

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

September 2021

A Study of Students' Satisfaction with Resources and Services in School Libraries in the Punjab, Pakistan

Muhammad Younus Dr.

The Islamia University of Bahawalpur, younusiub@gmail.com

Muhammad Abdullah

The Islamia University of Bahawalpur

Aamir Hamid

The Islamia University of Bahawalpur, aamirhamidlis@yahoo.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Younus, Muhammad Dr.; Abdullah, Muhammad; and Hamid, Aamir, "A Study of Students' Satisfaction with Resources and Services in School Libraries in the Punjab, Pakistan" (2021). *Library Philosophy and Practice (e-journal)*. 6098.

<https://digitalcommons.unl.edu/libphilprac/6098>

A Study of Students' Satisfaction with Resources and Services in School Libraries in the Punjab, Pakistan

Dr. Muhammad Younus¹
Muhammad Abdullah²
Aamir Hamid³

1Assistant Professor, Department of Library and Information Science, The Islamia University of Bahawalpur, Pakistan

2M.Phil Scholar, Department of Library and Information Science, The Islamia University of Bahawalpur, Pakistan

3Ph.D. Scholar, Department of Library and Information Science, The Islamia University of Bahawalpur, Pakistan

A Study of Students' Satisfaction with Resources and Services in School Libraries in the Punjab, Pakistan

Abstract

The purpose of this study was to explore students' satisfaction with resources and services in school libraries in the Punjab, Pakistan, and to make suggestions for improving the resources and services of these libraries in accordance with students' needs. The quantitative research method was employed to address research questions of the study. The quantitative data were collected from students of four selected schools in the Punjab, Pakistan through the questionnaire by employing the convenience sampling technique. The findings of the study suggest that the majority of the students used and visited the libraries weekly. Most of the respondents visited the libraries to read newspapers and magazines, while nearly thirty percent of students visited the libraries to borrow books. The majority of the respondents were satisfied with reference material, library collection, text books, newspapers and magazines and the catalogue available in the libraries. The respondents were also satisfied with instructional services, reprographic services, and orientation programs offered by the libraries. The findings of the study will help library management and school administration to design and improve library resources and services in accordance with students' expectations and needs, and fulfill the students' requirements effectively.

Keywords: Students' satisfaction, library resources, library services, school libraries, Daanish schools, Punjab, Pakistan

Introduction

School is an institution intended to offer learning spaces and environment for the teaching of students. In most of the countries which have a system of formal education and where education is compulsory, students progress through a series of schools. School library, that supports teaching and learning in a school, is an educational phenomenon of the twentieth century that developed after the First World War. The library established in a school where students, staff and often parents have access to a variety of resources is known as a school library. To ensure that all members of the school community have an equitable access to the reading material, and to information and communication technology is the major goal of the school library. The school library is distinct from a public library because it supports the school's curriculum as a learner-oriented laboratory. The school library acts as a coordinating agency and center for all material used in a school (Haider, 2002).

In Indo-Pak sub-continent, school libraries began to function in the early years of the 20th century. The school libraries in Pakistan are at a developing stage, and confronted with problems, such as poor collections, absence of trained staff, non-availability of funds, the lack of proper organization of material and inadequate physical facilities. In public sector, only a small percentage of schools have some kind of libraries. The school library services are almost non-existent. A few schools purchase some books for their libraries. The school library scenario in Pakistan could not be considered satisfactory. The school libraries are yet to be recognized as a component of the school education (Haider, 2002).

The school libraries are required to provide useful resources and efficient services to satisfy students' information needs. They need to measure students' satisfaction with their resources and services, so that they can offer the resources and services in accordance with

students' needs and expectations. There are two major approaches to the evaluation of user satisfaction used in all types of libraries including school libraries. One is concerned with the library user, while the other relates to library performance. In the first instance, the library user is the object of the study and his opinions provide the measure of user satisfaction. In the second instance, library performance is measured using a certain number of indicators that determine the level of user satisfaction. The degree of user satisfaction is assumed proportional to the level of library performance (Niyonsenga, & Bizimana, 1996). For measuring user satisfaction, a user-oriented approach has been found to be more suitable. The user satisfaction is also considered to be a reliable criterion for determining library effectiveness. It helps the library to meet its users' information needs in an effective way by providing standard and suitable library resources and services needed by them.

Statement of problem

Libraries and information centers have changed the way to serve their community due to the involvement of information and communication technology. Owing to the emerging digital environment and increasing users' expectations of library resources and services, the evaluation of library resources and services is the need of the hour. Since last ten years, school libraries have been growing gradually in the Punjab, Pakistan. Daanish schools have been established as model schools in the public sector by the Government of Punjab. They aim to impart quality education to poor children of the Punjab province, and have all essential facilities including well-equipped libraries. In order to find out how far Daanish school libraries are successful in meeting students' needs, there was a need to undertake the research study to explore students' satisfaction with resources and services in these school libraries.

Research questions of the study

The purpose of this study is to find out students' perceptions of, and satisfaction with resources and services in Daanish school libraries in the Punjab, Pakistan. The study aims to address the following research questions:

RQ1. What are the resources available in Daanish school libraries in the Punjab, Pakistan?

RQ2. What are the services offered by Daanish school libraries in the Punjab, Pakistan?

RQ3. Are students satisfied with resources and services in Daanish school libraries in the Punjab, Pakistan?

RQ4. Is there a difference in the students' opinions about their satisfaction with resources and services with respect to the following demographics: a) gender, b) age group, c) class of study?

RQ5. How can the resources and services in Daanish school libraries in the Punjab, Pakistan be improved?

Literature Review

Education system in Pakistan

In Pakistan, education system comprises all the institutions involved in delivering the formal education. This system includes virtual or onsite instructions imparted by both public and private institutions. The institutions that are involved directly in managing, operating, financing, regulating the system, such as regulatory bodies, ministries, textbook boards, accreditation boards and central testing organizations are also included in this system. Rules and regulations are also part of the education system that guides the individual and institutional interactions within the set-up (Hussain, 2015). The Punjab Free and Compulsory Secondary Education Ordinance in Pakistan describes education as, "teaching and training of mind and character by attendance in regular school education, madrassa education, vocational training and special education in the class room and school setting, or non-formal education or the education

prescribed for a child or category of children by the Government” (Bibi, Shah, & Ambreen, 2015).

Education is overseen by both provincial and federal governments. The education system is organized into 5 levels: primary (from grade one to grade five), middle (from grade six to grade eight), high (grade nine to ten which leads to Secondary School Certificate or matriculation), intermediate (grade eleven to twelve, leading to Higher Secondary School Certificate, and programmes leading to undergraduate or postgraduate degrees in universities. In 1988 with the promulgation of the Seventh Five-Year plan, preparatory classes (kachi or nursery) were formally included into the education system (Blood, 1994). A similar parallel system of religious institutions also exists in the country that offers education meant to be equivalent to the traditional system (Bibi, Shah, & Ambreen, 2015).

The constitution of Islamic Republic of Pakistan, 1973 lays down that, “state shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time.” Whereas, the article 37/B and 25-A of the constitution state that, “the state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law” (Chaudhry & Rahman, 2009). In Pakistan, the education is being provided through both public and private sectors. The education system consisted of 305,763 institutions to provide the education to 51,186,560 9 students with the help of 2,073,433 teachers in the year 2017-18. The system included 189,748 (62%) public institutions and 116,015 (38%) private institutions (AEPAM, 2021).

Hussain (2015) has analyzed the education system in Pakistan and noted that after the 18th amendment in the constitution, there had been little change in the schools of the country. In

the constitution, commitments are also expressed to promote literacy and the education in the country with the help of policies at domestic level as well as getting involved into international commitments on education. The current system of education delivery does not meet the requirements of the society. The major issues of the education system are the absenteeism of teachers, a higher rate of drop-out of students at the primary level, low rates of completion, inequalities by the gender, high repetition rates, social groups and location, unsatisfactory performance of schools and low literacy rate in schools (Shah, 2003). Saeed (2007) compares the system of education in Pakistan with that in the UK from six dimensions i.e. curriculum formulation, education and training authority, education structure, supervision and management, assessment and evaluation, and teachers training and education. He noted that due to policy formulation at federal level and uniform national curricula, the education system is relatively more alike across the four provinces in Pakistan. The continuous assessment system from primary level to higher secondary level is more structured in the Punjab. The overall achievement level of students in Sindh and Punjab is relatively high, the whole Khyber Pakhtunkhwa province lies at the middle, and Balouchistan and other regions considered at the lowest. The low achievement in Mathematics and English is considered to be the common feature in Pakistan and the UK.

Memon (2007) has noted that the elementary school education in the developing countries like Pakistan is considered to be the most remunerative investment in educational programmes. Education is considered to be one of the most important instruments that play their roles in human development. He has investigated the key issues, new challenges and problems of education system in Pakistan. He has noted that after the lapse of five decades, the development indicators have not showed encouraging results. The low participation rate at higher education as

compared with other countries of the region, quality of staff, library and laboratory, financial crisis, weaknesses of examination, ineffective governance are considered as major challenges and problems in education system. The academic results also are not at par with the international standards. Hussain (2015) has discussed the issues faced in the promotion of literacy and the development of education system in Pakistan. The lack of proper planning, gender gap, non-realization of social constraints, war on terror, excessive cost of education, non-availability of proper funds for the education, and lack of the technical education are considered to be the major problems/issues hindering the development of education system. He has suggested several ideas at the policy level, which can be adopted to resolve the issues.

School education

Different schools in the country provide education up to the secondary level both in public and private sectors. These schools are supervised at central level by the Federal Ministry of Education and at the provincial level by the Education Departments. The schools managed by the government are known as public schools. These schools provide education to the poor class in urban areas and lower middle class in rural areas of the country. There are primary, middle and secondary level schools which have the nominal fees. In these public schools, the medium of instructions is Urdu and a mixture of Urdu and English medium is also available. In the year 2017-18, there were 137,079 primary schools in the country, out of which 119,202 (87%) were in the public sector and 17,877 (13%) were in the private sector. The primary school enrolled 18.664 million students, out of which 12.065 million (65%) were in public sector and 6.599 million (35%) were in private sector. There were a total of 46,665 schools providing education at middle standard, of which 16,550 (35%) schools were in the public sector, whereas 30,115 (65%) were in the private sector. A total of 6.422 million students were enrolled in middle

schools, which provide education from grade VI to grade VIII. Out of the total number of students in middle schools, 4.238 million (66%) were in public sector, and 2.184 million (34%) were in private sector. There were 31,392 high/secondary schools in the country, out of which, 13,448 (43%) schools were in the public sector and 17,944 (57%) were in the private sector. The total enrolment in high school stage was 3.349 million, of which 2.353 million (70%) was in public sector, whereas, 0.996 million (30%) was in private sector (AEPAM, 2021). Private schools are extremely diverse in terms of learning materials, fee structures, and textbooks. Private schools for upper middle class, private schools for middle class, private schools for lower middle class, community or trust schools, and schools run by companies or organizations are several categories of private schools. The majority of low fee paying schools use the same textbooks that are used in the government schools. Appointment of professionally qualified librarians is a growing trend in private schools. A small provider of education is the madrassah sector, which attracts 5% of the educational market share, catering to around 1.836 million students, enrolled in 13405 Deeni Madaris (religious schools). The majority (97%) of the madaris are in the public sector and are associated with one of five wafaqs (educational boards) with a particular interpretation of Islam. These madrasahs focus particularly on religious education, though most of them also teach subjects, such as English, Urdu, General Science and Mathematics (Durrani et al., 2017)

Daanish schools

Poverty is not a statistical issue, but an ethical one. To educate the vulnerable and underprivileged are the main tools to fight the poverty and provide them a level playing field in the society. Daanish schools have been established as public schools to provide best education facilities to poor children in the Punjab, Pakistan. In terms of quality education, these schools are elite schools which are designed to compete with the best institutions in the province. The

education and residential expenses are born by the Government of Punjab. Danish schools have been established with an idea to fight deficiency of education in the gifted underprivileged children of the Punjab, and provide level playing field to them in the society (Punjab Daanish Schools and Centers of Excellence Authority, 2021).

School libraries

The school library deals with both teachers and students to facilitate them to access a wide variety of information. The library helps the students and teachers to broaden their horizons with the help of literature and other resources. As a change agent, the school library promotes, implements and develops the services that help prepare the students to be effective users of information and ideas, a lifelong skill. In Pakistan, school libraries are poorly equipped with small one-roomed facilities. Equipment in the school libraries includes only little more than reading tables and chairs, and a few shelves. Catalogue cabinets and circulation counters are found in rare cases. In the public sector, very few schools have their libraries and employ full-time professionally qualified librarians. Usually, responsibility for managing the library is assigned to some teachers having a full teaching load. There are some schools even without any person to look after the school library (Haider, 2002). The situation of private school libraries at the higher secondary school level is much better than that of public school libraries. Although, most of these libraries are housed in a room, they have some of essential resources required to meet students' information needs. As the Daanish schools aim to provide quality education to poor children, they are equipped with facilities of modern schools. Library is one of those facilities. Each school (boys or girls) has a well-furnished and well-equipped library having modern library facilities. These libraries consist of separate sections for biographies, fiction, science, general knowledge, world history and adventure stories. One section is reserved for encyclopedias in which a vast variety of disciplines and subjects are covered. A number of

magazines, journals, leading English and Urdu periodicals and newspapers are readily available in a reading portion for the students. Four PCs in library are connected to on-line library resources as a special feature (Punjab Daanish Schools and Centers of Excellence Authority, 2021).

Role of school libraries

The provision of an organized collection for teaching and study aimed at teachers, students, and other staff alike is the major role of a school library. The school library also provides access to national, international, regional and local databases. The material, provided facilities, staff and equipment of the library as well as library operations are organized in such a way that they support learning within the pedagogic goals of the school (Frantsi, Kolu, & Salminen, 2002). Kuhlthau (2010) has noted that in this information age, school libraries are an essential component and the vital partner which enables the students to communicate and learn through vast resources and multiple channels. The school libraries are dynamic learning centers for the 21st century's school learners. Usoro and Usanga (2007) have stated that to build and stock a school library is not enough. The information resources in the school library need to be made accessible to students who must be educated and encouraged to develop information learning skills, and use the library. The school library is vital to the learning and teaching process. It facilitates the work of the classroom, teachers and ensures the students have equitable access irrespective of home opportunities, resources and constraints. Though the technology and pedagogy along with its digital platform, tools, design and strategies have changed, the role of the school library has remained constant. The school library helps to run independent learning programs, collaborates with teachers to equip the users with the necessary skills to succeed in the economic and social environment. It also helps to provide access to relevant information,

development material and curriculum information within and outside the school, and provide opportunities to evaluate and implement learning programs.

Perez (2010) has stated that the school library supports the curriculum, fosters lifelong reading habits and promotes literacy development among students through the infusion of educational technology and carefully selected print collection. He has considered the school library as a location that encourages studying individually, large group presentations, and group collaboration. He has also viewed the school library as wealth of educational resources for students, ready access to technology, such as hardware, computers, printers etc. to special needs students. Zealand (2017) has noted that the school library creates a practical learning environment which is aesthetically pleasing. The role of the school library includes the provision of current and useful information and access to sources of varied nature, for both students and teachers, development of information management skills, which form a basis for lifelong learning. He has viewed collection management, information retrieval and reading as three functional areas of the school library.

In order to find out how far school libraries are successful in supporting teaching and learning, a number of evaluation studies have been conducted across the globe. For example, Udoh-Ilomechine (2008) undertook a study to assess the usage of school libraries by the students and their educational development in Nigeria. He found that most of the students were not satisfied with the services offered by their school libraries. He provided some suggestions, such as appointment of professional librarians, organization of orientation programs, enhancing the collection and resources, the provision of audiovisual material, and adequate space for study and reading to improve the libraries. Benard and Dulle (2014) conducted a study to find out the level of students' satisfaction with library resources in secondary schools in Tanzania. They noted that

the students were not satisfied with the access to information sources, such as atlas, maps, dictionaries, novels etc. They further observed that there was a need to provide current and up-to-date information resources. Matsumoto (2015) explored users' satisfaction with resources and services in school libraries in Japan. He found that various aspects relating to library resources and services needed improvement in each school library, which would lead to a better school library and satisfy users' needs.

Research methodology

The study adopted quantitative research method and employed the questionnaire to collect the necessary quantitative data. On the basis of the literature review, a questionnaire was designed to explore students' satisfaction with resources and services in four Daanish school libraries in the Punjab, Pakistan. The questionnaire comprised the following three sections: 1) demographic information of the respondents; 2) respondents' satisfaction with resources and services; and 3) respondents' comments and suggestions about resources and services. Students of the following four schools constituted population of the study: Daanish School, Rahim Yar Khan; Daanish School, Chishtian; Daanish School, Fazilpur; and Daanish School, Harnoli. A convenience sampling technique was used to collect data from the respondents.

Data analysis

The quantitative data gathered through the questionnaire were entered into IBM SPSS, Statistics, version 20 to analyze the data. The descriptive statistics (i.e. means, frequencies, percentages, and standard deviation values) have been used to analyze and describe the data. The data are analyzed and presented under the following sections.

Response rate

The questionnaire was employed to gather data from students of four Daanish Schools. A total of 400 questionnaires were delivered to the respondents. Out of 400 questionnaires, 377

questionnaires were filled and returned by the respondents with a response rate of 94.25%.

Amongst these 377 respondents, the majority of the respondents 96 (24.00%) belonged to Daanish School, Rahimyar Khan, 95 (23.75%) to Daanish School, Chishtian, 94 (23.50%) to Daanish School, Fazilpur and 92 (23.00%) to Daanish School, Harnoli (Table 1).

Table 1: Response rate (N = 377)

Name of School	Frequency	Percent
Danish School, Rahimyar Khan	96	24.00%
Danish School, Chishtian	95	23.75%
Danish School, Fazilpur	94	23.50%
Danish School, Harnoli	92	23.00%
G. Total	377	94.25%

Profile of the respondents

Among 377 respondents, 189 (50.13 %) respondents were male and 188 (49.87%) were female. As regards respondents' age groups, the majority of the respondents (154, 40.80%) were between 13-14 years of age, 83 (22%) were above 16 years of age and 67 (17.80%) respondents were between 11-12 years of age. Out of 377 respondents, the majority of the respondents 114 (30.20%) were in 8th class, while 33 (8.80%) respondents were studying in 6th class (Table 2).

Table 2: Profile of the respondents (N = 377)

Variables	Frequency	Percentage
<i>Gender</i>		
Male	189	50.13%
Female	188	49.87%
<i>Age group</i>		
13-14 Years	154	40.80%
Above 16 Years	83	22.00%
15-16 Years	73	19.40%
11-12 Years	67	17.80%
Below 10 Years	0	0.00%
<i>Class of study</i>		
8 th	114	30.20%
9 th	94	24.90%
7 th	85	22.50%
10 th	51	13.50%
6 th	33	8.80%

Library usage

Library visit by respondents

The participants were asked to mention how often they visit their school libraries. The majority of the respondents (198, 52.50%) visited the library weekly, followed by 164 (43.50%) daily, and 15 (3.97%) monthly (Table 3).

Table 3: Frequency of respondents' library visit (N = 377)

School	Daily		Weekly		Monthly		Total	
	N	%	N	%	N	%	N	%
Danish School, Rahimyar Khan	46	47.92%	46	47.92%	4	4.16%	96	100%
Danish School, Chishtian	74	77.89%	16	16.84%	5	5.26%	95	100%
Danish School, Fazilpur	44	46.81%	46	48.94%	4	4.26%	94	100%
Danish School, Harnoli	0	0%	90	97.83%	2	2.17%	92	100%

Total	164	43.50%	198	52.50%	15	3.97%	377	100%
-------	-----	--------	-----	--------	----	-------	-----	------

Purpose for library visit

The participants were asked to mention the purpose of their visiting the library. Most of the respondents (126, 33.43%) mentioned that they visited the library to read newspaper/magazines, 112 (29.71%) respondents informed that they visited the library to borrow or return books, while 8 (2.12%) respondents mentioned that visited the library for some other purposes (Table 4).

Table 4: Purpose of respondents' library visit (N = 377)

Purpose to visit the Library	Frequency	Percent
To read newspaper/magazines	126	33.43%
To borrow/return books	112	29.71%
To study for examination	55	14.58%
To complete homework/assignments	37	9.81%
To use the internet	26	6.89%
To use audio/visual material	10	2.65%
Others	8	2.12%
To Use photocoppy machine	3	0.79%
Total	377	100%

Respondents' satisfaction with library resources and services

This section aims to find out respondents' satisfaction with different library resources and services. The participants were asked to provide their opinions about their satisfaction with library resources and services by using a five-point Likert scale (1.Strongly Disagree, 2.Disagree,

3.No Opinion, 4.Agree, 5.Strongly Agree). The respondents' satisfaction with different resources and services are described under the following headings.

Library resources

The respondents were required to provide their opinions regarding library resources. The respondents agreed that the library has a good collection of reference books (i.e. encyclopedias, dictionaries, maps and yearbooks etc.) (mean = 4.53), the library provides a good number of newspapers and magazines for information, recreation and general reading (mean = 4.36) , library's collection is well-organized, and books are easy to find/locate (mean = 4.36), library's collection is useful and up to date, and meets their information needs (mean = 4.23) the library provides a good number of text books (mean = 4.23), the library catalogue is easy to use and help to find books in the library easily (mean = 3.71). Whereas, the majority of the respondents gave no opinion about the provision of useful audio/visual material in the library (mean = 3.31) (Table 5).

Table 5: Respondents' satisfaction with library resources (N = 377)

Statement	Frequency	Mean	S.D
Library has good reference books (i.e. encyclopedias dictionaries, maps and yearbooks etc.)	377	4.53	.668
Library provides a good number of newspaper and magazines for information, recreation and general reading	377	4.36	.649
Library's collection is well-organized, and books are easy to find/locate	377	4.36	.766
Library 's collection is useful and up to date, and meets my information need	377	4.23	.771
Library provides a good number of text books	377	4.23	.777
Library catalogue is easy to use and help to find books in the library easily	377	3.71	1.294
Library provides useful audio/visual material	377	3.31	1.240

T-test was performed to determine the difference between the opinions of male and female participants about their satisfaction with library resources. It was found that there is significant difference between the opinions of male and female participants regarding the satisfaction with library resources with the significance value of 0.010 (Table 6).

Table 6: Result of t-test regarding respondents' satisfaction with library resources with respect to gender

Statement	N	Gender	Mean	T	Sig.
Respondents' satisfactions with library resources	189	Male	28.285	-2.603	.010
	188	Female	29.159	-2.602	

ANOVA results mentioned in Table 7 show the difference among respondents' opinions about the satisfaction with library resources with respect to their age group. The results show that there is no significant difference among the participants' opinions about the satisfaction with library resources with respect to their age group as the p value 0.390 is greater than the significance value 0.05.

Table 7: ANOVA statistics of respondents' satisfaction with library resources with respect to age group

Statement	Mean					F	Sig.
	Below 10 Years	11-12 Years	13-14 Years	15-16 Years	Above 16 Years		
Respondents' satisfaction with library resources	0	29.179	28.461	28.547	28.988	1.007	.390

ANOVA statistics presented in table 8 show that there is significant difference among the participants' opinions about the satisfaction with library resources with respect to class of study as p value 0.001 is less than significant value of 0.05.

Table 8: ANOVA statistics of respondents' satisfaction with library resources with respect to class of study

Statement	Mean					<i>F</i>	Sig.
	6 th Class	7 th Class	8 th Class	9 th Class	10 th Class		
Respondents' satisfaction with library resources	30.727	28.600	28.859	28.585	27.568	4.969	.001

The school libraries need to have a useful and up- to-date collection consisting of reference books, textbooks, general reading books, newspapers, magazines and audio/visual material to meet students' educational and information needs. Moreover, the collection should be well-organized so that students can find their required books easily. It was found that the majority of the students were satisfied with library resources (i.e. reference books, text books, newspapers/magazines, catalogue), while most of the participants did not provide their opinions about audio/visual material available in the libraries. It implies that the libraries did not have adequate audio/visual material to meet students' needs. Audio/visual material play an important role in children's learning. The libraries should acquire and improve audio/visual material keeping in view students' interest so that students can gain benefit from it.

Library services

The respondents were asked to provide their opinions regarding libraries services. They agreed that library staff instruct the students to use the library and find their required information/books in the library (mean = 4.37), library arranges an effective orientation program for new students (mean = 4.32), the library provides a good photocopying facility (mean =3.51). Whereas, the majority of the respondents gave no opinion about the availability of sufficient computers in the library for study and research (mean = 3.32) and the provision of a good internet facility in the library (mean = 3.27) (Table 9).

Table 9: Respondents' satisfaction with library services (N = 377)

Statement	Frequency	Mean	S.D
I am taught to use the library and find my required information/books in the library	377	4.37	.606
Library arranges an effective orientation program for new students	377	4.32	.818
A good photocopying facility is available in the library	377	3.51	1.278
A good number of computers are available in the library for study and research	377	3.32	1.240
Library provides a good internet facility for users	377	3.27	1.314

T-test was performed to determine the difference between the opinions of male and female participants about their satisfaction with library services. It was found that there is significant difference between the opinions of male and female participants regarding the satisfaction with library services with the significance value of 0.000 (Table 10).

Table 10: Result of t-test regarding respondents' satisfaction with library services with respect to gender

Statement	N	Gender	Mean	T	Sig.
Respondents' satisfactions with library services	189	Male	18.116	-3.544	.000
	188	Female	19.462	-3.541	

ANOVA results presented in table 11 show the difference among respondents' opinions about their satisfaction with library services with respect to their age group. The results indicate that there is significant difference among the participants' opinions about the satisfaction with library services with respect to their age group as the p value 0.000 is less than the significance value 0.05.

Table 11: ANOVA statistics of respondents' satisfaction with library services with respect to age group

Statement	Mean					<i>F</i>	Sig.
	Below 10 Years	11-12 Years	13-14 Years	15-16 Years	Above 16 Years		
Respondents' satisfaction with library services	0	19.432	17.993	18.041	20.397	9.679	.000

ANOVA statistics mentioned in table 12 show that there is significant difference among the participants' opinions about the satisfaction with library services with respect to class of study as p value 0.00 is less than significant value 0.05.

Table 12: ANOVA statistics of respondents' satisfaction with library services with respect to class of study

Statement	Mean					<i>F</i>	Sig.
	6 th Class	7 th Class	8 th Class	9 th Class	10 th Class		
Respondents' satisfaction with library services	20.939	17.941	18.938	18.127	19.686	5.579	0.00

Libraries are no more storehouses, rather they are considered to be service agencies. The provision of effective and efficient services is even more important in school libraries which have novice users. The results reveal that the majority of the students were satisfied with library instructional services, orientation programmes and photocopying services. Whereas, most of the respondents did not give their opinions about availability of adequate number of computers and the internet connection in the libraries. It shows that the libraries did not have adequate ICT facilities. The libraries should improve their ICT facilities so that students can learn to use ICT to meet their information needs.

Suggestions provided by the respondents

Out of 377 respondents, 181 (48.01 %) respondents gave their suggestions regarding resources and services offered by their libraries. The details of the suggestions provided by the respondents are presented in table 13.

Table 13: Suggestions provided by the respondents (N=181)

Suggestions	Frequency	Percent
ICT/computer facilities need to be enhanced	53	29.28%
Internet facility should be provided	43	23.76%
Newspapers and reference material should be enhanced	32	17.68%
Audio/visual material should be provided	28	15.47%
Libraries should be air conditioned in summer season.	25	13.81%
Total	181	100%

Findings of the study

The findings of the study show that the participants were overall satisfied with different library resources and services in their school libraries. The major findings of the study with relation to the research questions are described as follows:

R.Q-1. What are the resources available in Daanish school libraries in the Punjab, Pakistan?

The majority of the respondents agreed that the libraries have a good collection of reference books (encyclopedias, dictionaries, maps and yearbooks etc.), the libraries provide a good number of newspapers and magazines for information, recreation and general reading, libraries' collection is well-organized and books are easy to find/locate. The students were of the view that libraries' collection is useful and up-to-date and meet their information needs, the libraries provide a good number of text books, catalogues are easy to use and help to find books

easily. Whereas, the majority of the respondents gave no opinion about the provision of useful audio/visual material in the libraries.

R.Q-2. *What are the services offered by Daanish school libraries in the Punjab, Pakistan?*

The respondents agreed that school libraries provide different types of services, such as reference services to locate the required material, reprographic services, and conduct orientation programs for new students. Whereas, the majority of respondents did not express their opinions about the availability of sufficient computers and the provision of internet facilities in libraries.

R.Q-3. *Are students satisfied with resources and services in Daanish school libraries in the Punjab, Pakistan?*

The students were overall satisfied with resources and services available in the libraries.

R.Q-4. *Is there a difference in the students' opinions about their satisfaction with resources and services with respect to the following demographics: a) gender, b) age group, c) class of study?*

There was significant difference between the opinions of male and female students regarding their satisfaction with library resources and services. With respect to age group, no significant difference among the participants' opinions regarding their satisfaction with library resources was found, whereas there was significant difference among the participants' opinions about their satisfaction with library services with respect to age group. Moreover, significant difference among the participants' opinions about their satisfaction with library resources and services was found with respect to the class of study.

R.Q-5. *How can the resources and services in Daanish school libraries in the Punjab, Pakistan be improved?*

The review of the open-ended comments/suggestions reveals that the students are faced with some problems, which need to be addressed by the school management. The students gave

some suggestions to improve resources and services offered by the libraries. These are given as follows:

- ICT facilities and the number of computers should be enhanced in the libraries
- Internet facility should be improved/provided in the libraries
- More newspapers and reference material should be provided in the libraries
- Audio/visual material should be enhanced/provided in the libraries
- Air conditioning facility should be provided in the libraries

Conclusions

Today is an information era, in which customer care and information explosion are major challenges facing all types of libraries. In this situation, it is essential for school libraries to provide students with richer information diets to meet their information needs. The information services have seen revolutionary changes to meet new requirements of the information seekers. In view of this, the current study aimed to obtain a broad understanding of students' satisfaction with resources and services in Daanish school libraries in the Punjab, Pakistan. The study exposes the strengths and weaknesses of library resources and services. Information resources are essential to fulfill users' information needs. The results of the study reveal that the majority of the respondents were satisfied with reference material, library collection, text books, newspapers and magazines and the catalogue available in the libraries. Whereas, most of the respondents gave no opinion regarding the provision of audio/visual material in the libraries. Effective and efficient library services not only facilitate students to take advantage of library services but also contribute to build goodwill of the library among them. The findings suggest that the majority of the respondents were satisfied with instructional services provided to them to

use the library and find their required information in the library, effective orientation programs arranged by the library for new students and the photocopying facility available in the library. Whereas, most of the respondents did not give opinions about ICT services provided by the library. The libraries need to provide more audio/visual material to students and enhance their ICT facilities including computers and the internet connectivity. Moreover, the libraries need to enhance the reference material and the number of newspapers and magazines. The libraries also need to provide the air conditioning facility. The findings of the study will help the library administration to reduce the gap between students' expectations and the actual status of library resources and services, and improve their resources and services accordingly.

Recommendations

The following recommendations are made:

- Libraries should update and enhance their print collections, reference collections (encyclopedias, dictionaries, maps, yearbooks etc.), electronic collections and text books to help students conduct their study.
- More newspapers and magazines keeping in view students' interest should be provided in the libraries.
- Libraries need to enhance their audio/visual material to meet students' needs.
- Libraries should make the traditional library catalogue up-to-date and convenient to use, which will help users to search for their required information resources more efficiently. OPAC should be provided for quick and efficient searching for resources.
- Libraries should improve ICT facilities including the internet connectivity and enhance the number of computers for conducting study and research.

- Libraries should arrange effective orientation programs for new intake of students on a regular basis, reprographic services and instructional services.
- Libraries should be automated to perform various library tasks and provide library services effectively and efficiently.
- Libraries should design and launch electronic services including digital reference services so that students can benefit from them by accessing them remotely for their homework.
- Libraries should arrange in-house training sessions for their newly-inducted and existing staff on a regular basis to enhance their competencies to perform different library tasks effectively.
- Air conditioning facility should be provided in the libraries.

References

- AEPAM, (2021). Pakistan education statistics 2017-2018. Retrieved from: [Pakistan Education Statistics 2017-18.pdf \(aepam.edu.pk\)](#) (accessed 15.05.21).
- Benard, R., & Dulle, F. (2014). Assessment of access and use of school library information resources by secondary schools students in Morogoro Municipality, Tanzania. *Library Philosophy and Practice*, 0_1.
- Bibi, T., Shah, S. M. H., & Ambreen, M. (2015). Perception of school administrator about the free and compulsory secondary education. *The Government-Annual Research Journal of Political Science.*, 4(4).
- Blood, P. (1994). Pakistan: a country study. Washington: GPO for the Library of Congress [online]. Retrieved from: <http://countrystudies.us/pakistan/42.htm> (accessed 11.05.21).

- Chaudhry, I. S., & Rahman, S. (2009). The impact of gender inequality in education on rural poverty in Pakistan: An empirical analysis. *European Journal of Economics, Finance and Administrative Sciences*, 15(1), 174-188.
- Durrani, N., Halai, A., Kadiwal, L., Rajput, S. K., Novelli, M., & Sayed, Y. (2017). Education and social cohesion in Pakistan.
- Frantsi, H., Kolu, K., & Salminen, S. (2002). A Good school library.
- Haider, S. J. (2002). School libraries in Pakistan. *Information development*, 18(1), 27-33.
- Hussain, A. (2015). Education System of Pakistan: Issues, Problems and Solutions. In: Pakistan: IPRI Building Consensus. Retrieved from: <http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions>. (Accessed 08.05.21).
- Kuhlthau, C. C. (2010). Guided inquiry: School libraries in the 21st century. *School Libraries Worldwide*, 16(1), 1.
- Matsumoto, M. (2015). School library evaluation and user satisfaction in Japan.
- Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.
- Niyonsenga, T., & Bizimana, B. (1996). Measures of library use and user satisfaction with academic library services. *Library & Information Science Research*, 18(3), 225-240.
- Perez, L. (2010). The role of school librarians in promoting the use of educational technologies. *Teacher Librarian*, 38(1), 72.
- Punjab Daanish Schools and Centers of Excellence Authority. (2021) Retrieved from <http://daanishschools.edu.pk/> (Accessed 28.05.21).
- Saeed, M. (2007). Education System of Pakistan and the UK: Comparisons in Context to Inter-provincial and Inter-countries Reflections. *Bulletin of Education & Research*, 29(2), 43-57.

- Shah, D. (2003). Country report on decentralization in the education system of Pakistan: Policies and strategies. *Islamabad: Academy of Educational Planning and Management, (Islamabad), Ministry of Education.*
- Udoh-Ilomechine, Q. (2008). The significance of school libraries in the educational development of students: the case of Novena University staff school, Kwale, Delta state, Nigeria.
- Usoro, I. M., & Usanga, E. E. (2007). The role of Nigerian primary school libraries in literacy and lifelong learning.
- Zealand, N. L. o. N. (2017). Purpose of the school library. Retrieved from <https://natlib.govt.nz/schools/school-libraries/understanding-school-libraries/purpose-of-the-school-library> (Accessed 17.05.21).