



A comparative study of library use habits of public higher secondary school students of Surat

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1. Introduction

The school Library provides information, inculcates ideas, and develops knowledge that is so essential to functioning successfully in today's information and knowledge based society. It is fundamental to school library to equip students with lifelong learning skills and develop in them creative thinking and imagination, and enabling them to live as ideal and responsible citizens.

Thus, the school library must be made the hub of all the activities planned and executed in school. It can be used by students to prepare for their next class period, home examination, general education, information, competitions, recreation and inspiration. To cater to the wide varieties of demands of students and teachers it has to judiciously select and procure the prescribed/ recommended text-books and other reading material from different sources, technically process it by making use of a standard scheme of classification, catalogue it to provide various access points, organize the collection on scientific lines, circulate the documents and disseminate the information in the manner most liked by the students and teachers. In addition, the school library has to serve as a resource centre as well.

In the education of young child, the printed and other audio-visual resources are essential and needed in abundance. These resources are the basic tools, which are required for the effective teaching and learning. Our educational planners and administrators have rightly stressed the point of view of quality education. It is through the library that the material needed by teachers and students can be supplied efficiently and economically and its adequacy and quality assured. Merely stocking the reading material in schools is not enough. Care must be taken to get these materials properly organised and make the same easily students and teachers. All schools, irrespective of the number of accessible to students registered, should be provided with a library organized on modern lines and supervised by a qualified trained librarian. The provision of adequate supporting staff is very much essential in achieving excellence in library and information services.

Upon the objectives of establishing school library, literature has shown low usage of school library among students in public senior secondary schools. This has given rise to concern among librarians. Could this be as a result of lack of professional librarian to teach students on how to use library or lack of library orientation? It is in the light of this that the study investigated the library use habits of students in public higher secondary schools in surat. The general objective of this study is to investigate the library use habits of higher Secondary School Students in Surat. The specific objective is to identify the library use of higher Secondary school students in Surat.

2. Literature Review

It was concluded from many studies that students use school libraries for doing their homework and assignment tasks (Bolton, 1982; Drake, 1985; Bancroft, Croft, Speth ve Phillips, 1998; Whitmire, 2001). Half of the participants stay in the library for 1-2 hours. Research carried out in Iowa University regarding university students' library use level showed that only a few of them use microfilm, CD-Rom and video (Clougherty et al., 1998). During the interviews the students suggested that they go to

the library only for studying and reading, since they were unable to use the resources efficiently. The reason for their not being able to use the resources efficiently might be that they do not know how to do that. According to the research; students are encouraged to use the library mainly by their friends and their own curiosity. The impact of the instructors on this end was found to be too low. However, it should be noted that the instructors' encouraging the students to go to the library, assigning homework that motivates students and being good models for students, affect students' attitude towards the library in a positive way (Burks 1993; Clabo, 2002; Erdamar and Demirel, 2009).

Research has shown that students expect libraries to be quiet, clean, tidy, and peaceful. They prefer to use books in libraries for studying and reading books. Erdamar and Demirel (2009) carried out research on the library use habits of student teachers and found that 3.9 % of students do not go to the library at all and another 12.8 % do not borrow books from library at all. 34.7 % of the interviewed group goes to the library once a week, 29 % once a month while 10.8 % borrow a book once a week and 13.1 % once a month. 60.1 % of the participants state that the frequency of borrowing books varies depending on the need for research.

3. Methodology

The descriptive survey design was used for the study. The target population was the Senior Secondary students in the 2017/2018 session in public higher secondary schools in Surat, Gujarat. There were 15 public secondary schools selected in this study. The multi-stage sampling technique was adopted for this study in order to have a representative sample. Multistage sampling technique allows for random sampling at different levels or stages. Therefore, a sample of two hundred and forty (240) students was used for the study.

4. Presentation of Findings

A total number of two hundred and forty (240) copies of questionnaire were administered to public higher secondary school students in each selected school in Surat. Two hundred and forty (240) copies of the questionnaire were retrieved representing 100%.

Table 1: Demographic Characteristics of the Respondent

Characteristics	Information	Frequency	%
Area of specialization	Science class	80	33.33
	Art class	80	33.33
	Commercial class	80	33.33
	Total	240	100
Gender	Male	120	50
	Female	120	50
	Total	240	100

Table 1 presents the demographic characteristics of respondents used for this study. It reveals that 33.33 % of the participants were in science class while 33.33 % were in art class and 33.33% were in commercial class. In respect of gender, the table shows that 50 % of the respondents were male while the female counterparts were 50 %.

Table 2: Showing the Rating of Library Use of Public Higher Secondary School Students

Items	Yes F%	No F%
Do you have a library in your school?	197(82.08)	43 (17.92)
Have you used the library before?	190 (79.17)	50 (20.83)
	Items	F (%)
Who encouraged you to use the library?	Nobody	134 (55.83)
	Friends	70 (29.17)

	Teachers	16 (6.67)
	Librarians	12 (5.00)
	Principals	08 (3.33)

Table 2: presents library use of students. Majority (82.08%) of the students reported that a library exists in their schools and 79.17% have used the library before. It also shows where students get recommendation on the use of library from. Majority (55.83%) reported that nobody encouraged them to use the library. Others were encouraged by friends (29.17%), teachers (6.67%), librarians (5%), and school principals (3.33%). This implies that organizing a series of lecture under user instruction or user education or library orientation program is required in public higher secondary schools. Also, students need to be counseled to use the library by teachers, librarians, school principal, and parents.

Table 3: Frequency and Percentage of library use habits of students in public senior secondary schools

Items/Statements	Science class (YES)	Art class (YES)	Commercial class (YES)
I try to benefit from all facilities of the library	132 (55.00%)	62 (25.83%)	46 (19.17%)
I borrow books from the library	110 (45.83%)	78 (32.50%)	52 (21.67%)
I consult the library staff while searching for materials	165 (68.75%)	49 (20.42%)	26 (10.83%)
I ask the librarian for help as needed	160 (66.67%)	52 (21.67%)	28 (11.67%)
I make use of the library catalogue when searching for reading materials	134 (55.83%)	64 (26.67%)	42 (17.50%)
I browse through the shelves in search of materials for assignment	148 (61.67%)	56 (23.33%)	36 (15.00%)
When I go to the library, I read mainly my lecture notes	86 (35.83%)	80 (33.33%)	74 (30.83%)
I consult the reference materials in the library	146 (60.83%)	68 (28.33%)	26 (10.83%)
I visit the library on daily basis	159 (66.25%)	53 (22.08%)	28 (11.67%)
I go to the library to read newspaper	36 (15.00%)	124 (51.67%)	82 (34.17%)
I make use of electronic resources in the library	147 (61.25%)	58 (24.17%)	35 (14.58%)
I go to the library to socialize with my friends	164 (68.33%)	42 (17.50%)	34 (14.17%)
I go to the library only when I have assignment	56 (23.33%)	125 (52.08%)	59 (24.58%)

Table 3 presents library use habits of public higher secondary school students. Researcher here compares Science class students, Art class students and commercial class student's habits of library use. After the entire analyzes researcher found science class students have good habits of library other than art and commercial class students. Researcher also found here art class students have good habits of use of library more than commercial class students.

5. Discussion of Findings

There is a clear indication that “those who tried to benefit from all facilities of the library ranked highest by its mean score and were followed by “those who borrowed books from the library” and “those who visited the library only when there is assignment” had lowest mean score. After the entire analyzes researcher found science class students have good habits of library other than art and commercial class students. Researcher also found here art class students have good habits of use of library more than commercial class students.

Majority of the students reported that a library exists in their schools and have used the library before. The result also showed that the respondents are not encouraged to use the library. This implies that organizing a series of lecture under user instruction or user education or library orientation program is required in public higher secondary schools. Students need to be counseled to use the library by teachers, librarians, school principal, and parents. This implies that the educational administrators and librarians should initiate students to read and use the libraries, and then it can help attain high academic achievement.

6. Conclusion and Recommendations

Based on the findings, it was concluded that the library use habits of public higher secondary school students in surat, have been at a low level. Therefore, low usage of library may be attributed to the fact that the students are not encouraged and introduced to the school library by professionals (teachers, principals or librarians) and the total absence of trained professional information literacy librarians to teach students on how to use various information sources. In addition, the absurd state of the libraries in most of the public higher secondary schools in surat may not encourage most students to use the library. The fact that students are not encouraged using the library and the school libraries are not conducive and attractive may be a major factor affecting library use habits of students in public higher secondary schools.

Therefore, public higher secondary school students should be encouraged to use the school library. While, government at all levels should re-position school libraries through adequate funding because school libraries play a great and significant role in improving students’ academic achievement. Also, educational administrators should ensure that use of library course is included in the secondary school curriculum. This may establish a relationship between library use habits and academic achievement.

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