

Periodic Research

Use of Library Services by the Teachers of Secondary Schools: A Study

Abstract

This study explored the teachers attitude to the availability and accessibility of library services in Secondary schools of Bangalore Urban North division. It is observed that a large number of users are using library services but are of the opinion that it needs to be improved. It is felt that teacher's opinion is very important for the growth of libraries in secondary schools. The study shows the importance of school library by teacher's regular visit to their school library and librarian's role in development of the library. It also recommended that the libraries in secondary schools should concentrate on to increase the collection of books and other materials to fulfill the current needs of the users.

Keywords: Secondary School Library, Library Used By School Teachers, Library Services, Information Literacy.

Introduction

Education is no exotic in India. She has been the cradle of one of the earliest and brilliant civilizations. The greatest and wisest of her monarchs found in the promotion of learning their noblest and most beneficent achievements and saw in the foundation of the University the most enduring memorials of their thrones. There is, in fact, no country where the love of learning had so early an origin or has exercised so lasting an influence. Today, we look upon the library as a Social institution and it is a product of society for its cultural advancement.

The first step for developing reading habit, library related studies and love for books must be instilled in early childhood itself and this should begin at home. The school libraries have been described as the 'heart' of any school, providing a place for teachers to conduct their study and upgrade their knowledge. In the school system, library is the centre of academic life and it is important for librarians working in a secondary school libraries to know the academic needs of the teachers. Knowledge is power and if used rightly, it can cure physical, mental and social ills. It can improve the quality of our life, the environment we live in, and the world we leave to our children. Without it, even the most earnest endeavors are likely to fail. Knowledge, then, is vital to all of us, personally and collectively. "Education in its true spirit leads to the development of the human personality from all angles i.e. intellectual, physical, moral, social and spiritual"¹⁰.

All type of people needs information to equip themselves better for the fruitful pursuit of their respective vocations. The basic role of a library is to collect the information materials required by the users and disseminate through appropriate methods. Also, library is called as a Spiritual and Ideological and recreation centre. Library users should be encouraged to read books and imbibe the knowledge contained in them. Access to existing knowledge and information is essential for study. Totally libraries attached to schools play the key role in all academic activities. Library is also a cultural wing because it preserves the cultural heritage of the human race as represented by the books. Library is not merely a store house of books and other materials to preserve, but it also act as a dynamic instrument of education of the students and encourage the teachers. Library invites all who enter its premises to partake fully of its intellectual and cultural contents.

Secondary School Libraries

The Secondary school library is an important component of any school. It supports learning directly or indirectly to the users of all age. The aim of a good school library is to become a catalyst to achieve educational excellence by its users. The secondary school library differs from all other types of libraries and has certain distinct features. The most important of these is that it is directed towards certain definite educational aims. Also



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Periodic Research

it's a part and parcel of the school and is constrained to support the educational programmes of the school. The school libraries major responsibility is to prepare young students to acquire skills and teachers in gaining knowledge in the learning process, obtain a basic knowledge of one or more languages and a set core of subject, with specialization in the school education. Also the libraries have to enable the readers to get an idea of the society in which they live and the surroundings in which they function and operate. They have to inculcate among readers the ethical values and build character so as to mould them as good citizens to play a positive role in the progress and development of the nation.

The Secondary school libraries are designed to function and operate as integral part of the educational programme, fulfilling all the requirements of the young students for learning and the teachers for teaching. The role of Secondary school librarians is not only to keep guard of the library assets but also bring in the value addition to the education system. As a facilitator, leader, program administrator, collaborative teacher, information specialist, a librarian enables the users with all the facilities in the library and provides the relevant and right information to the right user and at the right time. In an increasingly digital world, the role of libraries as community and cultural centers is viewed with a narrow angle. But digitization is playing its part in the reformation of libraries as well. The thought that libraries are not needed, is vague and improper because digitized content, in an organized manner is enhancing the reach of the libraries. The librarian as a qualified person, bridges the gap between the user and the library. The librarian not only is a one stop link to thousands of books but also connects a layman or an individual in need to the organized, digitized knowledge e-resources, with the help of his/her expertise. They can design an information literacy curriculum, which matches the readers capabilities, because they have the expertise and knowledge to impart these skills. Without librarians there is no present as well as future of the libraries in the world because a librarian is the resource person who orients users towards maximum library usage and increases their knowledge output. In schools having individual methods of instruction, there is no question of a formal library hour; nor is there much of a formal class hour. The library is an open house for the teachers and students and he/she comes in at any moment of need to look up books either for information or for pleasure or for inspiration. This freedom of the library itself often provides the means of stimulating the nuclear element in the student.

Review of Literature

Several studies have been undertaken to explore the use of library services by the teachers for their academic activities.

Karaseva (2016) in a study examined the relationships between the secondary school teachers perceived Internet self-efficacy and vital aspects of e-resource access skills in the knowledge society. The study indicated that the teachers perceived internet self-efficacy neither correlated with their actual search

performance nor related to the search strategies they applied. The study also reveals that the teachers, independent on their self-efficacy beliefs, overestimated the difficulty of search tasks before starting a search.

Kulkarni and Tadasad (2015) have conducted a study on information needs and gathering habits of school children and have analyzed the acquaintance of school children with IT, awareness and use of Internet, problems encountered, awareness about searching e-information sources, types of sources preferred, reasons for not using e-information sources, channels preferred and ability among them to use e-information sources. The study reveals that secondary school children were inclined towards using internet and searching e-information resources. The school authorities should introduce internet within the premises of the library and provide formal instruction and conduct awareness programmes so that the secondary school children can make better use of e-information sources. The steps should be taken to protect students from the risks and the unsafe use of the internet. They should also be taught about copyright laws, cyber-crimes and cyber laws.

A study by Bourgonjonet. al. (2016) revealed that adoption and the effectiveness of game-based learning is very useful at secondary school level, as they can be considered the true change agents of the study in any kind of library. The focus was on the factors that influence the acceptance of commercial video games as learning tools in the library periods. They also clearly reviewed that, along with study, students can easily access other internet based, video based study and they show more interest in their study environment.

Need for the Study

The Secondary school libraries cannot be creative centers unless they develop in proper, equip themselves and utilize present technologies to catch up with the current developments. The secondary school libraries in Bangalore district suffer from inadequate resources and it directly affect on its services. Library in secondary schools plays an important role not only in the development of students but it will also give lot of energy to the teachers to teach their subjects effectively. Some studies on school libraries in Karnataka have been done but there is no systematic and detailed study on the library condition of the secondary schools done and also the problems they are facing have not been done until now. Totally attractive school library is the need of the present situation and it will help teachers and students. So the author felt it is necessary to study in detail a real situation and to find out the ways and means to improve the present condition of the secondary school libraries and to know the attitude of students and teachers towards library related materials in their institutions.

Objectives of the Study

1. To know the teachers use pattern of library resources and services.
2. To know the purpose of library use by the teachers.

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3. To examine the status of ICT resources and services in secondary school libraries in Bangalore
1. Urban North division
2. To make a few constructive suggestions in the light of the findings.

Methodology, Scope and Limitations of the Study

The scope of the study is limited to library services utilized by teachers of secondary schools in six clusters of Bangalore Urban North division. The study includes Government schools, Private aided schools and Private unaided schools in said area. The questionnaire method was used for the present study to collect the necessary data, keeping in view the objectives of the study. A total of 60 questionnaires were randomly distributed among the teachers of the schools and all the questionnaires were received back and the rate of response was 100%. In addition to questionnaire method, interview schedule was also used to collect required information as a supplement to the questionnaire method which are essential and use for analysis and interpretation of data. The data collected from the respondents is presented in tabular form and organized systematically for clarity of data. There is a strong connectivity between services availed by the staff and their designation. There are three categories of staff namely Principal/Head Master, Teachers, and Physical Teachers are included in the study.

Data Analysis

Designation of the Respondents

Table- 1: Designation of the Respondent

Designation of the Respondents	Number of Respondents	Percentage
Principal/Head Master	2	3.33
Teacher	56	93.34
Physical Teacher	2	3.33
Total	60	100

The Table-1 shows that out of 60 Secondary schools, 56 (93.34%) teachers responded to the questionnaire, followed by 2 (3.33%) Principal/Headmasters and 2 (3.33%) Physical teachers.

Library visits by the users

The Table 2 shows that, all the 60 (100%) staff members visit their respective school library.

Table- 2: Library visit by the users

Use of Library	No. of Response	Percentage N=60
Yes	60	100
No	--	--
Total	60	100

Frequency of Visit to the Library

Table- 3: Frequency of Visit to the Library by The Teachers

Frequency of visit to the Library	No. of Respondents	Percentage
Daily	38	63.33
Weekly twice	16	26.67
Once in a week	6	10
Monthly	--	--
Occasionally	--	--
Never	--	--

Periodic Research

Total	60	100
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It is seen from the Table-3 that out of 60 respondents 38 (63.33%) visit daily, 16 (26.67%) weekly twice and 6 (10%) once in week visit the library.

Using Internet in Library

Table- 4: Using Internet in the Library

Using Internet	No. of Respondents	Percentage N=60
Yes	07	11.67
No	53	88.33
Total	60	100

The Table 4 shows that, only 7 (11.67%) respondents use internet regularly in their respective school library and 53 (88.33%) do not use internet facility.

Purpose of visit to the library by the teachers

The teachers of Secondary school library visit their school library for various purposes.

Table 5 : Purpose of Library Visits by the Teachers

Purpose of visit	No. of users	Percentage N=60
To read books	13	21.67
To borrow/return books	49	81.67
Do class preparation	30	50
Do school work	28	46.67
To read popular magazines, newspapers	52	86.67
Use CD's/ DVD's	--	--
Use computers	15	25
Use of Internet	7	11.67
To get photocopies/printouts	--	--
To consult reference books	9	15
To know the latest arrivals in the library	--	--
Play games on computers	--	--
To use question papers of previous years	4	6.67
Have lunch	6	10
For time pass	--	--
To meet friends	4	6.67
Because it is library period	25	41.66

It is observed from the data presented in table 7.5 shows that, a majority of the teachers visit their school library to read popular magazines and newspapers (86.67%), followed by to borrow/return library books (81.67%), school work (46.67%), library period (41.66%), computer access (25%) and to read books in the library during free time (21.67%). The use of other services and facilities like use of internet, referring old question papers, taking lunch, to meet friends are very less. The services like CD/DVD use, photocopy, printout, etc., are not availed by the teachers or is not available in library.

Type of Library Resources Used By The Teachers

Library resources are very important in school library system. The various types of resources used by the teachers has been summarized in Table-7.6.

Periodic Research

Table 6. Type of Library Resources Used By The Respondents In The School Libraries

Use of library resources	No. of users	Percentage N=60
Text books	46	76.67
Reference books	19	31.66
Dictionaries	4	6.67
Encyclopedias	--	--
Gazetteers	--	--
Fiction/Novels	22	36.67
General Knowledge books	12	20
Children books	6	10
Story books	8	13.33
Science projects	2	3.33
CD's/DVD's	--	--
Atlases & Maps	--	--
Globes	--	--
Toys	--	--
Coins	--	--
Mathematical instruments	--	--
Posters	--	--
Charts	--	--
Three-dimensional models	--	--
Slides	--	--
Magazines	35	58.33
Newspapers	40	66.67
Computers	15	25
Internet	7	11.67
E-resources	--	--

It is observed from the data presented in table 7.6 that, Text books (76.67%), Newspapers (66.67%), Magazines (58.33), Fiction/Novels (36.67%), Reference books (31.66%) and using computers (25%), General knowledge books (20%) are the major library materials widely used by the respondents under this study. However, the other library resources like Dictionaries, Children books, Story books, Science projects, Internet access were hardly used by them. Unfortunately other important services like Encyclopedias, Gazetteers, CD's/DVD's, Atlases & Maps, Globes, Toys, Coins, Mathematical Instruments, Posters, Charts, Three-dimensional models, Slides and E-resources, etc., do not avail by users or such sources not available in their library.

Sources Consulted by The Teachers To Collect Required Information

The preferred types of resources help in getting relevant information is very important in schools. The teachers opinion on their dependency has been summarized in Table 7.7.

Table-7 Types of Resources Used As Source of Information by The Teachers

Source of collecting information	No. of Respondents	Percentage N=60
Home library	2	3.33
The School library	37	61.66
The Public library	3	5
Internet	56	93.33
Friends	9	15
Brother/Sister	--	--
Father/Mother	--	--

It is found from the data depicted in table 7.7 that, most of the teachers use internet (93.33%) for collecting the required information for their daily work. Also more than half of the respondents depend on their school library (61.66%). However, the use of other sources like Home library (3.33%), Public library (5%) and friends (15%) have not attracted the teachers to fulfill their information need. Also as teachers nobody depend on their Father/Mother or Brother/Sister for getting information for their teaching or research work.

Reasons for Decrease in Library Use and The Reading Habit Among Teachers

Survey factors affecting the library use and reading habits of school teachers and discussed the results.

Table 8. Major factors which affected the library use and reading habit

Decrease in library use and the reading habit	No. of Respondents	Percentage N=60
Poor shelf arrangement in the library	4	6.67
Books in the library are misplaced	7	11.67
Books relating to my subject are scattered in the library	2	3.33
Lack of assistance from the librarian/ staff in locating the reading materials	9	15
The classification scheme followed by the library is not understandable	2	3.33
Due to ICT aid like Kindly, e-book reader, Internet	51	85
Influence of TV, Internet, Mobile	58	96.67
Books are kept under lock and key in the library	35	58.33

The Table-7.8 clearly shows that, a majority of the teachers (96.67%) are of the opinion that the reason for decrease in library use and the reading habits is influenced by TV, Internet and Mobile followed by ICT aid like Kindly, E-book reader, Internet facility (85%). Another main reason for decrease in library use and the reading habits among the teachers (58.33%) is the closed access system practiced by their library. Lack of assistance from the librarian/staff in locating the reading materials (15%), misplacement of books in library (11.67%), Poor shelf arrangement (6.67%), The difficulty in understanding classification scheme (3.33%), Books scattered in the library (3.33%) are also a few more hurdles caused decrease in library usage and dull attitude for reading habits by teachers.

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Periodic Research

Findings

1. The study shows that almost all the teachers visit their respective school library regularly.
2. The author suggests that library should organize half yearly a "library month" to showcase the various resources available in the library and their importance.
3. The above research shows the librarian should play an important role in secondary school library system and inculcate reading habits among students and teaching community so professionally trained librarians should be appointed in all secondary schools.
4. It is recommended that, the concerned authorities should take some major steps to promote library culture among teachers who in turn will directly influence the student community.

Conclusion

Teachers in the secondary schools studied here have a positive perception on the library services but unfortunately the standard of the resources and facilities are of very low level. So concerned authorities have to come forward and provide good resources in secondary school libraries in the interest of teachers and student community. In order to maximize the use of services, secondary school libraries should build up their collection keeping in mind the needs of the users and should promote ICT based library services. Sufficient number of computers, internet connection, radio, TV, projector, screen, headphones, iPods etc., are very important ICT aids for a secondary school library and if our schools equip with such resources our children will do better in their future.

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