Fall 1-7-2020

Utilization of School Library Resources in Karaikudi: A study

Muthumari selvi
dr.v.muthumari@gmail.com

Utilization of School Library Resources in Karaikudi: A study

Dr. V. Muthumari   **S. Geetha**
Teaching Assistant   **M.L.I.S.,**
Dept. of Library and Information Science   **Dept. of Library and Information Science**
Alagappa University   **Alagappa University**
Karaikudi – 630 003.   **Karaikudi – 630 003.**
Tamil Nadu   **Tamil Nadu.**

Abstract

The research is concerned with the study of the utilization of school library resources by students of Chettinad public school. The study was carried out based on some objectives. These include period students' visit the library, purpose for students; use of the library, available resources for students' use, satisfaction derived from the use of library resources, extent of information provisioning, problems militating against utilization of library resources, subject areas the library has more collection, if allowed to borrow books from the library, the types of materials allowed to borrow by the students, if the students know how to use the library, how they use the library, solutions and suggestion by students for effective utilization.

Keywords: Utilizations, library, Resources, School library

Introduction

A library, according to Jonathan Crowther (2000), is a storehouse of knowledge. It is the repository of information and information source. A library collects, organizes, stores and disseminates information. Thus, it is a resource centre for students, teachers, researchers and others. The library provides answers to specific and general information queries and problems. The major, purpose of the library is to provide information, thus it is a repository of human experience not subject to the barriers of space and time.

Library and education are two vital institutions of socialization and perpetuation of the human race. The two cannot be separated in an all-round development of a child. Education as a result of knowledge imparted develops abilities, attitudes, behavior and technical know-how, and the agency responsible for acquiring, disseminating and imparting this knowledge is the library. The provision of library services is therefore crucial and indispensable to both the primary and secondary education system. Libraries are established to advance the course of education. Library objectives are interwoven with that of education – they both aim at producing intellectually developed and complete individuals in the society. Thus, libraries exist to promote and complement education.

The role and development of school libraries have always been inextricably tied to educational reform. Certain ideas in education have moved libraries from the periphery to the heart of the school and made them central to teaching and learning.

Chettinad Public School Library: An Overview

Library is a counterpart of a school physical infrastructure. It plays a vital role in the learning process of the school. The library is an essential component of a good school. The library room should be located in such a place where students are not getting disturbed by noise. It is a place where a useful means of storing and communicable knowledge and one that teacher body cannot do without. A library is a repository of books and should have textbooks, workbooks, reference books, fiction, non-fiction books at various reading levels, reference books oil special topics and interests and related pamphlets, clippings, pictures, maps, charts, to periodicals, etc. are placed in proper shelf.

Investigator discussion with the students, it was observed that they look at the library in the following perspective. A school library is meant to supports the students in their studies. Students can burrow books and take them home for further study. Apart of text books, students often need reference books to prepare notes.

The mind of the students gets broadened and he commands better grasp over the subject. He starts to think in a new dimension altogether. Since the environment at the school library is peaceful, students can study at the library without any disturbances. Library is an appreciable place for studies and mental develop in schools; students are often given tasks to finish after school hours. A student can visit the school-library and finish those tasks. A student can develop his literary skills by reading rare books of literature. The academic magazines and periodicals keep the student aware of the latest development around the world. A library opens a world of wisdom for the student. A student can build his confidence by going through the books of his interest. A school library promotes building a knowledge-driven community for the future. I as part of my research work gave a questionnaire to the students.

Review of Related Literature

Arms (2005) define e-library as "managed collection of information, with association, services, where the information is stored in digital formats and accessible over a network." These two definitions recognize the need for the e-library to function over a network but the crucial part of the latter is that the information is managed.

Angelo (1994) verified this finding in a study which showed that the majority of school librarians were performing duties of the traditional librarian, such as student orientation and assisting students and teachers in finding materials, while a low percentage were performing planning and consultation roles.

Everhart (1992) found that high school librarians with automated circulation systems spent significantly more time in instructional development and use of technology than those without automated systems, although the actual time spent in development of the educational program was quite low.

Ekechukw (1999) viewed school library as an integral part of the institution's programme and not just shelves of books in a school or a periodical mobile library services but school library resources which are centrally housed in a school and organized by staff that are professionally prepared to administer its services and activities to teachers and students.

Fayose (2000) identifies a library resource as those materials which enable libraries to carry their function out effectively. They are made up of books and other information bearing media. Library resources can be divided into groups according to their functions and level of scholarship or according to their different formats. In tertiary institutions for example the resources fall into two major categories according to the level of scholarship and their function. These include study/teaching materials and research materials.

Gengler (1965) looked at differences in the ability to apply selected problem solving skills between sixth grade students who were instructed by a classroom teacher and those who received additional instruction from an elementary school librarian. Findings showed that the mean score on a problem solving skills examination for the librarian-teacher instructed group was significantly higher than for the teacher instructed group.

Hawkins (2000) emphasizes that the library of the future will have the daunting mission of helping scholars discover what relevant information exists anywhere in the world and in a variety of formats and media. Understanding how students navigate this maze of resources is important in helping the librarians to develop and assess pedagogy designed to instruct students in library use. The study intended.

Objectives of the study

 (i) The main objective of this study is to find out the available library resources and how they are being utilized by students in Chettinad Public School.

(ii) To identify the library facilities available in the library.

(iii) To find out the type of library services.

iv) To determine the purpose for students utilization of school students.

v) To determine the extent to which the students use of library resources satisfy their information needs.

Research Methodology

This chapter deals with the methodology in the research that has been adopted to find out the utilization of school library resources; An Analytical study in Karaikudi. The research methodology includes the scope of the study objective of the study sampling tools adopted data collection use by the research, presently limitation of the study.

Statement of the problem

"Utilization of School Library Resources in Karaikudi: A study."

Scope of study

The study is on the problems of the utilization of school libraries resources by the students of secondary school in Karaikudi specifically by students of Chettinad public school. This research focuses on students' attitude and view concerning visiting the library and the level of satisfaction they derive after utilizing or using the resources the target of the study is to identify basic problems and proffer solutions to them. Order Full Work We're Online. Utilization of School Library Resources by Higher Secondary School Students in karaikudi.

Sample of the Size

The researcher has decided to collect data from the Chittinadu public School in Karaikudi. Out of 200 students whom investigator met, 178 students said they normally visit the library in order to collect additional study materials as they are not able to afford the extra materials other than the books by paying money. 75% of the students said they search for books in Physics, Chemistry, and Biology in order to prepare for their NEET Examination. As they are following State Board Syllabus, they try to equip themselves with extra study.

Research Design

The method chosen for the purpose of this study is the survey method. The survey method is that type of study in which a large scattered population is studied through asking questions on a representative sample. Survey research was preferred among other methods because it will give the study population equal chance of being selected, it concerns sampling of people and it also accumulates information from individuals at relatively low cost to the research. Furthermore, the survey method involves sampling which saves the researcher's time, money, efforts and other related resources that could be involved in studying the population. Its flexibility also allows other sources of getting information or data collection techniques such as the questionnaire, interview and direct observations. It is a descriptive research method which includes types of data required, instrument for data collection, population, sample size and sampling technique method of data analysis and presetting of instruments.

Method of Data Analysis

The analysis of data was based on Chettinad Public School at Karaikudi, A total of 120 questionnaires were administered on the respondents in the selected school. The data collected from this study has been collated, presented, analyzed and interpreted in this section. The time of the project is limited to collect data.

Data Analysis and Interpretations:

Table: 1 Distribution of the respondents based on gender

S.No	Gender	Frequency	Percent
1	Male	73	60.8
2	Female	47	39.2
Total		**120**	**100.0**

The above table 1 shows the gender wise distribution of the respondents of school library the majority 60.8% (73) of the respondents are male and 39.2% (47) of the respondents are female.

Table: 2 Distribution of the respondents based on age

S.No	Age	Frequency	Percent
1	14	2	1.7
2	15	8	6.7
3	16	72	60.0
4	17	38	31.7
Total		**120**	**100.0**

The above table 2 shows the age wise distribution of school library the majority 60.0%(72) under 16, of the respondents under 17, 31.7%(38) of the respondents under 15 6.7%(8) of the respondents under 14,1.7%(2).

Table : 3 Distribution of the respondents based on class

S.No	Class	Frequency	Percent
1	XI	29	24.2
2	XII	91	75.8
Total		**120**	**100.0**

The above table 3 shows the class wise distribution of school library the majority 75.8%(91) of the respondents are class XII, 24.2%(29) of the respondents are class XI.

Table : 4 Authorities promote the use of library

S.No	Variables	Frequency	Percent
1	Yes	102	85.0
2	No	18	15.0
Total		**120**	**100.0**

The above table 4 shows the use of library wise distribution of school library the majority 85.0%(102) of the respondents are promoted by the authorities to use the library, 15.0%(18) of the respondents are not promoted by the authorities to use the library.

Table : 5 Guidance on using library

S.No	Variables	Frequency	Percent
1	Available	83	69.2
2	Not Available	37	30.8
Total		**120**	**100.0**

The above table 5 shows the Guidance on using library wise distribution of school library the majority 81.7%(98) of the respondents are available, 18.3%(22) of the respondents are not available.

Table : 6 Satisfaction level of library facilities and resources
Library building/ room

S.No	Variables	Frequency	Percent
1	Very satisfactory	24	20.0
2	Satisfactory	81	67.5
3	Not satisfactory	15	12.5
Total		120	100.0

The above table4. 6 shows the library building/ room wise distribution of school library the majority 67.5%(81) of the respondents are satisfactory, 20.0%(24) of the respondents are very satisfactory, 12.5%(15) of the respondents are not satisfy.

Table : 7 Problem while using library resources

S.No	Variables	Frequency	Percent

1	Not enough space	23	19.2
2	Materials are not available	13	10.8
3	Guidance is not available	16	13.3
4	Infrastructure is inadequate	14	11.7
5	Have no time	54	45.0
Total		120	100.0

The above table 7 shows the problem while using library resources wise distribution of school library the majority 45.0%(54) of the respondents are have no time, 19.2%(23) of the respondents are not enough space, 13.3%(16) of the respondents guidance is not available,11.7%(14) of the respondents are infrastructure is inadequate, 10.8%(13) of the respondents are materials are not available.

Table : 8 Overall satisfaction

S.No	**Variables**	Frequency	Percent
1	Satisfied	26	21.7
2	Moderate	90	75.0
3	Dissatisfied	4	3.3

The above table 8 shows the overall satisfaction wise distribution of school library the majority.75.0%(90) of the respondents are moderate, 21.7%(26) of the respondents are satisfied, 3.3%(4) of the respondents are dissatisfied.

FINDINGS

i) The majority 60.8% (73) of the respondents is male and 39.2% (47) of the respondents are female.

ii) The majority 60.0%(72) under 16, of the respondents under 17, 31.7%(38) of the respondents under 15 6.7%(8) of the respondents under 14,1.7%(2).

iii) The majority 58.3 %(70) of the respondents are semi-urban, 34.2 %(41) of the respondents are urban, 7.5 %(9) of the respondents are rural.

iv) The majority 75.8 %(91) of the respondents are class XII, 24.2 %(29) of the respondents are class XI.

v) The majority 85.0 %(102) of the respondents are promoted by the authorities to use the library, 15.0 % (18) of the respondents are not promoted by the authorities to use the library.

vi) The majority 72.5 %(87) of the respondents are not having, 27.5 %(33) of the respondents are having.

vii)   The majority 71.7 %(86) of the respondents are not having, 18.3 %(22) of the respondents are having.

viii)   The majority 59.2 %(71) of the respondents are using library, 40.8 %(49) of the respondents are not using library.

ix)   The majority 81.7 % (98) of the respondents are available, 18.3 % (22) of the respondents are not available.

x)   The majority 67.5% (81) of the respondents are satisfactory, 20.0% (24) of the respondents are very satisfactory, 12.5% (15) of the respondents are not satisfactory.

xi)   The majority 68.3% (82) of the respondents are satisfactory, 20.8% (25) of the respondents are not satisfactory, 10.8% (13) of the respondents are very satisfactory.

SUGGESTION

1) All the secondary schools must have a library. Having a library in the school should be a pre-requisite condition for the recognition of the school.

2) A regular full time professionally qualified librarian should be appointed in the schools and he/she should be given the scale and status of a secondary schools teacher. The librarian should play a proactive role in encouraging the use of the school library and inculcate reading habits among the students and teachers.

3) Teacher should take the students to the library and explain the services available for them. The students should be motivated to use the library.

4) Various extension programmes like exhibitions, library week, lectures etc. should be conducted to attract more students to the library.

CONCLUSION

The Survey shows that most students who responded are not satisfied with the services and collection of their school library. The literature demonstrates the importance of a good school library in students' academic achievements. Based on the importance and the benefits of the school library to both staff and the students. Though all the schools studies have libraries but the quality of their resources and facilities to Students' Utilization of Secondary School Libraries in concluded that, if school library is given due given due recognition by way of proving separate and adequate accommodation like other areas of knowledge like science and home- economics which have their laboratories and building accommodated in separate building , adequate provision of equipment facilities and other school resources, qualified and professionally trained staff for effective running of the library and formulation of standards for school libraries will help school to produce a more educated in Chettinad Public School.

REFERENCES

Akinniyi AR (2003). Provision of library services in secondary school in Ife East and Central local government areas of Osun State, Nigeria. J. Theory Res. Educ. 7(2):41-52Allen, K.W and L.

Allen. (1993) Organizing and Administration of the Learning Resources Centre in the Community College. Hamden, Connecticut: the Shoe string Press.

Apotiade, J. (2002). National, state and public libraries. Ibadan. Distance Learning Centre, University of Ibadan

Arms, W. Y. (2005). A viewpoint analysis of the digital library. D-lib 11(7/8) available:http://www.dlib.org/dlib/july05/arms/07arms.html Bowden, D., Devon, T.K., & Sinclair, T.W. (2000). Desktop information system

Ekechukwu EO (1999). The school library: a force for education excellence. East Central State Lib. Bull. 2(1):10-12

Everhart, N. (1992). An Analysis of Work Activities of High School Library Media Specialists in Automated and No automated Library Media Centers. School Library Media Quarterly, 20(2), 86-99.

Fadero O (1998). New developments in library and information resources for school libraries. Nigerian school Librarianship: Yesterday, today and Tomorrow. Ibadan: Nigerian Library Association.

Fayose O. (2000). Library Resources and their roles in education Ibadan: The centre for External studies, University of Ibadan.

Gehlken, V. S. (1994). The Role of the High School Library Media Program in Three Nationally Recognized South Carolina Blue Ribbon Secondary Schools. Unpublished doctoral dissertation, University of South Carolina.

Gengler, C. R. (1965). A Study of Selected Problem-Solving Skills Comparing Teacher-Instructed Students with Library/Teacher Instructed Students. Unpublished doctoral dissertation, University of Oregon, Eugene, Oregon.

Hawkins, B. (2000) Libraries, knowledge management and higher education in an electronic.

Onadiran, G.T. (1997). A study of school library resources in selected secondary school in Nigerian unpublished Ph.D Thesis Boston. Boston University School of Education. Rosenberg, D.D. (1998). Getting books to school pupils in Africa. Case studies from Ghana, Kenya Mali, South Africa and Tanzania. London (Education resources: serial No 26).

Sharr, M.O. (1994). Library Trends and Issues.MLS Lecture Notes. A.B.U. Zaria.