

Information Needs and Information Seeking Behaviour of Secondary School Students in Mysore North Block: A Study

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Abstract - School libraries store the energy that enlightens and empowers the creative minds of students. As the COVID-19 outbreak has put up a bar on going outside, school libraries play a unique role in the process of providing students access to knowledge. In the present Internet era, students can visit a library without leaving home. Current research assesses how students utilize and perceive their school library to access knowledge. To examine the questionnaire survey was developed to collect data from 200 secondary school students in Mysore North block and an overall 194 questionnaires were received and the response rate was 97 percent. The findings of the study inferred that the intensification of the internet has helped students to access various educational resources for their academic and individual information improvement. Notable findings from the study offered insights into professional librarians to initiate library orientation programs to make students and teachers aware of the library resources and services in the knowledge society of the 21st century.

Keywords: Secondary School Library, Information Seeking Behavior, Utility Study, Internet Use, Digital Skills, Mysore North

I. INTRODUCTION

In the 21st century, information and knowledge are the modulators to intellectual growth and the prospect of any student of today to create the world of tomorrow that makes them better and responsible citizens. Academic education and libraries are the two most important factors in social metamorphosis. School libraries become essential when society is in pursuit of academic excellence; as otherwise there would be deterioration in the standards of education. They open up windows to the world and inspire students to explore and achieve, even as technology rapidly evolves. However, schools and libraries are the twin services that keep pace with changing and ever-evolving technological developments. In digital times, teacher-librarians in schools are a valuable resource and need more than ever before to help students dive into the ocean of information. Professional librarians are teachers, digital leaders, innovators, problem solvers, collaborators, learners, and often almost absurdly knowledgeable. Its fullest utilization would assist students in the pursuit of academic excellence and to become discerning citizens through a set of diverse skills and literacies.

The role school libraries hold within educational institutions in fostering the creative and intellectual development of the

student needs no emphasis. As the world shifts towards a digital and increasingly open future, it is compelled to focus on trigger learning, information literacy skills, and e-resources tools that are suitable for the school library to encompass. The increasing amount of information resources and the popularity of the Internet gave birth to information literacy in 1974. It has long been recognized that library skills help in using the different tools, forms, and formats in which information exists to handle it efficiently and effectively. Professional librarians who share their expertise with teachers or an entry-level library instruction class and high-quality library programs facilitate the student's natural potential to unfold and make learning a pleasurable experience. School libraries supplement classroom teaching and the dissemination of relevant curriculum-oriented information to students. Facilities provided by school libraries for browsing and in-depth study of documents to acquire information, the students may serve to stimulate the creative talents of individuals. To comprehend how this might eventuate, the present paper first details to identify the information-seeking behavior of secondary school students incorporating the library, and librarians in the school lifecycle that support success in today's information and knowledge-based society.

II. OBJECTIVES OF THE STUDY

The main aim of the present study is to reveal the status of selected secondary school libraries in the Mysore North Block. The specific objectives are as follows.

1. To identify a positive tool for building essential skills.
2. To determine the perceptions of the secondary school students towards the school library in Mysore North Block.
3. To assess how far secondary school students utilize the internet for academic purposes in Mysore North Block.
4. To put forward suggestions as remedial measures for upgrading the status of secondary school libraries.

III. REVIEW OF RELATED LITERATURE

There is a wealth of information for this review since it is a current topic of interest for educational policy-makers to improve students' literacy outcomes. A substantive review

of related literature encapsulates, compares, and correlates various scholarly publications that are related to the area of study. Based on finding solutions to a specific problem, the school library can hope to analyze the present to plan for the future.

Eskola and Anttonen (2013) examined the possibilities of virtual worlds in teaching and learning information literacy and further discussed that a group of 25 Turku University of Applied Science students responded to the questionnaire tool who attended an entry-level library instruction class and high-quality library literacy skills in second life. It was found that virtual environments may enhance the learning of information literacy skills of those students who are interested in or have a positive attitude towards the environments and unconventional ways of seeking and finding information.

Becker (2006) recommended that librarians who are proactively joining international collaborations, interconnecting, coordinating, and communicating with other countries' professional librarians, external committees, and boards would help them to develop programs and construct strategies in being part of the change process.

Siemens (2005) also depicted that the learning program successfully based on the principles and standards of connectives and independent learning is motivated through a progression of weekly activities and exercises that urges the exploration of new media and thereby a diversity of opinions and suggestions is esteemed and valued. The author further assessed that the rapidly changing environment and arising advances in library services encourage students to build up an active Personal Learning Network. By grasping learning through play, the course engages students to experiment with technology and explore different avenues regarding innovation, and accomplish things they thought themselves incapable of learning.

Stephen (2007) reviewed that there will be numerous opportunities in technology to add participatory resources and make connections online, to direct the users to the information they require to carry out in fostering the development of participative community users.

Menou (2002) opined that there has been a paradigm shift from stand-alone libraries to networked or digital libraries. There is always something to learn in today's technology field, thus enhancing the quality of community users must be well equipped to perceive and unearth the sources of information, the arrangement of information in various sources, and understanding retrieval strategies, and knowledge of laws guiding the ethical use of information resources. With the rise of electronic resources, information literacy bestows an opportunity to review the significant milestones crossed during the journey in research and scholarship and professional practices of librarian professionals. It was witnessed that information literacy is a

tribute to the untiring efforts in designing community users-centric digital solutions.

Bailey, Hall, and Gamble (2007) recommended that the presence of libraries and professional librarians in schools can have a positive effect on youngsters' proficiency in learning skills. Sridhar (2004) suggested the different skills a professional librarian needs to perform in the electronic environment of the twenty-first century.

Modernization and progress of libraries are the keys to all the measurements. Debowski (1999) stated that the introduction of electronic resources has opened up a new era of resourcing for school libraries. Electronic collection development requires the careful application of several strategies to ensure balanced and well-considered growth of resources and related services. Khanna (1994) asserted that society needs, as never, effective access to the wisdom of the past for its very survival and that its provision is the librarian's foremost duty. The library is essentially a response to the communication patterns of modern society.

To fulfill its full potential as an educational institution, a school library must therefore generate and disseminate all types of information services suitable to the users of the community. The soul of prominent school libraries is pointed towards demonstrating that education should not be only classroom-centered, but should be library-centered irrespective of the level of the institution. During this corona virus pandemic, an existing research paper argues that studies of the value of school libraries support continuing education by demonstrating their worth to information and knowledge-based societies.

IV. METHODOLOGY

The survey method was adopted to conduct the present study. The specific questionnaires were designed for the collection of data on a simple random basis from 10 students in each selected secondary school of the Mysore North block in the Mysore district. Overall, 194 students responded to the survey. The questionnaires were overseen by the researcher and were equally completed on the spot by the respondent. Thus the return rate was 97%. The data were analyzed and interpreted to achieve the objectives of the study.

V. SCOPE AND LIMITATION OF THE STUDY

The present study focuses on understanding the information-seeking behavior of secondary school students in Mysore North Block. There are Seven Revenue Administrative Blocks and Nine Educational Blocks in the Mysore district. Mysore Block is divided into two educational blocks that are Mysore Urban and Mysore Rural. Mysore Urban is further divided into Mysore South and Mysore North. The present study is limited to the Secondary School students of Mysore North Block in the Mysore district.

A. Data Analysis

Responses were fairly evenly divided by Institute/Type of School Management, class-wise, with boys having a slight

majority. Most of the respondents were 10th Standard students. This could be the result of the availability of students at the time of the study.

TABLE I DEMOGRAPHIC PROFILE OF THE STUDENTS

Demographic	Number of Students	Percentage of Respondents
Institute/Type of School Management		
Private Aided School	30	15.46
Private Unaided School	30	15.46
Department of Education	104	53.61
Tribal/Social Welfare Department	20	10.31
Central Government School	10	5.15
Total	194	100%
Gender		
Boys	124	63.92
Girls	70	36.08
Age		
12-13 years	12	6.19
14-15 years	102	52.58
16-17 years	80	41.24
Class		
9th Standard	96	49.48
10th Standard	98	50.52
Medium of Study		
Kannada	58	29.90
English	136	70.10
Location/Area of your house		
Urban	172	88.66
Rural	22	11.34

The Table I study surveyed a total number of 194 students. 104 (53.61%) of the respondents were from the Department of Education. About 30 (15.46%) of the respondents were from Private Aided Schools and Private Unaided Schools. The study showed that 20 (10.31%) of the students were from the Tribal/Social welfare Department and 10 (5.15%) of the students were followed by Central Government schools.

Most of the students 124 (63.92%) are boys and 70 (36.08%) are girls. It was also pointed out in the study that most respondents 102 (52.58%) are 14-15 years of age, 80 (41.24%) belong to 16-17 years of age and 12 (6.19%) of the students belong to 12-13 years of age. While 98 (50.52%) students were from the 10th Standard and 96 (49.48%) were from the 9th Standard. This could be the result of the accessibility of participants at the time of the survey. The survey study showed that 58(29.90%) of the respondents were from the Kannada medium. 136(70.10%) were from the English medium of study. The present study

identified that 172(88.66%) belong to an urban area and 22(11.34%) belong to the rural area of a location situated in the Mysore north block.

Table II depicts the frequency of visits to the library by the respondents. It is observed that 96 (49.48%) students visit the school library 'daily', followed by 42 (21.65%) 'twice a week', 22 (11.34%) 'once a week', 14 (7.22%) 'as and when required', 12 (6.19%) 'once in a month', and 8 (4.12%) students visit the library 'occasionally'.

The purpose of the visit to the library by the respondents has been illustrated in Table-2. It is conceded that 64 (32.99%) respondents were to borrow and return books, 42 (21.65%) students visited the library to read newspapers/magazines, 28(14.43%) of the students visited the library to browse the internet, 24(12.37%) students to refer reference books, 22(11.34%) of the respondents prepare class notes, and 14(7.22%) of the students visit the school library to obtain a photocopy.

TABLE II USAGE OF SCHOOL LIBRARY

Library Use	No. of Respondents (n-194)	Percentage of Respondents
Frequency of Library Visit		
Daily	96	49.48
Once a week	22	11.34
Twice a week	42	21.65
Once a month	12	6.19
Occasionally	8	4.12
As and when required	14	7.22
Purpose of Visit		
To borrow/return books	64	32.99
To read newspapers/magazines	42	21.65
To refer reference books	24	12.37
To prepare class notes	22	11.34
To browse Internet	28	14.43
To obtain photocopy	14	7.22

TABLE III PERCEPTIONS OF THE SECONDARY SCHOOL STUDENTS TOWARDS SCHOOL LIBRARY

Student's Perceptions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
To be open before school rings the bell	55	39	35	36	29
	28.35%	20.10%	18.04%	18.56%	14.95%
A quiet place to do the work	85	64	13	24	8
	43.81%	32.99%	6.70%	12.37%	4.12%
To keep current and up to date resources	67	56	25	28	18
	34.54%	28.87%	12.89%	14.43%	9.28%
Allow to suggest new books	86	40	30	15	23
	44.33%	20.62%	15.46%	7.73%	11.86%
More assistance from the library staff	64	30	28	34	38
	32.99%	15.46%	14.43%	17.53%	19.59%
To conduct library orientation programs	96	48	12	16	22
	49.48%	24.74%	6.19%	8.25%	11.34%

Table III summarises the perceptions of the secondary school students towards the school library. The perception of 96 (49.48%) students opined to conduct library orientation programs. Furthermore, 86 (44.33%) of students strongly agreed that they are the users of the books and therefore the school authority should take their opinion regarding suggesting new books. Libraries are wonderful places that the school library will continue to be a place of research and study using all aids to the student's success. Table-3 depicts that 85 (43.81%) of students believed the school library was a learning environment and a quiet place to do the work. 67 (34.54%) of students agreed that to keep current and up-to-date resources. 64 (32.99%) of students strongly agreed that they needed more assistance from the library staff. 55 (28.35%) students strongly agreed that the school library should be opened before school rings the bell

so that they can spend time daily in the library reading newspapers and magazines. Librarians make a difference in the lives of all students through both resources and spaces and hence school libraries and librarians have a hugely positive effect on teaching and learning.

B. ICT Facilities and Skills of Students

ICT and related technologies have a large impact on school library functions, services, and the dissemination of information. Developing a present-day society depends on timely access to information in the digital age, the age of automation, and the age of information technology. The computers and developing web resources for information have introduced a revolution in the field of school libraries. The modern trend has enabled low-cost digital storage of

legal information, rapid transmission of data across computer networks, and the processing of electronic documents and information. The most significant outcome of this paper is that school libraries are largely offering

services that are valued by community users. They provide opportunities and support for learning and knowledge development through a unique combination of resources, people, and space.

TABLE IV UTILITY OF ICT SKILLS

Students' Knowledge	Number of Students (n=194)	Percentage of Respondents
To work on the computer	194	100
Use of Internet	194	100
Awareness of social network	188	96.91
Use of educational resources on a network	192	98.97

The COVID-19 crisis has speeded the adoption of digital technologies in the technology-driven society. The Table IV study clearly shows that 194 (100%) of the students had the knowledge to work on the computer. 194 (100%) of the

respondents used the internet. The study also depicts that 188 (96.91%) of the respondents were aware of social networks and 192 (98.97%) of the students used educational resources on the network.

TABLE V USAGE OF INTERNET ACCESS

ICT Skill of Students	Number of Students (n=194)	Percentage of Respondents
Frequency of Internet use		
Daily	162	83.51
Once a week	16	8.25
Twice a week	9	4.64
Rarely	7	3.61
Internet Access Point		
School	18	9.28
Internet café	6	3.09
Friend's house	21	10.82
Own house	149	76.80

The COVID-19 crisis has pushed students over the technology-driven tipping point to create the digital transformation of education. Table V shows that 162 (83.51%) of the students use the internet daily for academic purposes by using various educational resources. 16 (8.25%) of the respondents use the internet once a week. 9 (4.64%) of the students use it twice a week, and 7 (3.61%) of the respondents use the internet rarely.

Table V study reveals that 149 (76.80%) majority of the students access the internet from their own house. 21 (10.82%) of students from friends' houses. 18 (9.28%) of students from the school, and 6 (3.09%) of students from Internet cafés.

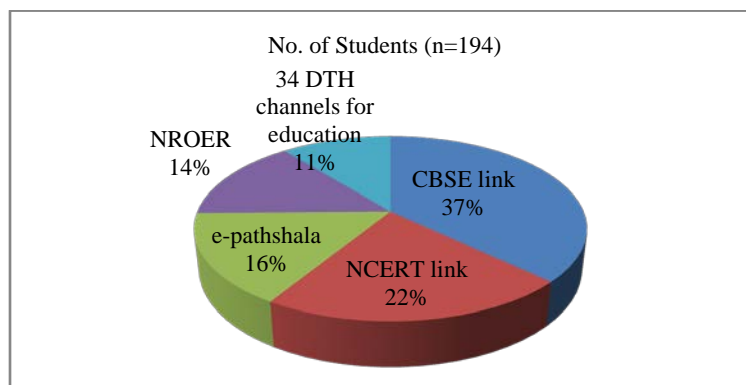


Fig. 1 Awareness of Educational Resources available on the Internet

COVID-19 crisis has brought about years of change. Figure 1 identifies that 72 (37%) of students use CBSE link, 42 (22%) of students access NCERT link, 31(16%) of students use e-pathshala, 28 (14%) of students use National Repository of Open Educational Resources (NROER), 21(11%) of students utilize the SWAYAM PRABHA, a group of 34 DTH channels which is devoted to telecasting of high-quality educational programs on 24x7 basis using

the GSAT-15 satellite. The study thus proved that the educational policymakers need to understand the unique value proposition to better understand the aspects of their library services that offer the most value to their communities, and to make more persuasive cases for library support. Libraries are well-used, vital, valued parts of their communities.

TABLE VI MAIN PURPOSE OF USING SOCIAL NETWORK

Purpose of Using Social Network	No. of Students (n=194)	Percentage
It is easier and convenient to access information	58	29.90
To connect with learning groups and other educational systems	78	40.21
To improve learning methods	14	7.22
To stay connected with friends and family	34	17.53
To exchange ideas and boost the learning	10	5.15
Total no. of Students	194	100

COVID-19 has accelerated the digital transformation of education. Table-6 shows that 78 (40.21%) of majority students use social networks to connect with learning groups and other educational systems. A total of 58(29.90%) students found the social network is easier and convenient to access information, 34 (17.53%) of respondents use the social network to stay connected with friends and family, 14 (7.22%) of students to improve learning methods, and finally 10 (5.15%) of students to exchange their ideas and boost the learning. In the initial chaos of the corona virus crisis, everyone had to adjust quickly to the new ways of interacting with technology.

Using ICT in libraries has tremendously increased because it provides user satisfaction, cost-effectiveness, rapid responses, and easier operational procedures. The current challenging environment for school libraries has resulted in an ever greater need to demonstrate the quality of library provision as well as the value and impact of these services on society. A major objective of the library is to support teachers and students in developing their digital skills. However, many barriers are limiting the services libraries can provide, particularly the lack of professional librarians.

VI. SUMMARY OF FINDINGS

Information needs are one of the most significant components of modern society which require the day-to-day life of human beings. The COVID-19 pandemic troubled every area of life, from work, leisure, community involvement, and school to continued education. The present study aims to explore students' perspectives towards using library resources for their learning approach in the school. To identify student satisfaction with library resources and services and their competency with some of the information literacy skills, and finally to investigate how school libraries could support self-directed learning in secondary school education. Library and information science fields are constantly changing over the years.

Information technology influences all the spare of life, and information science are not an exception. The emergence of information technology has affected the life cycle of information generations and utilizations. It is the wittiness of the modernization and advancement of the libraries in all dimensions. The survey shows that 104 (53.61%) of the students were from the Department of Education. The school library is an invaluable, irreplaceable resource to community users. Decision-makers need to provide library skills and internet access to every school irrespective of the type of school management. The surveyed study reveals that 64 (32.99%) of the students visit the school library to borrow books. However, books are a big part of the magic and passion for reading. Tahir (2008) discussed that university students constantly seek information to improve their studies. The author further stated that knowledge of the information needs and information-seeking behavior of University students is vital for developing library collections, upgrading facilities, and improving services to effectively meet the information needs of the community users. The research paper found that 96 (49.48%) of students visit the library in the morning to read newspapers and magazines before school rings the bell. However, the school library offers refuge to students who want an alternative to the playground. During the pandemic, students have moved dramatically toward online channels. An overwhelming majority, 96 (49.48%) of the students also felt that librarians should conduct library orientation programs. Eskola (1998) theoretically explained that studies of students' attitudes to and use of university libraries have been conducted in several countries. The author further noted that interest in students' library use and information needs has increased mainly because of the increase in student number, and libraries need to meet their user's demands in the best possible way. The present study recognized that the ICT skills and the virtual environment have affected the information-seeking behavior of students and henceforth Professional Librarians should initiate an

Information Literacy program to make the user community aware of the library resources and services. In this study, the findings show that 194 (100%) of all students have the knowledge to work on the computer and use the internet. The study also found that 162 (83.51%) of the students use the internet daily to continue their education. The teaching and learning curve may have seemed steep at times, but it will have a lasting effect on how technology is incorporated into our day-by-day lives. The survey results confirm the rapid shift toward interacting with digital teachers. The study found 149 (76.80%) of the respondents access the internet from their residing place. More surprising is the speed-up in creating digital or digitally enhanced offerings. It is observed that 72 (37%) of the students use the CBSE link. However, information awareness of the range and nature of services offered remains lower than desired. It is identified that 78 (40.21%) of majority students using social networks are using it to connect with learning groups and other educational systems. The convenience and quick access to information resources through internet use has created a profound impact on students.

Recent developments in Information and Communication Technologies (ICT), especially computers and the internet, have brought significant changes in the way users generate, distribute, collect, access, and use information. Digital technologies and their applications have also come into every part of the students' daily life. The unifying idea behind the reasoning is to emphasize the essence of providing opportunities as well as stimulating the students' inquiring approach and responsibility. Educational policymakers should take responsibility regarding the relationship between quality school libraries and student achievement. The challenge is for the school library to continue to ensure that its user perception is maintained and provide a quality service for the community users. From the study, it has been understood that there is a dire need for conducting a comprehensive information literacy program. Library Orientation Program is crucial to educate students and teachers about resources and services of the library and how to use the library/digital skills.

VII. SUGGESTIONS

The school library plays a prominent role in the academic institution that provides access to world-class information resources and services. It is accepted that society is now living in a digital world. Due to COVID-19, it is safe to say that every student is being challenged to quickly adapt to this new world. Accordingly, the study provided unique insights that could guide librarians to initiate library orientation programs, assist students with information resources, and provide ways of planning, implementing, tracking, and using the information. A professional librarian is effective in implementing training programs to develop multiple literacies, such as information/digital literacy, media, and news literacy. Hence, the success of any school institution depends upon its library, as library services are fundamental, which affect the whole educational system.

The big idea, the main takeaway, is that professional librarians are a wealth of information a school has principals. Teachers and students need to be made aware of the enormous benefit of the school library. Every school needs a library with an internet facility to provide easy accessibility. There is a need for across school networks that allow the internet resource center of the school campus under the control of the school library. Internet access is often the heart and hub of a school library, a cogwheel for positive school culture. The Covid-19 pandemic encouraged the whole society on how need is the mother of development by permitting instructive institutions to embrace internet learning and present a virtual learning society.

In the present digital era, the role of school libraries and librarians becomes compelling-even irrespective of the institution/type of school management. A digital library is a new form of managing knowledge records and cultural heritage. Schools that execute digital libraries are more successful in a technology-driven society. Digitization offers an online presence that raises awareness of existing collections and builds the image of the school library. Furthermore, teacher-librarians should also be developed in this area through training programs to stimulate the use and acceptance of the technology by the community users. Beyond the hype, school libraries need to implement the emerging technology to maximize its benefits for teaching and learning to promote the relevance of digital libraries in today's information and knowledge-based society.

VIII. CONCLUSION

The spread of the pandemic Covid-19 has drastically disrupted every aspect of human life, including education. It has created an unprecedented test of education. In many educational institutions around the world, teaching and learning have moved online. The conclusions on the current and future ability of the school library to provide support for digital skills should have broader applicability. In the present internet era, technology has made tremendous changes in its structure and the presentation of information resources available in libraries. Information communication technology provided opportunities to cope with the changing demands of the users and played a crucial role in the modernization of libraries. Since school libraries are an integral part of the education system, they should provide support services for conducting library orientation programs as well as educational programs to enhance students' and teachers' literacy skills of new knowledge. It is important for teacher-librarians working in the school to know the real needs of the user community. The school library is the heart of the learning community, providing a place for students and teachers to meet their information needs and advance their knowledge. In the education system, the school library is the center of student life where students feel free to explore new ideas and seek out information in the pursuit of creative and intellectual growth in the 21st century.

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