them in using the computers effectively.

3.3 PROJECT TO PUT ON STAGE A DRAMA.

Seeing this growing trend towards electronic media, we as a school, and especially me, as head of the school library, should reorganize our job in purpose to attract students towards the books, because of the advantages that it has in all aspects of students life compare to electronic media. To reorganize and improve our job with students towards book reading, we naturally should search for new ways and methods, attractive projects for students during their free time, by not forgetting their desires to integrate them and to make the school library and reading of books attractive for them. So school library can organize different activities in their free time, not only during the learning process.

Besides the large activities that the school library may organize to attract high school students in their free time towards reading is the theatre. Theatre itself is an art form in which students develop an awareness of beauty and a heightened perception of the world around them. By playing in a theatre game, students learn to communicate better with each other to socialize, and even to better understand themselves and others. Theatre is a team work, where every duty is important because is part of the all. An actor is as important as the light technician, or the person who takes care of the dress. The main rule is the respect for the work of the others and to learn how to work in a team. This is the educational part to be learned from the experience of the theater in school.

Here a list of duties that must be known to the students before beginning to work:

Stage Director: before the show begins, he takes care of the spectators in theatre, during the show reminds the actors about the time they should enter on stage. He makes possible that for every stage all necessary objects are there. He can be a careful student or a professor. Keeps responsibility for the technical function of the show.

Actors : interpret the characters of the play.

Director : keeps responsibility for the artistic function of the show. In general it is the literature teacher that guides this show.

Costume workers : make the outfits of the characters.

Scene workers : create the stage effects, places where the show take place, study the perspective of scene area etc.

Machinists : moves (if possible) machines, open and close curtains etc.

Light technicians : take care of lights, turn on and off lights, direct the scene lights.

Audio technicians : are the entire times ready to produce music or sound effects

By offering the school library as a place where high school students participate and learn how to be actors, to put on stage a theater play, the librarian makes the library an attractive,

entertainment and recreational place for students, as much as a place that gives them the opportunity to learn something new through entertainment .

“By presenting libraries as interesting and fun with many opportunities for socializing and creative and informative leisure activities, librarians will motivate children to visit libraries more often”. (Komel, I., & Juznic, P. 2010).

By working to put on stage a theater play they learn many things. They learn how to put themselves in the role of actors, designers, researchers, critics, technicians and writers. To learn sound techniques such as articulation, enunciation, diction and phrasing or techniques of body, movement, stance, gesture, facial expression etc., they should open and read books about theatre or to search in the internet for styles and methods and how the professional actors do such things. This is one way or other pushes them to coordinate their search between internet and books, by making their job in the same time, serious and entertaining. Through the staging of a theater play students have many things to gain. They will gain knowledge about past and present cultures as expressed through theatre. They will interpret and how theatre reflects the beliefs, issues and events of societies past and present. Students will actively engage in the processes that constitute creation and performance in the art of theatre and participate in various roles. They will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. By being active to put on stage a theater play, they have the possibility to analyze the meaning and the role of the theatre in society, to increase vocabulary, to read, write, listen and speak for social interaction.

By seeing all these possibilities that a theater play offers to attract students towards the school library and to push them towards a creative and entertaining work, with the purpose to better use their free time, we decided to develop this project in the school where I teach and also I am the head of the library.

The project consists in putting on stage a theater play by high school students.

The main purpose of this project was to bind informative, creative and social activities of leisure time. Student should be coming in school library with their desire to participate in this project, first of all because the project will happen in their free time, second because it should be an activity where students should have the desire to participate and not to be forced to come, because this was not the purpose of the project. Only by having desire to participate in their free time in an active manner we will make this project happen. In every class I made the appropriate notice for this activity and in an improvised board, in the entrance of school, I wrote the objective of the project and the manner on how it is going to work on the selection of students, the time when the project will happen etc.

As this was a case study, we used qualitative research, including personal observation, interviews and a questionnaire. Every segment of the project demands special attention and it begins with the selection of the drama and the selection of students who will participate in this project. Around a week was dedicated to the selection the high school

students, by putting them to read parts of the theater play to see who of them had more talent in this field.

Was decided that the time due to execute the project should be 5 weeks.

The project took place from 9 January to 10 February 2012.

The number of high school students that had the desire to participate in this project was 37. After a selection that was made based on their abilities of reading dramatic parts we choose only 22 of them.

We together decided to dramatize a part from "Romeo And Juliet" from William Shakespeare. This was attractive for students and they had the desire to improvise that. Since the beginning it was made clear to students that the project was a case study and all data collected by personal observation from me, interviews and questionnaires, will be used from me for this case study. They all agreed.

Also it was made clear to them that during the project students should learn as much that they can about the time, dress, vocabulary etc. that was used in this tragedy by reading books and internet search for information so their work was not only an entertainment but also was a research, information and creative activity. They worked in school library and informatics area where the computers are installed. A vocabulary English-Albanian was installed for them because school library did not have enough vocabularies for all of them. After it was decided which fragment will be put in stage, students worked all together to translate it from English to Albanian. So they had the possibility to learn new words in English. Also during the writing in Albanian of these dialogs they needed to read tragedies of Albanian authors to see the manner and how they may be written better. For more they searched in you tube and found ports played from well known actors on tried to implement their sound and body movement techniques. They worked altogether by helping and advising each other for the roles that they will play. To build the scene and to create the outfits they had to check on the books and search on internet.

Also for a better knowledge about characters, situation, reasons of events and conflicts, they had to read in books for Elizabethan theatre, about the manner on how Shakespeare had reflected in tragedy not only conflicts of that time, but also the religion faith, problems of that time, social relationships, the psychology of that time etc. Staggering was the peak moment of the project and the realization of a great job done by all students.

During the time of project realization, some steps were followed to come in a conclusion for this case study. First of all it was personal observation. During the time that students worked on also when they were entertaining with each other by interpreting their roles, we wrote down everything. The purpose was that day after day we wanted to see how they react during their work and if this project was attractive for them or made them tired. Second, mainly in the second phase (material collection) we used interviews for the purpose of being in a closer contact with students, to help them in to find information in books as well in the internet, to see if this kind of activity in their free time was making

them happy or not etc. Third, in the end of their work we used questionnaires to see their thoughts about this project and their own evaluation for their work.

3.3.1 Results.

After this show in front of school students, was finalized this great job which took several weeks of preparation. For us was time to come to some conclusions for this case study. From notes that we kept everyday during the time that student worked in this project, we come in conclusion that school library even in a limited space, by using also the space of informatics room, we made possible to fulfill students' demands for an independent research work and their entertainment. The books located in library and the vocabularies installed in 10 computers of the informatics room were a big help for students. We noticed that they were happy when they used integrated vocabulary and also when were listening and watching in computer the actors interpreted on the stage and they tried hard to be like them.

Their jokes during interpretation, rehearsals or when they dressed costumes of the characters, had turn the work into a very funny environment. Also, when they found interesting materials for the time when the tragedy had happened, for religion beliefs, dresses, the way of communication, social-economic ratios, they disused these things with each other and showed interest for new things that they learned. Far more I noticed how happy they were when they could pronounce very well the new words that they learned in English, or when they found a good translation of these words in Albanian.

Another aspect that can not be ignored and that was noticed from ever gone was the connection that they created between them. Although they come from different levels of school, and most of them did not know each other, at the end of project they become friends and they expressed the happiness that was giving to them to be associated with each other in school library environments.

Personal interviews that we had with all of them during the project days were used to collect data. Questions were very simple and half structured. Their purpose was to create a social environment and a friendly communication between me, as a head of this project, and students as developers of this project. Also we had the possibility to learn if they were happy with their work or not, were they learning new things during the project and did they like this method of learning by being entertained too. Almost all their actions were positive and this thing pushed us to work more intensively by reading books and searching on internet. During the interviews we were interested in understanding if student would like these activities to be organized more often from school library, were they happy that they were spending their free time on the school library environments? Naturally it was very pleasant when we heard their positive answers and when they were giving new ideas on how the school library may organize their free time.

Questionnaire distributed at the end of the project consisted on simple questions that aimed to find out if the project had reached his main goal. A questionnaire was distributed to the students and they were asked to what degree they were satisfied with the project and what ideas they had for activities that school library may organize to increase its number of readers, to attract more students toward book reading in school library during their free time. Student said that they were very happy with this project. They also stressed the possibility that was giving to them to work and to socialize with each other, they stressed the new knowledge that they got by reading books and even some said that they were very happy for the new things that they learned in internet, because until then they had used the internet only for games, music or to chat with friends.

They had expressed that school library must continuously organize such activities for their free time some of them said that until now they had seen school library only as a place where they can pick-up books for learning process and this is why they didn't frequent it much, but now they see it as the most attractive place in school. They expressed that activities like this will bring them back to school library, and they were sure that transformation of school library from a place where only books are giving in a place where students spend their free time, where they in the some time learn and entertain, for sure is going to greatly increase the number of students that frequent it.

3.3.2 Discussion

The results of project are encouraging. They show that students do not lack desire to participate in out of school activities, which have the primary role reading. Results show that high school students want to read. They like it. The idea is that this desire should be cultivated by activities that attract their attention, activities where they have a desire participate. Question asked at the beginning of research that what should the school library do to increase at students the desire to read, was given an answer. Naturally is not the only one, but is one of them. There is no doubt that other research might be given different answers.

Something that is noticed is the decrease of the desire to read between students. Naturally this is connected to some factors. But most important is the fact that the decrease of desire to read is now a worldwide phenomenon. This is why, the question asked at the beginning of the research we answered by putting in front of it the hypothesis that school library can increase the desire to read among students by offering interesting programs for them.

The activity that the school library of my school organized to put on stage the tragedy of "Romeo and Juliet" by Shakespeare was a test that proves this hypothesis. The desire of high school students to participate in this activity and their maximal engagement to realize it shows that they like these activities. Even since the beginning it was made clear to them that this was not going to be an easy job and will demand from them to read, conspectus, write, realize and create, they did not withdraw, otherwise they saw it as a very entertaining activity, and not only entertaining but creative too. They openly expressed the pleasure that reading gave to them because they learned new and interesting things. The motive of this activity with out a doubt is connected with the concern that our students, as

their peers in all the world, are not interested on reading and are spending their free time running after electronic media, surfing the internet for unworthy things, watch TV long hours or by playing electronic games. Without a doubt the concern has to do with the fact that more the students go away from reading, less they are going to be a qualified working force tomorrow, or worthy members of a democratic society. By having success in a such activities, by considering school library a center where students not only know with desire, but even find the door open and enter with desire there, we think that was realized even in a lonely school, a big goal.

High school students saw that school library is not only a place to give and receive books. They saw that school library also is a center where students might find a relaxing atmosphere, informative, entertaining center where they can learn and socialize with each-other. School library for them is a place where they come with more desire than before, and they ask and even suggest idea on how can school library be reorganized in order to offer activities where they can find themselves, to read but also to entertain by reading learning. They are clearly saying that such interesting activities are increasing their desire to spend their free time in the school library by learning a associating with each other there than spending hours without sense watching TV lonely or surfing internet.

4 CONCLUSION

Electronic media is largely spread in Albania as in all the other parts of the world. It came in Albania in the last 7-8 years but its influence is big and is spread in all fields of life. It has affected all age groups of our society and is influencing their way of informing and entertaining in their free time.

As in other parts of the world in Albania it seems that the age groups most influenced from it are students ages 15-25. An entire generation is now growing in the digital era. It seems that the book is a second hand object for them referring to information and entertainment. Their free hours are filled with TV programs, surfing in the internet or playing electronic games. The passivity and the lack of imagination, easy finding what they want is going to influence their intellectual and social formation. The importance of books now is known and accepted from all, but the cultivation of desire to read since childhood and for all the life seems to be neglected by all factors that may influence it. Seems that family, school and society are not doing as much as they should to cultivate the desire to read. The influence of electronic media is a phenomenon that has involved young people. No matter where they live, in urban or rural areas, electronic media is spread and has largely influenced the way how young people receive information, entertain, how they communicate with their peers, how they spend their free time etc. The school and especially school library, as its important structure, must and is its duty to work and do as much as possible in this direction.

In Albania also the large spread of electronic media is showing its negative sides which are a concern for Albanian society as it is happening in other countries around the world. The young generation in Albania is more and more attracted toward electronic media by neglecting the books. Even though it is a new phenomena in Albanian society its effects are real and are shown in the decrease of the desire to read among young people, and their free time is filled with TV, internet surfing or playing videogame. Consistent studies of these phenomena are not evident in Albania, however there have been facts that different authors and organizations have studied these phenomena and they showed that these phenomena is becoming a big concern among young ages. This research tried to show these phenomena by focusing on the high school students by showing their preferences between the books and electronic media. The results showed that the book is not anymore like before the first preference of high school students on their free time. Even there are some differences on their preferences refer to the gender again it seems that electronic media is more powerful than the book in the high school students free time. Even when are compared the preferences among students of urban and rural areas is noticed the same phenomena. The result of the research naturally show the necessity of more qualitative work, more attractive for students that the school should do to attract them toward reading.

By taking a look in similar studies in different countries of the world, we noticed that the decrease of the desire to read at young people is now a worldwide case. Quantitative studies in different countries such as USA, Norway, Slovenia, etc. show that the decrease of the desire to read deepens as more as electronic media enters in their daily life and especially in their free time. These studies also show the lack of imagination among young people, the lack of their fantasy because they now are getting everything they need from

electronic media. Researchers also notice deformations in the language among young people in their everyday talking.

School library has the main responsibility in this problem. Times are changed so it should change the way of offering the book to the high school students. The figure of that librarian should not be the one of a person that only gives and receives books. He himself, and the school library, must be active and find continuously forms and manners to make the school library an attractive place for students, to make it those students to come there with desire, to find what they want and to return there again. The results of this study showed that when school library well organize her job and when librarian is professional, school library can become a important center for curricular and out curricular activities

The question is what should be done, what can school library do to increase the desire for reading among young people.

This research tried to answer this question. In this situation when electronic media has influenced so much on the high school students free time by keeping them away from books, we raised the hypothesis that school library can create interesting and innovative programs to attract high school students toward books. A devoted and innovative work can do that even a small library with a limited area and books can attract more readers than a big school library. Different activities which are interesting and students like them may help school library by using its possibilities to attract students toward reading. The combination of entertainment with receiving information, making them protagonists in these activities, attracts them toward school library, toward reading. The project extended from our school library for putting in stage of the tragedy (Romeo and Juliet) was a gold idea that proves this hypothesis. We showed that high school students like these activities. We showed that when activities organized by school library, represent the interest and desires of high school students they participate with desire and dedication. It was showed that it is not an absolute truth that high school students do not want to read. We showed that they can be attracted toward reading and they can get away from electronic media when is offered to them attractive in their free time.

New things that they learn by reading in such activities in communication with each-other, getting away from imposed reading and searching a information based in their desire etc. make possible that students get away from TV, computers and videogames and they go toward the magnificent world of books. Their expression in the end of this activity, the desire to participate in other alike activities, where on the main focus is reading books, shows that it was a successful project and there are different ways that school library must offer to high school students to make possible that their free time to be filled again in with reading books activities.

One of most important factor that influence in a better function of school library is of course the teacher-librarian role. The school library is very important and that the role of librarian is determinant in qualitative function of library in attracting high school students and makes them feel that their demands are completed. The school library is the first contact that students have with the books in heir long way of education. The school library is not only an integral part of educational system but also a tool to train future library users. Librarians' duty is to support the teaching and educational work of the school to equip

students with the skills which will enable them to learn more effectively, to be a central resource supporting the whole school curriculum.

Our study shows that a professional job makes that even a small school and with a limited collection can increase the number of library members from year to year. The good work of librarian in different directions indicates in the increase of the number of students who come to library. The librarian should create a clear idea in his/her mind about how the work in library should be organized based in the school curriculum and extra curriculum and students demand. He should cooperate with students to plan, instruct and evaluate student learning, to teach students how to be information literate, to help students to find answers to questions and find all kind of resources, to support, instructing and make informed decisions, to ensure financial help by cooperating with the school directory, local government and community and using it to increase the number of collections to fulfill the students' demands.

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