A STUDY OF LIBRARY USAGE AND USAGE NEEDS OF GRADE 10 STUDENTH, DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

This paper aims to 1) to study library usage and problems of grade 10 students and 2) study needs for library in grade 10 students. Simple random sampling was utilized and 95 grade 10 students in academic years 2019 in Demonstration School of Suan Sunandha Rajabhat University were selected into a sample group. A tool was a questionnaire. The study showed that most students in the sample group used the library once a week at 16:00-17:00 hours to mostly search information related to study guides and to research into learning materials. As for problems related to library usages, the students did not possess usage knowledge and their needs and information resources did not align. After investigating needs for library, it was in moderate level as most of students were in needs of study guides and demanded a longer operating hour; moreover, an up-to-date and more efficient information retrieval networks were highly demanded.

Keywords: information resource and library usage

INTRODUCTION

The policy, "Thailand 4.0 and Education", aims to develop human personnel possessing the potential for science, technology and innovation leading the country to wealthy, security and sustainability (Government Spokesman Bureau, 2017). Moreover, education sector in 21st Century is changing – in other words it emphasizes student-centered instruction and education to produce a person possessing 21st century learning skills contained with major 12 aspects categorized into 3 pillars 1) learning skills: 4 C's: critical thinking, creativity, collaboration and communication 2) literacy skills: IMT: information literacy, media literacy and technology literacy and 3) life skills: FLIPS: flexibility, leadership, initiative, all-round, accountable, enthusiastic and productive citizen and social skills (Scott, 2014).

In 21st century, library plays a major role as a learning center to distribute emerging and constantly changing data and knowledge, especially digital information. With such kinds of data and knowledge, it is better to use information and media with great discretion and to be evolved into a master of information and media literacies, knowing how to use information technology properly, upholding morality and virtue in using information and embracing paradigm shift to be conform with the change; thus, knowledge and innovation development can be achieved.

School library has grown along a progression of education and offered learning opportunities for its individual, minor and major users. It is a gathering center contained with all kinds of information resources i.e., publication, unpublished materials and digital media; a distribution center, channel or medium to allow leaners to access several forms of information resources to retrieve various forms of the resources. It also provides various

services and activities which are diverse and conformed to educational institute's instruction and curriculum. All aforementioned aspects promote and support leaners to gain skill, knowledge and ability from various fields efficiently i.e., reading skill, information literacy and media literacy, all of which can pave the way in higher education, as well as can be applied in the routine life. In summary, the school library is a learning, research and knowledge and idea exchanging center and a vey first place to develop all aspects for students, laying a groundwork to instill bookworm and self-learning behaviors into them; moreover, it is a very first learning source, helping students to seek and research more knowledge.

Based on the library usage survey into SSRU' students between 2017-2018 and onwards, it revealed that there were a reduction in library usage statistics of grade 10 students. As such, this paper aims to study usage, problems and needs for library in grade 10 students in order to apply opinions and suggestions for improving services and activities of the library in conformity with the users' needs.

OBJECTIVES

1. To study library usages and problems of library usage of grade 10 students
2. To study needs in SSRU library usage of grade 10 students

LITERATURE REVIEW

Information-retrieval (IR) theory (Leckie, Gloria J.) is a theorical framework of information retrieval by a professional based on his/her information needs in alignment with his/her profession and tasks leading to information retrieval behaviors i.e., characteristic of information needs, sourcing and awareness of needs in information to apply such information in their profession, information retrieval is ended in case of satisfaction or being in their alignment; however, in case of no satisfaction or not being in alignment, the retrieval is repeated. Information needs are varied based on professions and these professions affects characteristics of information needs; therefore, each professional is aware of their information needs and proceeds with the retrieval and it is possible to utilizing findings to trace back to their sources; furthermore, their awareness and information retrieval can also be retraced. Leckie model demonstrates that information retrieval behaviors and information retrieval are essential; outcomes of the retrieval are connected with other parts of the model, as well as the retraceable results leading to information sources, awareness and information retrieval.[5]

According to Phawa Phanmek (1995, p.5-7), school library play major roles as follows: 1) library is a source contained with world knowledge or general information created by human, all of which are systematically managed in order to provide services for its users – in other words it is an only institute contained with all gathered humankind's knowledge 2) it is a place for everyone to research and seek knowledge based on their interests. Some subject in the class may be liked and disliked by the students; therefore, library is a perfect place contained with free knowledge to use in studying and researching the subject that they are fond of in order to be proficient in its knowledge beyond what they learned in the Curriculum 3) it is a place for encouraging good reading behavior and library usage; to allow the students to browse for books and general information resources for borrowing or research for their entertainment purpose leading to better reading behavior 4) it encourages a useful and productive free time as humans likes to indulge themselves with the things that they are interested and activities outside of their working hours; some may read books that seem interested to them i.e., light fiction and non-fiction book. Reading these kinds of books may inspire some good ideas 5) it helps its users to keep their knowledge up to date as it is the

library responsibility to provide new general information; some new general information resources are presented as news and up to date knowledge which was newly discovered. Such resources are journal and newspaper, etc. making the users who read journals and newspapers gain always up to date knowledge.

According to Wani Thappanawongsanti (2000), a library operation posed 4 problems 1) insufficient personnel, obsolete knowledge and problems regarding technical expertise: these have been continually the library problems since the past even library and information science have been constantly evolved, it was essential to face them head-on in order to keep up with the change in environment and technology 2) lack of standardized main policies or management objectives: the management did not understand the function of library leading to an inadequate plan in order to allow the library to be in the same position as other units given that these poor and unprioritized main policies had impacts on its users 3) lack of up-to-date technologies: this caused by insufficient funding and lack of specialists leading to obsolete and unimproved library operation, which was unfortunate as library should be a very place to offer up-to-date knowledge and services 4) lack of fast and convenient service methodologies: an introduction of new system could cost a fortune and users had to partially pay for this services leading to inefficient and unhelpful services.

Relevant literature

Based on the research conducted by Kanokwan Phatanadet: difficulties and needs in library usage, Sarasas Witaed Bangbuathong School, it was found that 1) overall and individual difficulties and needs of the students and teachers were moderate i.e., supplies and durable goods; services; supplies contained with general information and facilities, respectively 2) overall and individual needs in library usage were moderate i.e., supplies contained with general information, services and search engine usage.[1]

According to the research conducted by Jinnaphat Cheunchom: a study on opinions provided by library users to improve the quality of Liberal Arts and Science library; it revealed that satisfaction towards its quality, service provider/staff, working hours and facility was high; curriculum textbooks, informative books contained with several knowledge fields, books for entertainment, enjoyment and stress-relief and non-fiction books i.e., novel, short story, pocket book were in high demand.[4]

Based on the research conducted by Suphacchok Na-Songkhla: a study on problems and needs of students towards information technology services, Suan Sunandha Rajabhat University, 3 service problems were identified i.e., internet service, data retrieval service and email service; 5 problems concerning information services and personnel were identified i.e., personnel capabilities i.e., guidance and problem-solving; punctuality and service mind.[7]

RESEARCH METHODOLOGY

1. Delimitation

The research was conducted by a survey with the following details:

1) Research population was 1127 grade 10 students (2019), Demonstration School of Suan Sunandha Rajabhat University; sampling size was calculated according to the Krejci and Morgan table and 95 students were selected in a sample group;

2) A content scope was based on survey research, library usages and usage problems and needs of grade 10 students (2019).

2. Tool

1) A questionnaire on problems and needs of grade 10 students (2019) was utilized.

3. Processes

1) Frameworks, theories, relevant researches concerning library usage have been studied to be applied as research and questionnaire basic data;

2) Real environment and the management of Demonstration School of Suan Sunandha Rajabhat University have been studied by surveying, interviewing and observation;

3) Research tools have been created i.e., a questionnaire on library usages: usage goals, frequency, information resource access and problems of library usages, as well as usage needs: information resources, services and facilities;

4) All tools have been utilized with the sample group (incomplete answers were asked to complete the questionnaire);

5) Data was analyzed by utilizing percentage, mean and standard deviation and interpreted based on class intervals (needs):

$\bar{X} = 4.51 - 5.00$ = highest level $\bar{X} = 3.51 - 4.50$ = high level
$\bar{X} = 2.51 - 3.50$ = moderate level $\bar{X} = 1.51 - 2.50$ = low level
$\bar{X} = 1.00 - 1.50$ = lowest level

RESULTS

Based on the results, important details are as follows:

Table 1: Library usage and information access:

Library usage and information access	Student(s)	%
Time of use		
1. 07.00 – 08.00 hours	12	12.64
2. 11.00 – 13.00 hours	31	32.63
3. 16.00 – 18.00 hours	52	54.64
Total	**95**	**100**
Frequency		
1. once a week	74	77.90
2. 2-3 times a week	19	20
3. 3-4 times a week	2	2.11
Total	**95**	**100**
Persons/things affecting/influencing library usage		
1. Self-study	68	71.58
2. Suggested by friend or librarian	8	8.42
3. Participating in library usage learning course	19	20
Total	**95**	**100**
Accessibility to desired information when using library		
1. Searching from library automation system	10	10.53
2. Browsing the shelves for books	81	85.26
3. Asking librarian and friends for advices	4	4.21
Total	**95**	**100**
Most used information resources		
1. Newspaper and journal	1	1.05
2. Study guides and academic textbooks	56	58.95
3. Multimedia	27	28.42
4. Fiction and non-fiction books	11	11.58
Total	**95**	**100**

According to table 1, most students use the library at 16.00-18.00 hours (52 students (54.65%)) and 31 students (32.63%) use the library at 07.00-08.00 hours; as for 07.00-08.00 hours, it is an off-peak period, only 12 students (12.64%) use the library. In regard to frequency, most students use the library once a week (74 students (77.90%), 19 students use the library 2-3 times a week (20%); 2 students use the library 3-4 times a week (2.11%). With respect to persons/things affecting/influencing library usage, most students use the library for self-study (68 students (71.58%)); 19 students participate in library usage learning course; 4 students are suggested by librarian and friends (4.21%). As for accessibility to desired information when using library, most students browse the shelves for books (81 students (85.26%)); 10 students search the data from library automation system; 14 students (the lowest number from the three) ask librarian and friends for advices (14.7%). In case of most used information resources, most students browse for study guides and academic textbooks (56 students (58.96%); 27 students browse for multimedia (28.42%) and 11 students browse for fiction and non-fiction books (11.58%) and 1 student browses for newspaper and journal (1.05%).

Table 2: Library usage and usage problems based on personal aspects (students) and service provider:

Library usage and usage problems	Student(s)	%
Usage goals		
1. Additional study and research, school paperwork and projects	49	51.58
2. Information resource borrowing and returning	8	8.42
3. Entertainment and relaxation	38	40
Total	95	100
Problems based on personal aspects (students)		
1. Being unaware of information search	22	23.16
2. Being unaware of library services	57	60
3. No experience with library usages	16	16.84
Total	**95**	**100**
Problems based on the service provider		
1. Dull and obsolete library	7	7.37
2. Insufficient and mediocre computers and network	27	28.42
3. Unsatisfied information resources	61	64.21
Total	95	100

Based on table 2, 49 students (51.58%) use the library for additional study and research, school paperwork and projects; 38 students (40%) use the library for entertainment and relaxation and 8 students (8.42%) use the library for information resource borrowing and returning. In regard to problems of library usage, they are categorized into 2 aspects: personal matters i.e., 57 students (60%) are unaware of information search; 22 students (23.16%) are unaware of library services and 16 students (16.84%) have no experience with library usages and the problems based on the service provider i.e., 61 students (64.21%) report that the information resources are not satisfied to their needs; 27 students (28.42% report that computers and their network are insufficient and mediocre and 7 students (7.37%) report that the library is obsolete and dull.

Needs in library usage can be categorized into individual aspects i.e., information resources, services and facilities according to table 3:

Table 3: needs in library usages divided into information resources, services and facilities**:**

Information usage needs	Distribution		Needs (scale)
	Mean	S.D.	
1. Information resources	3.39	1.15	Moderate
2. Services	3.46	1.13	Moderate
3. Facilities	3.43	1.11	Moderate

Based on table 3, it demonstrates 1) overall information resource needs are moderate i.e., most students are in needs of study guides, academic textbooks, novels, short story (fiction), multimedia, general knowledge books (documentary), newspaper, journal and reference books 2) overall service needs are moderate i.e., working hours should be extended, wireless internet should be provided in the library, borrowing and returning should be improved – in other words information resources should be returned easily and simply, services offered by the staff should be more convenient and friendlier and a channel for suggestion/evaluation should be provided 3)overall facility needs are moderate i.e., the students are in needs of up-to-date and efficient search engine network, computers should be more adequate; book and information resource shelves should be properly arranged and easily searchable; seating should be properly, sufficiently and readily arranged, internal and external environment should be clean and neat and library environment should be suitable for study and research.

DISCUSSION AND SUGGESTIONS

Based on the above study, several aspects should be brought up to discussion:

In regard to library usage and information access , students used the library afterschool once a week at 16.00 – 18.00 hours; this is similar to the research conducted by Jidaporn Meephet (2008) and found that most student used library once a week [3] and Naphatnan Phrom-tha (2019) i.e., student should use library regularly once a week [6]. The Demonstration School of Suan Sunandha Rajabhat University library is small and has a small number of information resources given that the students can access their desired information by themselves. Based on the study, most students browsed the shelves for books by themselves in similarity to findings in the research conducted by Sahathai Chaiyaphan (2007) i.e., most high vocational students, Princess of Naradhiwas University, accessed general information by browsing the bookshelves [9] and most information resources used by the students were study guides. Compared to the study, this demonstrates similarity as most demanded information resources was study guides; therefore, such type of books should be considered as the first priority in a purchase list in order to meet the demand.

As for the usage goals, most students used the library to do addition study and research, school paperwork and projects; this is similar to the research conducted by Arisa Singphun and Narong Narongchaiphunya (2015) as it was found that goals to use library from most students of every faculty were to do additional study and research [10]. In regard to library usage problems in personal aspects, most students were unaware of library services; as for the other, students were unaware of information search; these are similar to the research conducted by Kanokwan Phathanadet (2007) i.e., most students in Sarasas Witaed Bangbuathong school were unaware of bibliography and were unable to use the library; as a result, their library experience was dull, resulting in avoiding using the library [1], such problem was owing to lack of public relations. As such, public relations about activities, news, new arrival in proactive manners should be considered and an instruction manual of library automation system should be provided. Unsatisfied information resources were the problem in the service provider owing to no survey concerning needs of the students being

conducted given that information resource needs should be survey for diversity and inclusiveness; moreover, new resources should be constantly supplied to eliminate obsolete knowledge and such resources should be examined to determine its suitability; these are similar to the research conducted by Samornrath Meesuk (2013) and found that there were insufficient library and unsatisfied resources [8].

Regarding library usage needs, in service aspects, originally, the library working hours were 07.00-18.00 hours which are too short as grade 10 students could only use the library at breaktime and after school; therefore, working hours should be extended to 19:00 hours; this problem is similar to the research conducted by Kanokwan Phatanadet (2007) i.e., most common problems of library service was short service hours [1]. In regard to facility problems, most students needed an up-to-date and efficient search engine network and sufficient numbers of computers to search for data as nowadays the way of computer usage is changed and internet becomes a major requirement; therefore, information services should not only limit in the library as all information can be accessed by just one click given that the library must develop information resources, improve information resource development plan by emphasizing information technology supply to meet the demands/requirements of both the students, computers and WIFI. As for new information resource sourcing, electronic resources should be highly supplied for convenience and service satisfaction, creating good attitude towards library; these are similar to the research conducted by Kanokwan Phatanadet (2007) i.e., internet and computers for service were in highly needed and the research conducted [1] by Naphatnan Phrom-tha (2019) and found that good and suitable environment, as well as media, materials, learning materials, electronic media, especially the internet that was satisfied and suitable to user demands was demanded [6].

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