ICLIM - 2021

4ᵗʰ International Conference on Library and Information Management

PROCEEDINGS

"Re-envisioning and Fostering Resilient Libraries beyond the Global Crises: Challenges, Strategies, and Innovations"

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCES

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26ᵗʰ November 2021

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Sri Lanka

2021

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The Impact of the School Library for Information Seeking Behaviours of School Students: A Case Study based on the Academic Achievements of G.C.E Advanced Level (A/L) Students of Sri Lanka.

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Abstract

As a learning resource, many researchers have confirmed the influence of the library makes a significant contribution to students' academic achievements. Based on these findings, there is a need to study the behavior of G.C.E advanced level students in using school libraries. Furthermore, this paper engages in case studies to analyze the relationship between students' behavior and their academic achievements in the use of school libraries as a learning resource. The use of information sources by students in the school library was increasingly seen in the use of books, periodicals, and newspapers respectively. However, the use of sources such as dictionaries, encyclopedias, maps, etc. was very low and reference services and electronic information services were found to be non-existent in many school libraries. According to the results of the correlation analysis of student library behavior, the library services used show a positive relationship between reading services and academic achievement. However, since there is no correlation between lending services and academic achievement, this highlights that lending service is not familiar to students. Therefore, it is recommended that, implementing library marketing and user awareness programs on both services to attract students. Furthermore, in the analysis of the correlation between students' results of G.C.E. (A/L) examination and school library use, a high positive correlation was found between library use for more academic purpose and academic achievements. Giving more priority to academic reading than leisure reading contributes to students' academic achievement. There is also a positive correlation between the subject and the result, which is given prominence in academic readings. The reliability of students' school library behavior results was confirmed by their university library behavior test. Students' school library behavior contributes to their academic achievements, leading to higher education opportunities and lifelong skills.

Keywords: Academic achievement, Information seeking behaviours, School library, G.C.E advanced level, Library usage

Introduction

Education is the right of all children and the school is the center of learning. The school library is a physical and digital learning space for students, focusing on reading, inquiry, research, information, thinking, imagination, and creativity(IFLA, 2015). The benefits and importance of school libraries are high(Sætre & Willars, 2002). Many researchers have found strong links between library use and student academic achievement (Wong & Webb, 2011; Goodall & Pattern, 2011; Cox & Jantti, 2012; Stone & Ramsden, 2013; Montenegro et al., 2016; De Jager et al., 2018). Studying students' library information-seeking behaviors also provides feedback to assess library service efficiency and student outcomes. Studies on students' school library behavior and academic achievements in research literature have been conducted using school children themselves. The G.C.E (Advanced Level) examination is the maximum stage of assessing student outcomes in school education. Since the highest academic achieving students are eligible for university education, it is worthwhile to study school library behavior with university-qualified students. Therefore, in order to fill this

gap in the research literature and for a more successful assessment, a case study has been conducted using university qualified students who have achieved high academic achievements in school education.

Objectives

This paper engages in an explore school library behavior and studying the school library's contribution to their academic achievements.

Objectives of the study are,

- To identify the contribution of school library services to academic achievements.

- To analyze the relationship between students' behavior and their academic achievements in the use of school libraries.

Methodology

In this study, 320 undergraduates who qualified for higher education at the University of Ruhuna were randomly selected as samples and a case study was conducted. The population of this study is all the students who are studying G.C.E(A/L) in Sri Lanka. In this study, which used primary data, a questionnaire was used to collect the data. Descriptive research methods have been used to present the data. Correlation analysis has been used to analyze the relationship between variables in order to achieve the objectives of this research in data analysis. Accordingly, the following hypothesis testing have been performed.

Hypotheses Test 1

H_1: There is a positive relationship between reading services usage and students' academic achievement

H_2: There is a positive relationship between lending services usage and students' academic achievement

Hypotheses Test 2

H0: There is a non-relationship between library usage and students' best results subject of G.C.E. (A/L) examination

H1: There is a positive relationship between library usage and students' best results subject of G.C.E. (A/L) examination

In addition, hypotheses have been tested to students' university library behavior to verify the reliability of their school library behavior results.

Hypotheses Test 3

H0: There is a non-relationship between students' school library behavior and their university library behavior

H1: There is a positive relationship between students' school library behavior and their university library behaviour

Results and Discussion

Majority of respondents are females 61.88% (198) and 38.13 % (122) male respondents. Among them, 44.06% (141) of the respondents were first attempt, 26.25% (84) of the respondents were second attempt and 29.69% (95) of the respondents were third attempt elected for university admission. 207 (64.69%) of them have been selected from national schools, 87 (27.19%) from provincial schools and 26 (8.13%) from international schools and all of them have library facilities. All of the respondents (100%) used the school library, and the use of books, periodicals, and newspapers were high when considering their use of information sources.

Table 1: Information sources usage in school library

Type of information sources	Frequency	Percentage
Books	320	100.00%
Periodicals	134	41.88%
Newspapers	167	52.19%
Dictionaries	36	11.25%
Encyclopedias	7	2.19%
Maps	82	25.63%
CD/DVD	21	6.56%
Other Electronic sources	0	0.00%

Students' use of reference sources and modern electronic information sources remain low, due to the lack of those sources in school libraries. The mean of the students' lending library materials from school library were 2.28, that result shows that 'less than 10' and students' borrowing behavior is very poor. But, the mean value of reading behavior of students in the school library is very high at 3.19, which represents 'more than 30'. However, not only library reading behavior but also lending behavior is important for academic success.
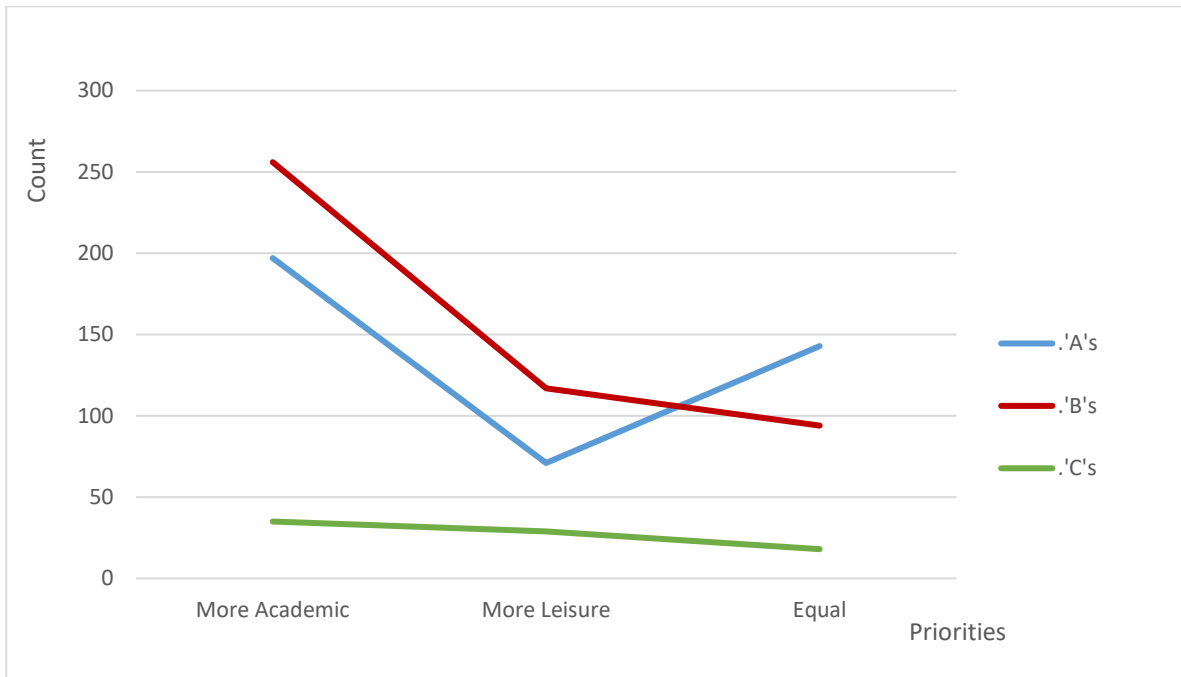
Figure 1: Distribution of G.C.E.(A/L) results by library usage priorities

In grading the reading behavior priority of respondents, the percentage used by the library for academic reading purposes was identified as 43.95%, the percentage of library use for both academic reading and leisure purposes is 29.30% and the percentage of library use for leisure purposes is 26.75%. Figure 1 shows the students' achievement in the subjects and the priority of library use in the examination and the relationship between higher achievements and academic reading.

*Table 2: Results of pearson correlations for hypotheses tests ** Correlation is significant at the 0.01 level (1-tailed).*

Hypotheses tests	pearson correlations	Significant status	Relationship
Hypotheses test 1			
H_1	R=.596** (p<0.01)	Significant	Strong positive
H_2	R=.043 (p>0.01)	Not significant	None
Hypotheses test 2			
H_1	R=.476** (p<0.01)	Significant	Positive
Hypotheses test 3			
H_1	R=.693** (p<0.01)	Significant	Strong positive

Hypotheses test 1 result indicated that the positive relationship between reading services usage and students' academic achievement, hypotheses test 2 result indicated a positive relationship between library usage and students' best results subject of G.C.E. (A/L) examination. Also, hypotheses test 3 result indicated that positive relationship between students' school library behavior and their university library behavior.

Conclusions and Recommendations

There is a discrepancy in the existing information sources in school libraries. Also, school librarianship pays less attention to the development of reference sources and electronic information sources. School librarians should not limit themselves to traditional library services but should focus on establishing electronic library services. The education authorities should take steps to plan the necessary projects and provide financial assistance and also, inter-library collaboration, networked information systems may help solve these issues. Although the reading behaviors of the students were positive, the library material lending behaviors were unsatisfactory. Therefore, library marketing and user awareness programs should be conducted regularly. However, students' reading behavior priority shift greater inclination towards academic purpose affects their academic achievements.

According to hypotheses test results, students' library reading behavior was a 59.6% impact on their academic achievements. This relation is further confirmed by the 2nd hypotheses test with library usage was a 47.6% impact on students' best results subject of G.C.E. (A/L) examination. The third hypothetical test results show that students 'school library behavior is functioning as a skill in the university scenario, and the result was confirmed the accuracy of students' responses. Therefore, patron behavior of the school library as a learning resource makes a significant contribution to the academic achievements and lifelong skills of G.C.E. (A\L) students in Sri Lanka.

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