



RESEARCH ARTICLE

A Study on the Impact of School Library on Pupils Achievement

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Received: 8th Jan. 2016, Revised: 15th Feb. 2016, Accepted: 25th Feb. 2016

ABSTRACT

The school library is a catalyst for literacy and reading and for teaching and scaffolding inquiry learning. School libraries make a difference to students' understanding and achievement and provide support for teaching and learning throughout the school. The current investigation is to delineate the role of school library in pupils' achievement in Hyderabad District of Telangana State. A questionnaire was developed which consists of 15 items related to the impact of a school library on pupil's achievement. The sample constitutes One hundred and forty two (142) students from Government High schools of Hyderabad District. The findings of the investigation amply demonstrated that the library had an indelible impact on young minds in achieving academic success.

Key words: Impact, school library, pupil's achievement, life-long learning

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INTRODUCTION

A library is an ocean of knowledge.

Throughout the world the Library of a school is considered as part and parcel of the academic set-up. It is created and maintained to serve and support the educational activities of the school. 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.

A school library is an academic library that supports school programs as well as the teaching and learning process. School libraries serve students by providing materials to meet their various needs and encouraging reading and the use of libraries (Clark 1999). Martin (2000) notes that "research shows that the reading scores for students in schools that focus on improving their library programs are, on average of eight to twenty one percent, higher than similar schools with no such development.

HISTORICAL PERSPECTIVES

The inscriptions on stone pillars of King Asoka (300 BC) could be called the first outside open libraries" (Patel 2004). Later, Libraries in ancient India developed at other famous centers of learning, such as *Vikramshila* and *Odantapuri*. Babur, king of Kabul invaded India established the first Mughal Imperial Library in 1526" (Patel 2004). During the Mughal period, library technical works, viz. Accessioning, Classification and Cataloguing were also carried out in some ways.

The University of Calcutta was established in 1857 and its library was opened in 1873. Other Universities, University of Bombay and University of Madras were established in 1879 and 1907 respectively.

The Secondary Education Commission (1953) in its report laid emphasis on the provision of serviceable school library for each secondary school in the country. The Government of India, Department of Culture, appointed a Committee on National Policy on Library and Information

System in 1985. The National Policy on Education, 1986 states that a nationwide movement for improvement of existing libraries and the establishment of new ones will be taken up, provision will be made in all educational institutions for library facilities, and the status of librarianship improved (Jhambekar 1995). The National Book Policy, 1986 also had an impact on libraries.

Dr. S.R. Ranganathan is regarded as the *Father of library* legislation in India. He made library legislation obligatory for the implementation of the second law of library science. National Knowledge Commission was set up by the Prime Minister of India, Manmohan Singh to prepare a blueprint to tap into the enormous reservoir of our knowledge base so that our people can confidently face challenges of the 21st Century.

The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. It is a catalyst for literacy and reading and for teaching and scaffolding inquiry learning. School libraries make a difference to students' understanding and achievement and provide support for teaching and learning throughout the school. The school library is an important part of the school community and reflects and welcomes this community.

Although a substantial body of research shows a positive relationship between school libraries and student achievement, many of these studies are based on overseas data. If practitioners in India are to mount a strong case for recognizing the positive impact of school libraries and school librarians on student learning, however, it is important to know how applicable the existing research is to an Indian context and what kind of additional research might be needed to demonstrate the positive relationship between school libraries and student achievement.

According to Fifth All India Educational Survey, only a meager forty percent of the schools have libraries that too in private sector. Moreover, the situation in rural areas is worse than in urban areas. In a nut shell, libraries in private schools are in a better position in terms of space, budget and staff than their counter parts in governmental schools.

Further, there are a few studies available in India which focuses on the role of library in education (Jain 1998; Kaul 1999; Kaliammal, *et. al* 2005; Chand, *et. al* 2007. In addition to this, studies conducted on the impact of school library on students achievement seems to be in a nascent stage. Hence, there is a great need to probe into the influence of school library on students' academic success.

OBJECTIVES OF THE STUDY

1. To delineate the role of school library in pupils' achievement in Hyderabad District of Telangana State.
2. To appraise the perceptions of students the role of school library in pupils' achievement in Hyderabad District of Telangana State.
3. To find out the facilities provided by the library in pupils' achievement in Hyderabad District of Telangana State.

LIMITATIONS OF THE STUDY

1. The present study is confined to study the role of school library in pupils' achievement in Government High Schools in Hyderabad District of Telangana State.
2. The study is restricted to investigate the perceptions of students on the role of school library in pupils' achievement in Hyderabad District of Telangana State.
3. The study is limited to a few areas like provision of recreational and information material; organized material to refresh and relax; renders support for completing assignments; helps to achieve good marks.

RESEARCH METHODOLOGY

The universe of the present study consists of Hyderabad District in the State of Telangana. The sample constitutes One hundred and forty two (142) students from Government schools of Hyderabad District.

A questionnaire/Opinionnaire was developed keeping in view the objectives and research questions of the study. The questionnaire consists of 15 items related to the impact of a school library on pupil's achievement along with the personal information at the beginning. The fifteen

items do focus on school library providing adequate and organized materials for reading satisfying educational needs; location; gained broad educational outlook; renders support to accomplish assignments; helps to gain good marks with a trained librarian etc., These items were measured on three point scale, where 3 was most degree of undecided and 1 was degree of agreement.

MAJOR FINDINGS OF THE STUDY

A good majority of the sample (86.6%) avowed that the school library plays a very important role in the development of students' reading habits; another (83.0%) endorsed the school library provides organized materials to augment classroom learning; a great majority (81.6%) agreed that the school library provides adequate recreational and information materials for students; another (81.6%) of the sample justified the school library satisfying the educational needs of students. (74.6%) authenticated that the library helped them to achieve good marks and began to think differently, while, (71.8%) testified that they have gained a broad general education about different fields of knowledge through library reading. A good majority (61.4%) of the respondents confessed that they use library services frequently

The library consists of reading assigned material other than text books in the library was admitted by an overwhelming majority of the sample (67.6%); followed by (64.7%) endorsed that the school library is helpful in providing audiovisual materials. (60.5%) approved that the library renders support for completion of assignments in a peaceful manner; (61.9%) supported the statement that the library is a place to refresh and relax academically. More than half of the sample (52.8%) validated the statement that they always get the information needed in the library.

Contrary to this, a good majority A great majority of the sample (83.0%) simply rejected that the library is centrally located; and another (71.2%) demurred that their librarian is not a professionally qualified person, whereas, (65.4%) gave a negative nod to the statement that they can make a judgment about the quality of information obtained from the library, while, (61.3%) confessed that the library (reading room) is not sufficient for all students.

DISCUSSIONS AND CONCLUSIONS

The research questions set forth to be examined are discussed and presented as follows:

1. *What impact does the school library have on the students in Government Schools in Hyderabad District in the State of Telangana?*

The findings of the investigation amply demonstrated that the library had an indelible impact on young minds in achieving academic success. Some of the findings reflect that a good majority of the sample (86.6%) avowed that the school library plays a very important role in the development of students' reading habits; a good majority of the sample (71.8%) testified that they have gained a broad general education about different fields of knowledge through library reading; the library renders support for completion of assignments in a peaceful manner; a good majority of the sample (61.9%) supported the statement that the library is a place to refresh and relax academically; a three quarters of majority of the sample (74.6%) authenticated that the library helped them to achieve good marks and began to think differently.

Therefore, it can be inferred that the school library had a good impact on students to fare well in their academics.

2. *Does the school library cater to the academic needs of students in Government Schools in Hyderabad District in the State of Telangana?*

The current study exposes many fallacies as well as strengths of a school library that caters to the needs of students, as it can be evident from the findings that a good majority (61.4%) of the respondents confessed that they use library services frequently; a great majority of the respondents (81.6%) do agree to the statement that school library provides an adequate recreational and information materials for students; and a good majority of the sample (86.6%) avowed that the school library plays a very important role in the development of students' reading habits; the school library provides organized materials to augment classroom learning was the statement endorsed by a great majority of the sample (83.0%) and a scintillating majority (81.6%) of the sample justified the school library satisfying the educational needs of students.

Thus, it is an indubitable fact that student achievement increases when the library collection is adequate and students borrow materials frequently.

3. Does the students posses positive perceptions with regard to library in Government Schools in Hyderabad District in the State of Telangana?

With regard to positive perceptions of students on the functioning of a library in a school, the findings were bit mixed. The findings demonstrated that a good majority of the sample gave a negative nod (65.4%) to the statement that they can make a judgment about the quality of information obtained from the library. On the other hand, a negative mood also can be visible through findings like a good majority (61.3%) confessed that the library (reading room) is *not sufficient* for all students and a great majority of the sample (83.0%) simply *rejected* that the library is centrally located.

On the whole, the sample articulated positive perceptions towards a school library. At the same time, it is emphatically stated that a qualified librarian and the schools attitude a long way in establishing a library which caters to the educational needs of all children.

The implications from the review of literature and the results of this study cannot be understated. The findings of the present study are of practical as well as theoretical importance to students; teachers; and librarians.

The present study is not much comprehensive and exhaustive. Hence, it is suggested that further investigations may be focused on librarian's personal attributes; digitalization of school libraries and accessibility to students in their academic success.

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How to cite this article:

Asha K. and Babu N.S. (2016): A Study on the Impact of School Library on Pupils Achievement. *Annals of Education*, Vol. 2[1]: March, 2016: 146-150.