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INFORMATION NEEDS AND USE OF LIBRARY RESOURCES BY DIFFERENTLY ABLED SCHOOL STUDENTS, SIVAGANGAI DISTRICTS: A CASE STUDY

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ABSTRACT

The Study Analysed Information needs and use of library resources by Differently abled school students.54.08% of the Respondents belong to the female students, 32.65% of respondents were in the age group of below12, (35.71%) respondents were in the group of students 1st-5th, (73.47%) respondents were physically challenged with of use electronic resources, (29.59%) respondents accessed electronic resources Monthly, 50(51.02%) respondents were satisfied with the relevance of the electronic resources, (87.75%) respondents were read of the regularly Newspaper in electronic resources available from the library,73.46% of respondents were Easy to access,92 (93.87%) respondents were visited in other library of the electronic resources available from the library,53(54.08%) respondents used electronic resources to prepare for Education,89 (90.81%) respondents were using internet of the electronic resources available from the library,67(68.37%) respondents used electronic resources to education in library,87 (88.77%) respondents were aware of the electronic resources available from the library,that 65(66.33%) respondents used electronic resources to prepare Textbook,the majority 72 (73.47%) respondents were physically challenged with of use electronic resources,48 (48.98%) respondents need for information in electronic resources to employment information need,journal and books were the most used information resources by the respondents (38, 38.78%)The survey research design was used

for the study. The total population includes 132 registered users of the library made up of students from selected Government Schools and community users. A total number of 132 questionnaires were distributed among the respondents. The investigator could collect questionnaires from only 98 out of 132 respondents among whom the questionnaires were distributed.

KEYWORDS: *School Libraries, Types of Differently abled, Library Resources Use of Differently abled Students, Information Needs of Differently Abled Students.*

INTRODUCTION

School Libraries within the instructional establishments like pre-primary, primary and secondary colleges square measure vital to the life-wire and foundational up-bringing of youngsters. This is as a result of they primarily stock materials that square measure of interest and biological process growth for young, teenagers and youths of the age Rasaan (2000) and Edeghere (2001). However such collections of materials, to an extent make provisions for teachers, whereas the services are mainly aimed at pupils and students in the schools.

School libraries square measure called learning laboratory for the college. They provide the whole learning package needed by the scholars and their academics. There square measure varied styles of libraries such as; Special library, National library, Public library, Research library, Academic library and so on, but the focus of this study was on the School Library.

A school library is that the in the library that has been established in a primary or lycee (Edoka 2000). According to Waite (1989), faculty library could be a assortment of a good vary of learning and teaching materials that housed in a very place and centrally organized by bibliotheca and indexed to serve readers. Fayose (1995) printed college library as a result of the a vicinity of the faculty where assortment of books, periodicals, magazines, and newspapers, films, computers, filmstrip, videotapes, recording of all kinds e.t.c. are kept for use by the students and teachers. Arua and Chinaka (2011) stated that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and academics thus on be able to deliver the goods instructional goals.

TYPES OF DIFFERENTLY ABLED

1. Physically challenged
2. Visually Impaired
3. Hearing Impaired

4.Cerebral Palsy

Objectives of the Study

1. To identify the library facilities available in the school library by Differently abled students in Sivagangai District Tamilnadu.
2. To identify the problems militating against school library services and utilization of the library resources by Differently abled students
3. To identify the quality and quantity of library resources available in these schools studied by the Differently abled students.
4. To find out the frequency of accessing Library resources by Differently abled students.

REVIEW OF LITERATURE

Kothari (1966) aptly registered the importance of librarianship by pointing out that academic libraries should provide facilities and services necessary for the success of all formal programs of instruction, open the door to the world of knowledge that lies beyond the boundaries of one field of study, and bring books, students, and scholars together under conditions which encourage reading for pleasure, self-discovery, personal growth, and the sharpening of intellectual curiosity. Therefore, the academic library has to build a strong collection of information resources in physical and digital formats to cater to the knowledge requirements of students, faculty members, research scholars, and scientists of the academic institution.

Aboyade (1979) the Polytechnic's library is an academic library which supports learning, teaching, and research programs in the institution. In addition to providing an atmosphere conducive to reading and consultation of relevant facts and data, the Library also offers a variety of facilities and services to enable readers to make optimal use of library resources.

Marchionini and Maurer (1995) pointed out that virtual libraries tailored for specific communities of interest could create global communities of learners. Virtual libraries have the ability to transform practices and values for those who work in schools and libraries because of the processes that are enabled through these virtual resources

Wilson (1998) urged university librarians to make their organizations more client-centered, to redesign work processes in light of organizational goals, and to restructure in

order to support front-line performance. The emphasis is more on the needs of the library user than the needs of the library.

Parker and Jackson (1998) explained, liaison is particularly important in a world of resource-based learning where students are encouraged to carry out more independent work and make wider use of a range of learning resources, including electronic information resources. These challenges require academic libraries to offer user-friendly ICT-oriented facilities, such as remote access to information and services, analyze users' ever-changing needs, and give support to users in new academic environments.

Methodology:

The survey research design was used for the study. The total population includes 132 registered users of the library made up of students from selected Government Schools and community users. Therefore, the population of the study comprised all teachers and students of teacher training institutions in Tamilnadu, including Institute of Education and Research, of Education offering program on their campus. A questionnaire has been prepared in such a way that the respondents could easily understand the items. A total number of 132 questionnaires were distributed among the respondents. The investigator could collect questionnaires from only 98 out of 132 respondents among whom the questionnaires were distributed. This constitutes 74.24% (98/132) of the total response.

DATA ANALYSIS & INTERPRETATIONS

Table 4.1 Total Population – Gender wise Distribution

S. No	Gender	No. of respondents	Percentage
1	Male	45	45.91
2	Female	53	54.08
Total		98	100

Table 4.1 show that gender wise distribution of respondent of Special need student Schools Sivagangai district by information needs and use of library resources Maximum of the 53 Female out of 98 and 45 Students are Male .

Table 4.2 Distribution of Respondents by Age

S. No	Age	No. of Respondents	Percentage
1	below 12	32	32.65
2	13-15	20	20.41
3	16-18	24	24.49
4	Above 18	22	22.45
Total		98	100.00

The table 4.2 show that 32 (32.65) respondents were in the age group of below12, followed by 20 (20.41%) respondents 13-15, 24 (24.49%) in the age group of 16-18, 22 (22.45%) and then above 18 years.

Table 4.3 User category

S.No	Name of the Class	No. of Respondents	Percentage
1	1st-5st	35	35.71
2	6th-8th	20	20.41
3	9th-10th	35	35.71
4	11th-12th	8	8.16
Total		98	100

The table 4.3 Show that 35(35.71%) respondents were in the group of students 1st-5st, followed by 35(35.71%) respondents below 35, 20 (20.41%) respondents were in the group of 6th-8th, 8 and then respondents older than 11th-12th

Table 4.4 Frequency of Accessing E-Resources

S. No	Frequency of E-Resources	No.of Respondents	Percentage
1	Daily	28	28.57
2	Week once	20	20.41
3	Monthly	29	29.59
4	Occasionally	21	21.43

Total	98	100
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The table 4.4 show that the maximum 29 (29.59%) respondents accessed electronic resources Monthly, followed by 28 (28.57%) week once, and 20 (20.41%) once a week, and 21(21.43%) used electronic resources Occasionally.

Table 4.5 Read newspaper regularly

S.No	Read Newspaper	No.of Respondents	Percentage
1	Yes	86	87.75
2	No	12	12.24
	Total	98	100

The table 4.5show that 86 (87.75%) respondents were read of the regularly Newspaper in electronic resources available from the library and only 12(12.24%) were not read of it. It is a positive sign towards the use of the electronic resource by the user community.

Table 4.6 Reading Materials in Library

S.No	Reading Materials in Library	No. of Respondents	Percentage
1	Easy to access	72	73.46
2	Fairly easy to access	26	26.53
	Total	98	100

The table 4.6 show that 72 (73.46) respondents were Easy to access and followed by 26 (26.53) of respondents Fairly easy to access of electronic resources.

Table 4.7 Visited any other Library

S.No	Visited any other Library	No. of Respondents	Percentage
1	Yes	92	93.87
2	No	6	6.12
	Total	98	100

The table 4.7 show that 92 (93.87%) respondents were visited in other library of the electronic resources available from the library and only 6 (6.12%) were not visited in any other library of it.

Table 4.8 Purpose of Visiting other Library

S.No	Purpose	No.of Respondents	Percentage
1	For Education	53	54.08
2	For General Knowledge	32	32.65
3	For Project Work	13	13.26
	Total	98	100

The table 4.8 show that 53(54.08%) respondents used electronic resources to prepare for Education, followed by 32(32.65%) to general knowledge, 13(13.27%) of respondents used for Project electronic resources.

Table 4.9 Using Internet

S.No	Using Internet	No. of Respondents	Percentage
1	Yes	89	90.81
2	No	9	9.18
	Total	98	100

The table 4.9 show that 89 (90.81%) respondents were using internet of the electronic resources available from the library and only 9(9.18%) were not using internet of it. It is a positive sign towards the use of the electronic resource by the user community

Table 4.10 Purpose of Using the Library

S.No	Purpose of Using library	No.of Respondents	Percentage
1	Education	67	68.37
2	Entertainment	12	12.24
3	News	11	11.22
4	Sports	8	8.16
	Total	98	100

The table 4.10 show that 67(68.37%) respondents used electronic resources to education in library, followed by 12 (12.24%) Entertainment, 11(11.22%) Newspaper, 8 (8.16) Sports.

Table 4.11 Aware of e-Resources

S.No	Awareness of E-Resources	No.of Respondents	Percentage
1	Yes	87	88.77
2	No	11	11.22
Total		98	100

The table 4.11 show that 87 (88.77%) respondents were aware of the electronic resources available from the library and only 11(11.22%) were not aware of it. It is a positive sign towards the use of the electronic resource by the SIFT user community.

Table 4.12 Types of resources for seeking information

S.No	Type of resources for seeking information	No. of respondents	Percentage
1	Textbook	65	66.33
2	Newspaper	15	15.31
3	Journal or periodicals	10	10.20
4	Competitive Examination books	8	8.16
Total		98	100

The table 4.12 show that 65(66.33%) respondents used electronic resources to prepare Textbook, followed by 15(15.31%) to Newspaper, 10(10.2%) to journal or Periodical, 8(8.16%) to competitive examination.

Table 4.13 Types of Differently Abled

S.No	Type of disabled	No.of respondents	Percentage
1	Visually Impairment	12	12.24
2	Hearing Impairment	10	10.20

3	Physically challenged	72	73.47
4	Cerebral Palsy	4	4.08
Total		98	100

The table 4.13 show that the majority 72 (73.47%) respondents were physically challenged with of use electronic resources, followed by 12(12.24%) Visually Impairment and 10(10.2%)Hearing Impaired, only 4(4.08%) respondents were respondents Cerebral Palsy.

Table 4.14 Types of information need

S.No	Type of information need	No. of respondents	Percentage
1	Education information needs	38	38.78
2	Recreational information needs	12	12.24
3	Medical or Health information needs	18	18.37
4	Religion information needs	10	10.20
5	Needs for employment information needs	2	2.04
6	Civil information need	8	8.16
7	Socio – cultural information needs	10	10.20
Total		98	100

The table 4.14 show that 38 (38.78%) respondents need for information in electronic resources to employment information need , followed by 18(18.37%) were recreational information needs, 2(2.04%) Needs for employment information needs, 8(8.16%) Civil information need, only 10(10.20%) of respondents need for electronic resources Socio – cultural information needs.

Table 4.15 Available information resources

S.No	Available information Resources	No.of respondents	Percentage
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1	Books	38	38.78
2	Journal	25	25.51
3	Magazine or Newspaper	30	30.61
4	Braille material or machine	5	5.10
Total		98	100

The table 4.15 show that journal and books were the most used information resources by the respondents 38, (38.78%) and (25,25) 51%) respectively, followed by Magazines 30,(30.61%) , Braille material or machine 5(5.10).

Table 4.16 Relevance of E-Resources

S.No	Level of Satisfied	No.of respondents	Percentage
1	Highly Satisfied	16	16.33
2	Satisfied	50	51.02
3	Natural	18	18.37
4	Dissatisfied	14	14.29
Total		98	100

The table 4.16 show that the majority 50(51.02%) respondents were satisfied with the relevance of the electronic resources, followed by Neutral 18(18.37%) highly satisfied, and 16(16.33%) Dissatisfied, only 14(14.29%) respondents were moderate dissatisfied.

Findings

The sample of the respondents has been drafted from the selected government Schools sivagangai district in Tamilnadu. A total of 132 questionnaires were distributed to the users from selected Government Schools categories and 98 were responded which amounts to 74.24% rate. A majority of the respondents from *female* community is likely to answered is higher than the respondents in *male* community.It is found that (87%) of the respondents know about Aware of information needs Library resources It is found that (11%) of the respondents don't know about aware of in It is found that most of the respondents (16.33%) use of the seeking information in text book and ,

followed by the respondents (15.31) use the newspaper It is inferred that maximum respondents (29.59%) use of School library in Monthly, whereas (28.57%) of the respondents use in School library daily It is found that maximum respondents (38.78%) of the information resources using the Books and followed by (25.51) of the information resources using Journal It is evident from the study that (54.08%) of respondents visiting the other library for education followed by (32.65%) visiting for general knowledge. It is found that, (73.47%) of the respondents use to library resources in Physically challenged people, followed by blind (12.24%), Deaf 10.20% and cerebral palsy (4.08%) It is found that, (68.37%) of the respondents most using information from library resources in education, followed by entertainment (12.24%).It is found that (51.02%) were of the respondents needs of information from library resources High satisfied and followed by information need to user (18.37) It is found that (87.75%) of the respondents reading newspaper and (12.24%) of the user don't reading newspaper in regularly. It is evident from the study provide majority of the respondents (38.78%) of the need of educational information need and followed by the respondents (18. 37%) Medical or health information needs.

CONCLUSION:

Thus information needs of library resources are services the faculties, Special students in the selected government schools. With time via e- resources education in India government schools will shine in global level as solar energy every day , which indicates that no one should be deprived of education because of location or time inconvenience.

This study shows the use e- resources which are very common among the information needs and use of library resources in selected Government schools Sivagangai district in Tamilnadu..This study focuses the majority of Special school students Library resources to get the desired and relevant information for their Study. but practical use library resources including e-resources is not up –to the worth in comparison to CBSC investment made in acquiring these resources ; secondly infrastructure and training programmes should also be revised as per requirements. It is observed that the availability of e- resources in the campus is almost sufficient for all the existing disciplines but the infrastructure to use these resources is not adequate and can hinder the ability to meet the requirement of users.

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