



## Awareness and Perception of Higher Secondary Students towards Library Resources and Services

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**Abstract.** This research examines the awareness and perception of higher secondary student towards library resources and services in Lucknow City. This is the survey of students of standard 11th of 08 Kendriya Vidyalaya of Lucknow. 6 00 questionnaires were administered out of which 526 questionnaires were received. This result clearly shows that Hs students access the library with the prime purpose to read books. Lastly, majority of the respondents have good perceptions towards library services and activities. They even believe that library can be a substitute to classroom learning . The results indicate that environment of the library, library services-activities, the behavior of the librarian promote the library use and the prominent obstacles to efficient library use are non-availability of the book noise in the library. This study would be of use for both the students as well as working professionals of the HS schools. Students might get to understand their library collection and services better and the librarians will get an opportunity to understand their clientele better which will in turn help enhancing the library resources and services.

**Index Terms-** Higher Secondary Education, KVS, Schools, Library, Students, Perception.

### I. Introduction

Kendriya Vidyalayas are the chain of premier central government schools in India that are active in providing quality education to the transferrable central government employees since November 1962 (MHRD website, <https://mhrd.gov.in/kvs>). There are at present 1225 as on July 2019) Kendriya Vidyalayas functioning in India and abroad. KVS envisions “imparting value based education and nurturing talent, enthusiasm and creativity of its students for seeking excellence through high quality educational endeavours”. KVS has its own Library Policy document. KVS incurs huge expenditure every year towards the development of its libraries by recruiting the best candidates as their librarians. Kendriya Vidyalaya libraries are having e-granthalaya Library Management software from National Informatics Centre, New Delhi for the automated library functions. The libraries possess a variety of information resources from Books to periodicals, in different genres. Now the idea behind conducting this survey research was to understand the perception and to find out the awareness level of the students on their vidyalaya library.



## II. Review of Literature

Education plays a major role in the development of a nation; it is that engine which drives the economic and productive development of any nation. The first solution that comes to our head when we think of eradication of poverty from this world is educating the people. Every nation has its framework and policy for imparting education. The upcoming section covers the review of literature on the existing higher secondary education system in India and across the world, followed by the studies specifically on the role and relevance of libraries in supporting the teaching-learning process and overall development of a child at school in the current education system.

### Higher Secondary Education

Higher Secondary Education is the one, which is often paid, less attention to, why? Because, this stage lies between, the most important assumed, “Primary Education” and the career defining “Higher Education”. This is the very common perception that most of us possess in our heads. There is a need to give equal attention to all the levels or stages of education in a child’s life, i.e. from joining Kindergarten to a University Graduate/Post Graduate/Researcher. There is so much happening in this world which is definitely influencing the existing education systems viz. technological developments (for example: e-content, digitization, Moodles and MOOCs) and social media. So here arises the need to revise the Policy, Curriculum and Teaching Methodology from time to time and depending on the need of the hour. What I mean is, that the world is moving on a very fast pace and our children which are the future of the nation, must be well equipped, trained, and nurtured at all stages of their education to succeed with bright colors in their lives, which will definitely in turn boost the economy of the nation. Laih and Westbury (1998) had addressed the need of modifications in the policy options viz curriculum, examination structure and articulation of school for the reform of the upper secondary education in Taiwan and represented the need of a unified secondary system with greater public funding. Hawked and Ugur(2012) too stressed on the essential relationship that exists between Education and the Economic development of any nation. Talking in Indian context then Dey (2015) has rightly pointed out on the education divide that exists between India and Bharat and the predominance of English medium schools under Central Boards, in urban India. On the other hand, the study on the Senior High Schooling system in Ghana, by Grimus and Ebner (2015) reflected that both the teachers as well as the students appreciate using mobile devices in teaching-learning environment. Moreover, teachers and students have together developed e-content on the national curriculum for eReaders and mobile phones. Qadri and Minai (2014) highlighted poverty and ignorance towards the importance of education as major constraints to higher secondary education in Pakistan.

### Higher Secondary Education and Relevance of Libraries

Libraries play a very vital role in the existing education systems across the globe. There are a range of names available in texts nowadays, to describe the library professional, Reynolds and Carroll (2001) noted the following names for the library



staff: library teacher, library manager, information technician, resource centre manager, specialist library information teacher, library coordinator and resource coordinator. Similarly, there is a paradigm shift in the basic idea of a school library, earlier it was just a physical space that was only meant for leisure reading and academic reading. Many schools have now transformed their library's physical space into collaborative work spaces for relaxation, reading, information gathering, analysis, sharing, and media creation (Corbett 2011). O'Connell (2012) stated that the kids are now born in the digital era and the availability of enormous web based resources has impacted the teaching and learning in schools, posing new opportunities and challenges for the educators. Since the prime responsibility of a school librarian is to inculcate reading habits and support the regular classroom teaching of the school, the school libraries are now working in digital environments for the students and teachers to serve them in the best way possible (Lubina and Klimpak, 2014) and hence there exists a very strong relationship between school libraries and students achievements.

### **III. Statement of Problem**

Higher secondary school libraries play a major role in students' life, be it contributing in supporting the academics, extra-curricular, and throwing light on the various career options and more. So, it is very clear that there exists a significantly important relationship between school libraries and the students. So, there is interest in trying to understand the perception and awareness of the higher secondary students studying in 11th Std of select Kendriya Vidyalayas' of Lucknow city, towards their school library services and resources.

#### **Objectives**

The objectives of the present research are:

- To understand the awareness level of higher secondary students on Library resources.
- To analyse the perception of higher secondary students towards library services.
- To list the factors that enhances the use of the school library among the higher secondary students.
- To highlight the obstacles in efficient use of the school library by the higher secondary students.

### **IV. Methodology**

The current study was a survey research. The scope of this study is restricted to the higher secondary students of class 11th studying in 08 Kendriya Vidyalayas of Lucknow city. The 08 KVs are namely, (1)K.V. AMC No.1 Lucknow (Shift-II), (2) K.V. Lucknow Cantt, (3) K.V. CRPF Lucknow (Shift-II), (4) K.V. Aliganj Lucknow (Shift-I), (5) K.V. Aliganj Lucknow (Shift-II), (6) K.V. SGPGI Lucknow, (7) K.V. AFS Memaura Lucknow, (8) K.V. RDSO Lucknow. A structured questionnaire was used as research tool, comprising of different type of questions, such as dichotomous (yes/no), multiple choice, and opinion questions and personally distributed to 550 students, out of which, 526 filled-in questionnaires



were received back, with a response rate of 95.63% and descriptive statistics such as frequency table, bar chart graph and pie chart are used to analyze the objectives.

## V. Data Analysis and Interpretation

### 1. Access to School's Library

Two dichotomous questions were asked related to the location of the library; do you really know where your library is? And do you find the location apt to reach? Students were further inquired of the time preferred and the purpose to visit the Library.

Table 1: Location of the Library

Location of the Library	Opinion		Aware		Easy to reach	
	Yes	No	Yes	No	Yes	No
KV-1	36 (100)	-	34 (94.44)	02 (5.55)		
KV-2	108 (100)	-	103 (95.37)	5 (4.63)		
KV-3	19 (100)	-	19 (100)	-		
KV-4	90 (100)	-	83 (92.22)	7 (7.78)		
KV-5	74 (100)	-	67 (90.54)	7 (9.46)		
KV-6	41 (100)	-	40 (97.56)	1 (2.44)		
KV-7	55 (100)	-	55 (100)	-		
KV-8	103 (100)	-	97 (94.17)	6 (5.83)		
Total	526	-	498	28		



Table 2: Purpose of Visit to the Library

Purpose of Visit	KV-1	KV-2	KV-3	KV-4	KV-5	KV-6	KV-7	KV-8	Total
To read books	32 (88.88)	98 (90.74)	19 (100)	82 (91.11)	62 (83.78)	34 (82.92)	46 (86.63)	94 (91.26)	467
To read periodicals	30 (83.33)	15 (13.88)	19 (100)	14 (15.55)	25 (33.78)	28 (68.29)	4 (7.27)	10 (9.70)	145
To issue-return books	33 (91.66)	26 (24.07)	19 (100)	10 (11.11)	24 (32.43)	11 (26.82)	12 (21.81)	16 (15.53)	151

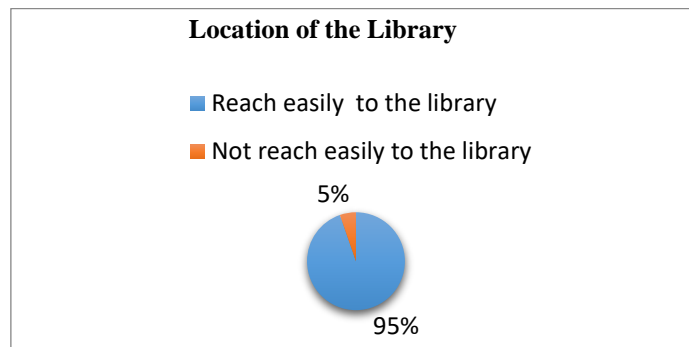


Figure 1: Location of the Library

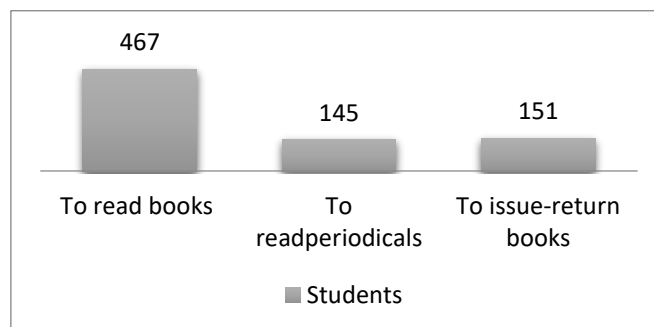


Figure 2: Purpose of Visit to the Library



All the students are aware of the location of the library and maximum students believe that the library is located at the apt place and is easy to reach. Students mostly prefer books and magazines among all the library resources.

## 2. Access to the Collection of the Library

The sole purpose of a school library is to cater the needs of the students of the school. So, Students must be aware of the library collection and use it to support their curriculum.

Table 3: Accessed Information Resources

Type of resource	KV-1	KV-2	KV-3	KV-4	KV-5	KV-6	KV-7	KV-8	Total
Books	35(97.22)	90(83.33)	19(100)	86(95.55)	67(90.54)	35(85.36)	52(94.54)	89(86.41)	473
Magazines	33(91.67)	60(55.55)	19(100)	53(58.89)	60(81.08)	35(85.36)	52(94.54)	56(54.37)	368
Newspapers	34(94.44)	34(31.48)	19(100)	45(50)	61(82.43)	35(85.36)	46(83.64)	32(31.07)	306
DVDs, Audio-Video, CDs	-	6(5.56)	19(100)	10(11.11)	3(4.05)	8(19.51)	40(72.73)	5(4.85)	91
Web resources	3(8.33)	10(9.26)	19(100)	15(16.67)	7(9.46)	4(9.76)	45(81.82)	-	103

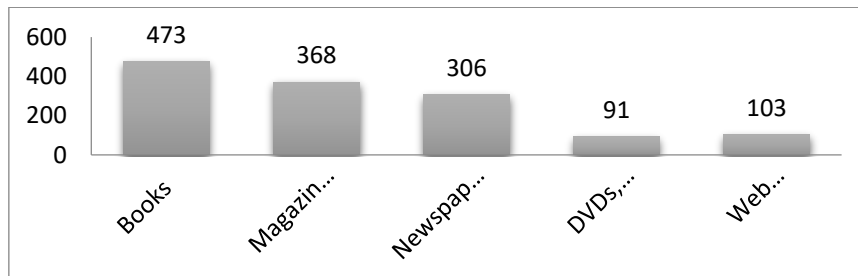


Figure3: Accessed Information Resources



Most of the students access the books and then the most popular resource is magazines/periodicals, least know and use the web resources of the school library.

### 3. School Library Services and Activities

School Libraries catering to the need of the Higher secondary students provide a wide range of services and activities for their users, viz. Issue-return, project assistance, web opac, think quest, assistance in co-curricular activities, shaladarpan services, etc.

Table-4 Services Aailed

School	KV-1	KV-2	KV-3	KV-4
IR (%)	36(100)	95(87.96)	19(100)	72 (80)
P A (%)	32 (88.88)	27(25)	19(100)	28(31.11)
CCA (%)	35(97.22)	28 (25.92)	19(100)	35 (38.89)
BJD(%)	34(94.44)	10(9.25)	19(100)	23(25.55)
DCD (%)	36 (100)	13(12.03)	19(100)	10 (11.11)
SDS (%)	-	11(10.18)	19(100)	6 (6.67)
Web OPAC (%)	-	3(2.78)	19(100)	7 (7.78)
TQS (%)	-	12(11.11)	-	7 (7.78)
PS (%)	-	19(17.59)	19(100)	37(41.11)



	KV-5	KV-6	KV-7	KV-8	TOTAL
	67(90.54)	41(100)	43(78.18)	76 (73.78)	449
	20(27.02)	13(31.71)	42(76.36)	45 (43.69)	226
	34 (45.94)	14 (34.15)	32 (58.18)	-	197
	34(45.94)	20(48.78)	6(10.91)	5(4.85)	151
	-	10 (24.39)	11 (20)	9 (8.74)	108
	22(29.73)	5 (12.19)	7 (12.72)	5 (4.85)	75
	1(1.35)	-	14 (25.45)	4(3.88)	48
	2 (2.70)	7 (17.07)	9 (16.36)	-	37
	15(20.27)	5(12.19)	33 (60)	28(27.18)	156

Table 5: Activities in Library

School	Book review (%)	Books exhibition (%)	Quiz-competition (%)	BRA (%)
KV-1	36 (100)	36 (100)	34 (94.44)	35 (97.22)
KV-2	68 (62.96)	50 (46.30)	38 (35.18)	54 (50)
KV-3	19 (100)	-	19 (100)	19 (100)
KV-4	50 (55.56)	70 (77.78)	45 (50)	24 (26.67)
KV-5	55 (74.32)	33 (44.59)	51 (68.91)	30 (40.54)
KV-6	36 (87.80)	38 (92.68)	10 (24.39)	17 (41.46)
KV-7	27 (49.09)	30 (54.54)	47 (85.45)	20 (36.36)
KV-8	50 (48.54)	61 (59.22)	52 (50.48)	14 (13.59)
TOTAL	341	318	296	213



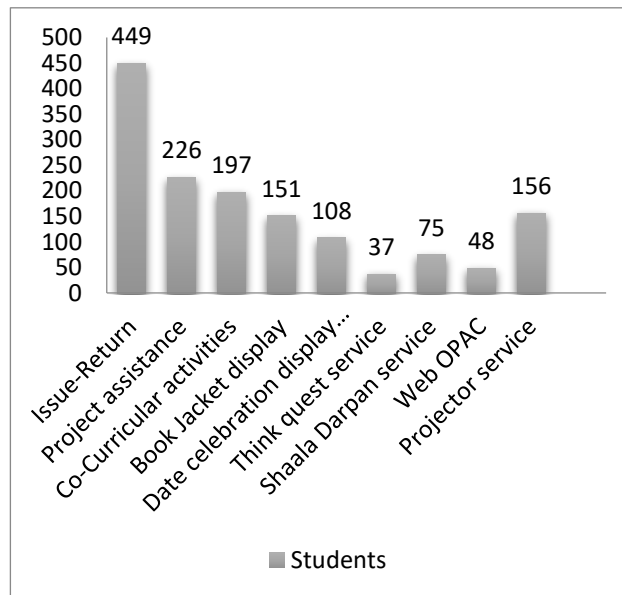


Figure 4: School Library Services

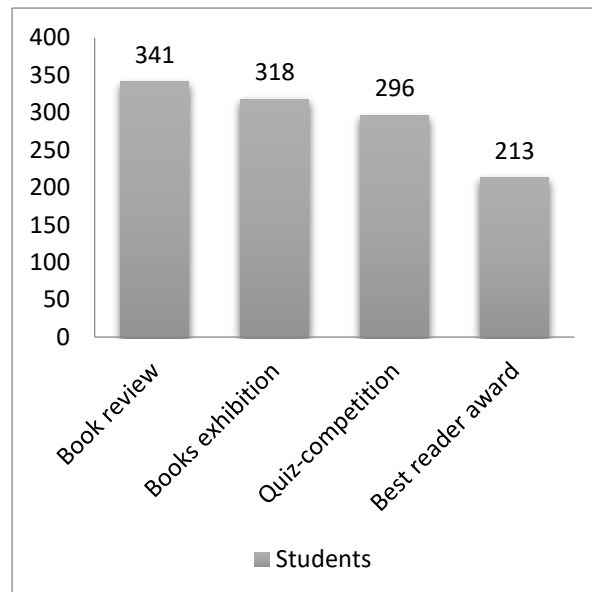


Figure 5: School Library Activities

The data shows the students' are aware about the services and activities conducted at the library. As most students 449(85.36%) chose issue-return(IR), followed by 226(42.96%) project assistance(PA), 156(29.66%) projector service197(37.45%) Co-Curricular activities(CCA), 108(20.53%) important day



celebration display unit (DCD), 75(14.26%) shaaladarpan service(SDS), 48(9.12%) web OPAC and, 37(7.03%) chose the think quest(TQ) service offered by the library. On the other hand writing book reviews is very popular activity among students followed by book exhibition, quiz- competitions and best reader award.

#### 4. Library as a Substitute to Classroom Learning

School libraries play an important role in the education system in India. Now it is to understand that what students feel about it.

Table 6: Libraries as substitute to classroom learning

Substitute to classroom learning	KV-1	KV-2	KV-3	KV-4	KV-5	KV-6	KV-7	KV-8	Total
Yes	36(100)	70(64.81)	19(100)	67(74.44)	59(79.73)	17(41.46)	51(92.73)	73(70.87)	392
No	-	33(30.56)	-	23(25.56)	15(20.27)	23(56.09)	4(7.28)	28(27.18)	126
Not responded	-	5	-	-	-	1	-	2	8

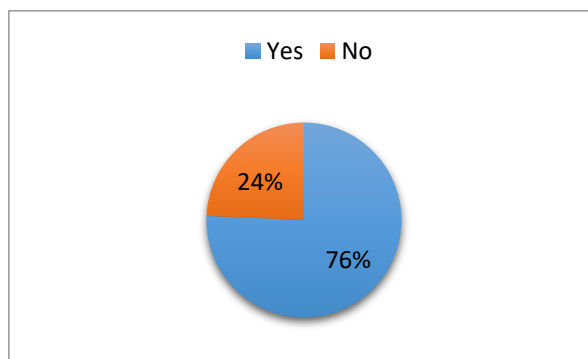


Figure6: Library as a substitute to classroom learning



The results showed that majority of students believe that libraries are a substitute to classroom learning.

### 5. Factors that Influence the use of the Library

There are conditions that promote the use of library services and circumstances that demotivate the users to use the library resources and services. The Wifi access, cordial librarian, rich resources etc motivate the users to come and spend time in the library. On the contrary, the rigid staff, noise, collection not developed keeping in view the interests of the user, might result into less use of the library resources and services.

Table 7: Factors that promote the use of the library

Factors	KV-1	KV-2	KV-3	KV-4	KV-5	KV-6	KV-7	KV-8	Total
Services of library (%)	30(83.33)	41(37.96)	19(100)	30(33.33)	37(50)	28(68.29)	35(63.64)	28(27.18)	248
Activities of library (%)	33(91.67)	21(19.44)	19(100)	23(25.56)	28(37.84)	6 (14.63)	11 (20)	15(14.56)	156
Behavior of the librarian (%)	18 (50)	44(40.74)	19(100)	35(38.89)	29(39.19)	11(26.83)	22 (40)	46(44.66)	224
Environment of the library (%)	19(52.78)	54(50)	19(100)	55(61.11)	42(56.76)	24(58.54)	26(47.27)	63(61.16)	302



Table 8: Obstacles in the efficient use of the library

School	Total Students	Yes (%)		No (%)	Not attempted
		Noise	Books not available		
KV-1	36	10 (27.22)	24(66.67)	1 (2.78)	01 (2.78)
KV-2	108	12 (11.11)	25(23.15)	68 (62.96)	03(2.78)
KV-3	19	-	-	19 (100)	-
KV-4	90	07 (7.78)	16 (17.78)	65 (72.22)	02 (2.22)
KV-5	74	06 (8.11)	14(18.92)	50 (67.56)	04 (5.40)
KV-6	41	02 (4.88)	06 (14.63)	32 (78.05)	01 (2.44)
KV-7	55	01(1.82)	04 (7.27)	50 (90.91)	-
KV-8	103	12 (11.65)	31 (30.09)	48 (46.60)	12 (11.65)
Total	526	50	120	333	23

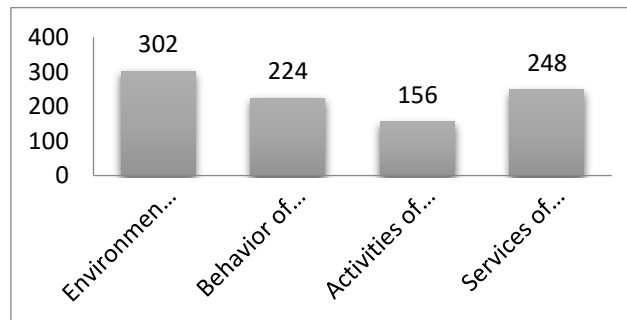


Figure 7: Factors that promote library use

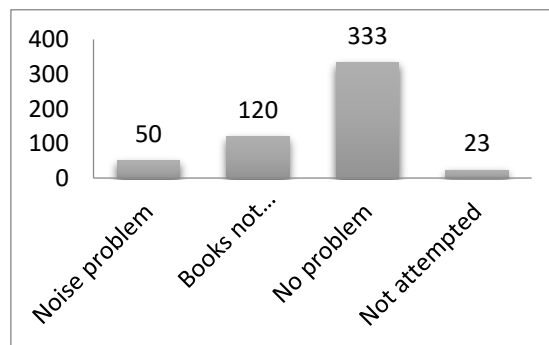


Figure 8: Obstacles in the efficient use of the library



The data shows that the 302(57.41%) students find the environment of the library, 248(47.15%) students feel that the innovative library services, the behavior of the librarian 224(42.58%) and 156(29.66%) students enjoy the activities conducted in the library, promote the library use. Looking into the obstacles to efficient library use, 333 (63.31%) students face no problem in the school library which is a good sign. But yes, 120(22.81%) students feel that non-availability of the book and 50(9.50%) students find noise as the obstacle to library use.

## VI. Findings and Conclusion

School libraries just provide more than books and technology. They play an important role in the overall development of a child. The survey research showed that students are positively motivated to use the library. They visit the library for reading from the library especially books and magazines. It is here to mention that there is a need to publicise the library's web resources. A solution to this can be frequent library orientation programs. The results showed that majority of students believe that libraries are a substitute to classroom learning. The findings highlight that the students find the environment of the library; innovative library services, behavior of the librarian as crucial factors to efficient library use and. non-availability of the book and noise in the library as obstacle to library use.

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