

**Research Article**

## **Impact of library information resources on student's performance in government schools and public schools**

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### **Abstract:**

More specifically, the results of this study indicate the majority of the students visited the library at a young age. However, most of them did not visit on a regular basis. The regular use of the library as a child was related to their use of the school library during the previous school year. They did visit the school library more frequently than they visited the public library, although both were used on an as-needed basis or to meet teacher requirements. They also did not limit their use to one library, with their visits to each library again based on individual needs. Students who used the library on a regular or monthly basis as a child were more likely to ask for assistance in locating information, and more likely to use the internet if they could not easily locate the needed information. They were less likely to leave or visit another library. With one exception, this study did not indicate any type of relationship between the students' use of the library and its resources and the teachers' use of library resources. However, English teachers did have more of an influence on female student's library use than male students' library use. Female students were also more likely to visit and use the library's resources than male students. English teachers and parents, especially mothers, were the most influential in encouraging library use, especially the public library.

**Keywords:** library resources, teachers and parents, public library

### **Introduction:**

Education is the key factor in the development and advancement of a society. Each individual in a country should be considered as an asset because it is due to the overall contribution of human resources that a nation can progress and advance. To integrate each individual in the process of development and advancement of the nation, suitable education and training is very important. Since education and training of an individual is a lifelong process every nation must be aware of this fact, if proper directions are to be given to its people.

Other studies have looked for additional variables that have an influence on library use, especially for children and young adults. In a 1993 study completed in various high schools located in the Dallas-Fort Worth, Texas area, Burks (1993) identified school assignments and the use of the library's copy machine as the biggest factors influencing school library use by both students and teachers. This supported findings from a 1980 study by Drott and Mancall, who attempted to identify patterns of library use among high school students in the

process of completing independent study projects. Additionally, they found that students used several different libraries to locate information, including school, public and home libraries, although the majority used their home libraries to complete school projects (Drott & Mancall). In turn,

Chelton and Rosinia (1993) identified three reasons why young adult students use the public library. They were the need for materials or resources to meet personal needs, completion of school assignments, and a place to meet friends.

Another factor that has been found to influence library use among young adult patrons is the extent to which teachers encourage use of the library and its resources. Blazek (1975) identified a positive relationship between the teacher's influence and the student's use of nonrequired materials. Brandt's (1982) study showed that a teacher's use and promotion of library resources was a critical factor in how and to what extent students used the library. Similar results were found in studies by Burks (1993), Jay (1970), Mancall and Drott (1983), and Miller (1976). Burks (1997) found that teacher requirements were the most common reason given by students when asked about their use of the school library. The researcher also found that schools in which a large number of teachers used the school library had a larger number of students who used the school library and read books for pleasure. That these childhood library visitations occurred on a regular basis and that the parents read frequently in the home (Powell et al., 1984). An earlier Gallup Organization (1976) study on the role of libraries in America had similar results indicating that children of library users grow up to be library users. Not surprisingly, the lack of interest and support by the teacher has been identified as an hindrance to students' use of library resources (Gross, 1999; Lathrop, 1988). Just as studies demonstrate that teachers had a positive influence on students' library use, they also indicate that teachers could inhibit the use of the library through their failure to give assignments requiring the use of the library and

its resources (Burks, 1993; Ducat, as cited in Burks, 1993; Gross, 1999; Jay, 1970; Mancall & Drott, 1983). Other factors that were found to limit student library use included inaccessibility, lack of time, lack of motivation, restrictive pass systems, limited number of resources, reading habits, administrative policies, inadequate facilities, and the lack of knowledge concerning how to use the library (Burks, 1993; Ducat, as cited in Burks, 1993; Hodowanec, 1979; Jay; Rutland, 1971; Welch & Donohue, 1994). Overall, various factors influenced young adult use of both public and school libraries.

Teachers and parents were two of the biggest influences on young adult library use. Other influential variables included the availability and quality of resources, reference sources, staff, hours, traveling distance, and rules and regulations governing book circulation and standards of behavior. Regardless of why students use the library, what is important is that they do use the library because of their need to learn how to live and function in an increasingly information oriented society

#### **Library Use and Academic Achievement**

During recent years, research concerning the extent to which library access and use influences a student's academic achievement has increased in importance. There were fewer than 50 research studies that examined the impact of school library media centres on academic achievement prior to their study through the Colorado Department of Education. Studies indicated a positive relationship between access to a professionally staffed school library media center and students' academic achievement.

#### **SUGGESTIONS**

- The library authorities should educate the users regarding the library services like current awareness service, interlibrary loan service, Newspaper Clipping Services provided to them and to entitle the same.
- Most of the users should attend the Library Orientation Programme which should be

conducted regularly to the fresher's to make them aware and utilize the library resources.

### **Population and Sample**

The population of this study consisted of all 11th grade students attending high schools located in three east Tennessee counties. Each of the schools was a public high school including grades 9 through 12. The junior class was selected because the majority of the students should have had two years to visit and use the school library's resources. Juniors were also selected because their responses could possibly be used to improve their library experiences during their senior year.

Each of the schools was operated by the county school system. The study's total population and the sample size. Each school had a varied socioeconomic and ethnic population. This study used a cluster sample of intact classroom groups in the English department. The participating classrooms were selected by the principal with the teachers' agreement. The school superintendents, school principals, students, and parents were required to grant written permission before the students participated in the study. Unfortunately, the response rate was very low. A possible cause was the time period in which the questionnaire was administered--late in the school year. A second possible cause was the intimidating Informed Consent form that students and their parents or guardians were required to sign before they were allowed to participate in the study.

### **Data Collection**

Schools were initially identified based upon their location. Each county's school superintendent's office was contacted by phone to identify the correct procedures for requesting permission to conduct the study. Next, an introductory letter and permission form were sent to two of the school superintendents requesting permission to conduct the survey in their school.

### **Data Analysis**

The findings of the study were analyzed using the Statistical Package for the Social

Sciences (SPSS) software program, which is designed to analyze and display data (Gall et al., 1996). The data were initially analyzed using crosstabulation tables to identify basic demographic information and patterns. Chi-square and Phi statistics were used to examine the relationships and differences between the different variables identified in the survey and to address the research questions. These variables included age, gender, past library use, current library use, types of library resources used by the students, the reasons why students use the library, and the extent to which teachers used library materials within the classroom.

### **IMPACT OF LIBRARY INSTRUCTIONS ON STUDENTS**

- Students benefit from library instructions in the beginning of the academic year course work .Information literacy instruction delivered to student's at the beginning of the year with the orientation programme helps them to obtain a set of accomplishment
- Usage of Library increases student's success. When students use the library there seems to be increase in their academic success and performance . They achieve higher level of academic performance when they used the library for reference and updating their notes.
- Collaborative academic programs and services involving the library, enhances student's learning. Academic library partnership and collaboration with faculty members helps the student's to use the library resources and exploit the same.
- Information Literacy instruction given by the librarian at the beginning of the academic year strengthens general education outcomes. Library instruction improves student's attainment of institutional core capacity and proficiency. It also pointed out that information literacy contributes to inquiry based and problem learning consisting and involving effective identification and use of information, critical thinking and ethical reasoning.

## **IMPACT OF USING THE ACADMEIC LIBRARY**

- The library assists to improved student retention
- Library instruction adds value to a student long term academic experience
- The library supports academic rapport of the student
- Use of library space relates positively to students learning and better academic performance
- Collaborative academic programs and services involving the library enhances students learning skills.
- Information literacy instruction strengthens general education outcomes

## **RESULTS**

The purpose of the study was to examine how and why high school students use the library and its resources. It also examined how teachers are perceived to influence their students' use of the library. The survey used in this study was adapted from Burks' 1993 study. Survey interviews were conducted to expand on the study's findings.

The study's population consisted of 11th grade students attending public high schools in three East Tennessee counties. These schools were identified as A, B, C, D, E, and F. A cluster sample of intact classroom groups was selected by the school principals to participate in the study. The six schools had a combined population of 1,460 11th-grade students. Three hundred fifty students were invited to participate in the study. Because of the failure to return parent consent forms, only 130 students (37%) were eligible to participate in the study. Because of the low response rate, 11 students from the participating schools were interviewed to provide further insight into their use of the library and its resources. Findings are presented as responses to the individual research questions.

## **DISCUSSION OF THE FINDING**

Demographic information portrayed characteristics of participants, for example sex,

age, education, occupation, profession, income level as well as marital status. The information was presented as to guide the researcher to determine the ability and understanding of respondents. Maturity of a person can determine even the nature of information he or she produced.

By understanding the social demographical characteristics, enables the researcher and even the readers of this reports to test the validity and reliability of the information contains within. Moreover, the socio demographic factor help the researcher to depict the picture of understanding and even how one perceive library and its importance towards supporting better performance.

As it was observed from the data collected from the field, the population and specifically the sample adopted were those who understand the meaning and even the importance of having library in schools. As it was observed from the data that, most of the respondents were students, teachers, librarians and education administrative body who understand well the use and importance of library.

## **Summary of the study**

The study sought to compare academic performance of student of secondary school with libraries and schools without libraries. Thirdly it sought to investigate how students use library services available to improve their academic performance.

The study adopted Qualitative and quantitative research approaches to facilitate the study, using an exploratory mixed method design as a researcher's research design. A total number of 100 were the sample of the study. Instrument used to collect data were questionnaires, interview guide and documentary reviews. Data was analyzed by using descriptive statistics procedures to establish facts related to research questions of the study.

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More over teachers who assisted students to access library books had no skills to offer the services. It was also identified that, almost all libraries were not connected to internet and there were no any efforts taken in the municipal to motivate and encourage the use of library services.

## **Conclusion**

### **The study had the following conclusions**

Traditionally, public libraries have been regarded as community institutions designed to provide information resources and materials, educational and reading programs, and cultural resources to a continually changing society. This is similar to the study's findings that indicated the public library's most important service is to provide assistance in locating needed information. As one student said, "Let people who cannot necessarily buy one [book], get one [book] and check a book out; anybody is welcome." The purpose of the school library is similar to the purpose of the public library. They are described as centralized information and technology centres providing information and resources to support the school's curriculum, along with the educational and recreational needs of the school's faculty and students. Similar findings were identified in this study. Students' responses indicated the purpose of the school library was to provide materials and resources to meet classroom needs and student needs, along with reference and research materials, and computer and Internet access. When interviewed students were asked to describe the school and public libraries, several characteristics applied to both libraries. They included books, computer or Internet access, research or school projects, quiet, provision of information, and useful work. Terms that differentiated between the two libraries referred primarily to the public library's size, the need for larger book and

video collections, and more magazines. Terms used to characterize the school library were reading, work, assignments, overdue fines, and money for copies, along with convenience and ease of use.

## **Recommendations**

- Public and school libraries should provide extended hours and services to meet the needs of their young adult patrons.
- Young adult advisory boards should be created to enhance the relationship between the library and its young adult patrons and assist in expanding the collection and services required to meet the unique needs of the young adult population. Culture of reading books in secondary schools of Municipality should be emphasized.
- Both regional and district educational officers should not keep themselves distantly to make sure that libraries in their area of jurisdiction had enough and up to date books.
- Teachers in all subject areas and librarians should work together to encourage library use. Possibilities could include cross curriculum projects incorporating all subject areas. School-wide festivals celebrating a regional heritage could also be developed to incorporate several subject areas into a community-wide planning process.

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