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# User's Satisfaction Level of Library Sources and Services in Pushpalata Vidya Mandir CBSE School, Tirunelveli District, Tamil Nadu: A Study

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**User's Satisfaction Level of Library Sources and Services in Pushpalata  
Vidya Mandir CBSE School, Tirunelveli District, Tamil Nadu: A Study**

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Abstract

*The objective of present study is to examine the user's satisfaction level of library sources and services in Pushpalata Vidya Mandir CBSE School, Tirunelveli. 100 questionnaires were distributed among the students to collect relevant data out of which, 95 questionnaires were received back. The findings of the study shows that 51 (53.68%) of the respondents were male. Majority of the respondents (48.42%) were visit to the library everyday.(47.37%) of the respondents were use the library to borrow books.41.05% of the respondents were mostly prefer books as the needed information sources followed by periodicals (29.47%) and e-resources (12.63%). (38.95%) were felt that inadequate resources as the barriers in using library resources. (37.89%) were use library staff as the source consulted to locate information needed. Respondents are satisfied with the physical facilities of the library such as furniture and ranked*

*as first. Level of satisfaction of library services stated that majority of the respondents are highly satisfied with the reprographic service. The study recommended that the librarian should concrete in creating awareness, reading habits and the utility of library sources and services through user education at regular intervals.*

**Keywords:** *Users Satisfaction, Library, Services, Pushpalata Vidya Mandir, CBSE School.*

## **Introduction**

An effective school library enhances student learning outcomes by providing a range of programs, services and resources which support teaching and learning. It also supports and encourages to the students' for reading experiences. School library offer various programs that support the curriculum, help to the teachers integrate information literacy skills into learning activities, promote information literacy by helping students develop skills to find, evaluate, use, create and share information and knowledge, enrich student reading experiences and develop independent reading skills, support teaching and learning strategies, provide teachers with professional support, source and deliver suitable and current resources in multiple formats, maintain collections that meet the needs of the school community, use current technologies to provide easy access to information, adopt flexible design principles, offer stimulating teaching and learning environments, reflect and support the social and cultural profile of the school community and operate efficient library systems. The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

## **About Pushpalata Vidya Mandir (PVM)**

Pushpalata Vidya Mandir (PVM) is a proud member of Pushpalata Institutions, founded by the eminent lawyer, Mr. PalaiShanmugam and his better-half, Dr. Mrs. Maragathavalli, in the year 1986. Pushpalata Vidya Mandir came into existence in the year 2008 with a meager strength of 240 children. It has made great strides in the past 8 years since its inception. Mrs. PushpalataPooranan, the correspondent and founder, has led the institution to march forth with strength of 2124 at present, with the motto "**WE CARE**". In such a short span of time, the school has developed into a Senior Secondary School, having sent out 3 successful batches of senior

secondary students. Pushpalata Vidya Mandir follows the CBSE curriculum from classes I to XII. Kids at kindergarten and primary classes enjoy Montessori and play way methods that enhance the sensory learning and learning by doing. The school caters to every category of students and encompasses a curriculum that is driven and differentiated to meet the diverse and varied needs and learning styles of our students. It offers varied opportunities for students to be challenged and developed personally and academically as they actively participate and contribute to the life of the school. Students learn to set goals. The school fosters motivation, effective time management, personal responsibility and independent learning to equip children with the skills necessary to ensure life-long success and thus make a difference in their community.

The school has an excellent infrastructure-well-equipped classrooms with the latest technical study supports, well-designed science and computer laboratories, an auditorium, a library where children can find books of their choice, a Montessori lab that caters to the sensory learning of the kids, kindergarten that helps buds to bloom into confident individuals, a toddlers play space, a sprawling play ground where the children can play foot-ball, volley-ball, throw-ball and cricket, a basket-ball court, a tennis court and a swimming pool. The school collaborates with The Book Lovers' Programme for Schools, Edu-Sports, Chinmaya Vision Programme and HeyMath to help children learn with fun and ease. The school also provides foundation courses for classes IX and X and intense coaching for IIT competitive examinations with the help of expertise. Through the robotics techno-lab, children also get hands-on experience on mechanism and technology. The all-round development of the students, as stipulated by the CBSE, is strictly looked into, by providing the children the opportunity to be exposed to a variety of co-curricular activities such as karate, taekwondo, miruthangam, key-board, western dance, folk dance, bharathanatyam, carnatic music, school band, chess, painting, skating and photography. Such activities cater to the child's intellectual, sensory, aesthetic and physical needs. Our school aims to prepare children for a rapidly changing world by equipping them with critical thinking skills, global perspective and respect for core values of honesty, loyalty and compassion. Developing these skills, the students will have success for today and be prepared for tomorrow. Our mission is to impart a high standard of education for creative minds with a sense of understanding and compassion for others, inculcating discipline, leadership qualities, religious tolerance and patriotism. The school also makes it a point to enable and encourage the children to participate in every assignment dictated by the CBSE such as Swachhata Campaign, Expression Series,

Aavishkar Quiz, Republic Day Celebration, Ganit Week, Road Safety Week, First Constitution Day, Child Labour Project, School Bank Champ Project, Rashtriya Ekta Diwas, Vigilance Awareness Week, National Education Day, World Food Day, Group Mathematical Olympiad, Birth Anniversary of Dr. B.R.Ambedkar, Painting Competition On Energy Conservation, IGNITE, World No Tobacco Day, Universal Postal Union Letter Writing Competition For Students, Heritage India Quiz, International Day for the Preservation of the Ozone Layer, Inspire Awards, Teri Green Olympiad, and the like. The school also takes great interest in the students' spiritual and moral self through regular yoga classes and Chinmaya Vision Programmes. The children are thus exposed to a number of activities that help the children know their role in the school, in their families, in their society and to mould them as responsible citizens of this nation. The mission of Pushpalata Vidya Mandir is to reach the stars. Thereby, with strong academic base and all-round development, we build the future pillars of the nation and help them blossom into confident individuals. In the words of Nelson Mandela, Education is the most powerful weapon which you can use to change the world and PVM heralds this loud and clear.

### **Pushpalata Educational Centre**

Pushpalata Educational Centre runs Pushpalata Matric Hr.Sec.School, Pushpalata Nursery & Primary School, Pushpalata Vidya Mandir Senior Secondary School, Pushpalata British International School and MITRA - Centre for Autism Children through the non-profitable educational trust committed for children with the assurance of "We Care". We stand true to Sri Ravi Shankarji's words "Life is Sacred, Celebrate Life. Care for others and share whatever you have with those less fortunate than you. Broaden your vision for the whole world belongs to you".

### **PVM LIBRARY**

"A room without books is like a body without a soul", quoted a famous philosopher. Marcus Tullius Cicero. Books are of course the greatest way to gain knowledge all the time. Library is temple of learning and the journey of learning never ceases. So books are a man's greatest companions ever. In Pushpalata Vidya Mandir, a place for the growing young minds, the

vast library houses more than 11,000 books, e-books, and other periodicals to nurture the bright younger generation. The school has a tie-up with Book Lovers Programme for Schools (BLPS) which is aiming to promote the habit of reading among the children of this generation. The reading room of BLPS is partially automated and it has more than 5000 books which are apt for the children of age group 5-13 years. Two staff is engaged in inculcating reading habit in the children by narrating stories, giving book reviews and conducting many activities. Library also has a wide variety of books for reference and preparation for the various competitive examinations that the children are to appear after their class XII. The library has innumerable books for JEE Main & Advanced, NEET, CAT, CPT, CLAT and NTSE preparation. The school assures a wholesome education for the child by getting all the latest editions on the racks. Moreover to inculcate in the budding kids, the habit of reading make them love it, story books, novels, autobiographies and biographies of famous people are also available. The KG section of our school has its own class room library where the children can read book and expand their knowledge. The NIE (Newspaper in Education) programme is being held in our school once a month and helps students to apply skimming and scanning skills. Further in tie-up with Scholastic Publishers, the library conducts book fairs and book clubs twice a year. The students are very enthusiastic about this. The Reading week at the month of November is celebrated. Various competitions have conducted by the library. All students from KG to the senior secondary along with the staff pick up their favorite book and read daily during the week. The whole school is seen as a library during this reading hour at every day during this week. We went to an educational trip on to the M.S University Library. The one day spent there was a wonderful experience. The students learn a lot during the trip. In addition to this we collect various question banks in the board point of view for the aid of students; we also put up bulletins in our school regarding the career information which is very useful to the senior secondary students for applying for various exams and pursue their career. The library also has its own blog containing various information. PVM library is automated with AUTOLIB Library software. The students are allowed to access the library to get answers for their burning questions and also to borrow books for their reference. In addition to this they are provided library hours to have leisure time indulging in reading books other than their academic textbooks. Every break , the library is seen with enthusiastic children reading books and enjoying their heart out. Thus, the library is of course a blessing for the children for years to come.

## **Review of Literature**

**Nath et al (2012).** Suggested that reader's survey should be conducted quite often to improve the library services as well as to know their taste and interest in literature. On the whole, it is the team work of librarians, teachers, parents, publishers, authors and book exhibitions that help to develop and promote reading habits in the student's community.

**Afolabi (2017).** This study attempted reviewing the roles of school libraries in learning activities of senior secondary school students in Ondo State. Ondo State is divided into three senatorial districts where two Local Governments were selected from each of the senatorial district and two secondary schools taken from each of the selected Local Government. Descriptive survey was adopted to carry out the research and a structured questionnaire was administered to collect data from the respondents while a high response rate of 100% was obtained. The validity of the research was determined by ensuring that the questionnaire reflects basic topics in the curriculum of the library and information studies and the reliability of the instrument was determined by subjecting it to Cronbach Alpha Reliability test. The result revealed that students use school library majorly to do their assignments, to prepare for class tests, and to prepare for examinations. All these play significant roles in learning activities of senior secondary school students. Based on the result, it was concluded that the quality and variety of the collection available in the school libraries is a significant factor in students learning activities, therefore, adequate funding needs to be available to procure current resources that are curriculum related and of general interest to students' learning activities. Also, efforts should be made by school management and government to up-grade the school library with information and Communication Technology (ICT).

**Krishna Gopal (2017).** The result of survey tells that maximum no. of users are very much aware about the library services of their respective schools. Every school has the automated library and providing different facilities to its students. This survey speaks that some services are to be upgraded and have to be modernized. It has been noticed that the users of most of the schools are feeling comfortable with the services provided to them especially the users of Kendriya Vidyalaya where 92% of the users are comfortable and happy with the services

whereas the users of Delhi Public School want extra facilities such as recreational rooms and rest rooms.

### **Objectives of the Study**

- To identify the frequency of visit to the library by the respondents.
- To assess the purpose of visit to the library by the respondents.
- To examine the use of information sources among the respondents.
- To know the barriers in using library resources.
- To identify the source consulted to locate their information needed.
- To determine the level of satisfaction of facilities available in the library and library services.

### **Hypotheses:**

1. There will be a significant difference between the frequency of visit to the library and the respondents belonging to various standards.
2. There will be a significant difference between the purpose of visit to the library and the respondents belonging to various standards.
3. There will be a significant difference between the use of information sources and the respondents belonging to various standards.
4. There will be a significant difference between the barriers in using library resources and the respondents belonging to various standards.
5. There will be a significant difference between the sources consulted to locate their information needed and the respondents belonging to various standards.

### **Methodology**

To accomplish the above objectives of the study, a survey method was conducted using a well structured questionnaire. In a total of 100 questionnaires were distributed to the students those who are studying in class 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> standards in a stratified sampling manner. Out of which, 95 filled questionnaires were received back. The collected data was analyzed and



tabulated by statistical methods in ANOVA, Mean, and Standard Deviation etc. The present study limited only the higher secondary students in Pushpalata Vidya Mandir CBSE School, Tirunelveli.

## Data Analysis and Interpretation

### Demographic Analysis

Table 1 show that the male respondents are 53.68% and the females are 46.32%. In the class wise distribution of respondents 18.95% of the respondents are belonging to 9<sup>th</sup> standard followed by 15.79% are 10<sup>th</sup>, 29.47% are 11<sup>th</sup> and 35.79% are 12<sup>th</sup> standard. Hence it concluded that the most of the respondents are belonging to 11<sup>th</sup> and 12<sup>th</sup> standard.

*Table 1: Frequency Distribution of Respondents in Various Categories*

Type	Particulars	Frequency	Percentage (%)
Gender	Male	51	53.68
	Female	44	46.32
Class	9 <sup>th</sup>	18	18.95
	10 <sup>th</sup>	15	15.79
	11 <sup>th</sup>	28	29.47
	12 <sup>th</sup>	34	35.79
<b>Total</b>		<b>95</b>	<b>100</b>

**Hypothesis 1:**

There will be a significant difference between the frequency of visit to the library and the respondents belonging to various classes.

**Table 2: ANOVA for significant difference in frequency of visit to the library among the respondents belonging to various classes.**

Class	N	Mean	Std. Deviation	F Value	P Value
9 <sup>th</sup> Std.	18	3.6	3.97	0.736	.5455
10 <sup>th</sup> Std.	15	3	3.08		
11 <sup>th</sup> Std.	28	5.6	5.02		
12 <sup>th</sup> Std.	34	6.8	5.80		

A one way ANOVA was conducted to examine the significant difference between the frequency of visit to the library and the respondents belonging to various standard. Since the P value is more than 0.05. There is no significant difference among the respondents belonging to various classes. Hence the hypothesis is rejected at 5% level of significant with respect to various classes.

**Hypothesis 2:**

There will be a significant difference between the purpose of visit to the library and the respondents belonging to various standards.

**Table 3: ANOVA for significant difference the purpose of visit to the library among the respondents belonging to various standards**

Class	N	Mean	Std. Deviation	F Value	P Value
9 <sup>th</sup> Std.	18	3.6	3.64	0.797	.5129
10 <sup>th</sup> Std.	15	3	2.44		
11 <sup>th</sup> Std.	28	5.6	5.17		
12 <sup>th</sup> Std.	34	6.8	5.63		

Table 3 reveals the significant difference between the purposes of visit to the library among the respondents belonging to various standards. The mean of 12<sup>th</sup> standard was high (6.8) when we compared to the mean of 9<sup>th</sup> (3.6), 10<sup>th</sup> (3), 11<sup>th</sup> (5.6) standard. Since the P value is more than 0.05. There is no significant difference among the respondents belonging to various standards. Hence the hypothesis is rejected at 5% level of significant with respect to various standards.

**Hypothesis 3:**

There will be a significant difference between the use of information sources and the respondents belonging to various standard.

**Table 4: ANOVA for significant difference the use of information sources among the respondents belonging to various standard**

Class	N	Mean	Std. Deviation	F Value	P Value
9 <sup>th</sup> Std.	18	3	3.16	0.783	.5172
10 <sup>th</sup> Std.	15	2.5	2.34		
11 <sup>th</sup> Std.	28	4.6	5.81		
12 <sup>th</sup> Std.	34	5.6	4.08		

Table 4 indicates the significant difference between the use of information sources among the respondents belonging to various standard. As per the P value is more than 0.05. there is no significant difference among the respondents belonging to various standard. Hence the hypothesis is rejected at 5% level of significant with respect to various standard.

**Hypothesis 4:**

There will be a significant difference between the barriers in using library resources and the respondents belonging to various standards.

**Table 5: ANOVA for significant difference the barriers in using library resources among the respondents belonging to various standard**

Class	N	Mean	Std. Deviation	F Value	P Value
9 <sup>th</sup> Std.	18	3.6	3.91	1.012	.4129
10 <sup>th</sup> Std.	15	3	3.08		
11 <sup>th</sup> Std.	28	5.6	4.33		
12 <sup>th</sup> Std.	34	6.8	4.20		

Table 5 shows the significant difference between the barriers in using library resources among the respondents belonging to various standards. As per the above table the P value (.4129) is more than 0.05. Hence it concluded that there is no significant difference among the respondents belonging to various standards.

**Hypothesis 5:**

There will be a significant difference between the sources consulted to locate their information needed and the respondents belonging to various standards.

**Table 6: ANOVA for significant difference the sources consulted to locate their information needed among the respondents belonging to various standards**

Class	N	Mean	Std. Deviation	F Value	P Value
9 <sup>th</sup> Std.	18	3.6	2.40	1.285	.3134
10 <sup>th</sup> Std.	15	3	1.41		
11 <sup>th</sup> Std.	28	5.6	4.61		
12 <sup>th</sup> Std.	34	6.8	4.38		

From the above table indicates the significant difference between the sources consulted to locate their information needed among the respondents belonging to various standards. Since the P value is more than 0.05 at 5% level of significant. Hence it concluded that there is no significant difference among the respondents belonging to various standards.

**Table 7: Satisfaction Level of Physical Facilities of the Library**

<b>Description</b>	<b>WAM</b>	<b>Rank</b>
Furniture	27.46	1
Lighting facility	27.06	2
Ventilation in the library	26.93	3
Maintenance of library	26.46	4
Reading room facility	18.86	5
Drinking water facility	18.60	6

Table 7 shows the satisfaction level of physical facilities of the library. Furniture facility (27.46) was ranked as first of the respondents belonging to various standard followed by lighting facility (27.06) as second, ventilation in the library (26.93) as third, maintenance of library (26.46) as four, reading room facility (18.86) as five and drinking water facility (18.60) was ranked as six. Hence it concluded that majority of the respondents belonging to various standard felt that furniture facility was satisfied.

**Table 8: Satisfaction Level of Library Services**

<b>Description</b>	<b>WAM</b>	<b>Rank</b>
Reprographic service	29.66	1
Library orientation program	29.40	2
Reference service	29.20	3
Circulation service	29.13	4
CAS/SDI	28.66	5
Inter library loan	28.06	6
CD Rom service	23.40	7
Newspaper clipping service	17.06	8
Bulletin board service	15.93	9
Internet service	14.00	10

Among the respondents belonging to various standard. Reprographic service (29.66) was ranked as first followed by library orientation programme (29.40) as second, reference service (29.20) as third, circulation service (29.13) as four, CAS/SDI (28.66) was ranked as five, inter library loan (28.06) as six, CD Rom service (23.40) as seven, Newspaper clipping service (17.06) as eight, bulletin board service (15.93) as nine and internet service and tenth rank (14.00).

## **Findings**

- Out of 95 respondents, 51 (53.68%) of the respondents were male, 44 (46.32%) were female respondents.
- Majority of the respondents (48.42%) were visited to the library at everyday and very few of the respondents (3.16%) were visited to the library monthly once.
- It was found that majority of the respondents (47.37%) were use the library to borrow books and very few of the respondents (5.26%) were use the library for entertainment.
- About 41.05% of the respondents were mostly prefer books as the needed information sources followed by periodicals (29.47%) and e-resources (12.63%).
- Majority of the respondents (38.95%) were felt that inadequate resources as the barriers in using library resources and very few of the respondents (10.53%) were agree that slow internet connection as the barriers.
- It was concluded that majority of the respondents (37.89%) were consulted through library staff for sources to locate information needed.
- Majority of the respondents are satisfied with the facilities at the library such as furniture and ranked as first and very few of the respondents are dissatisfied with the drinking water facility and ranked as six.
- The level of satisfaction of library services stated that majority of the respondents are highly satisfied with the reprographic service, library orientation program and reference service.

## **Conclusion**

The study was done to analyse the user's satisfaction of library sources and services in Pushpalata Vidya Mandir CBSE School at Tirunelveli. It was found out the most of the students are using the library regularly to update their knowledge through borrowing books, using

internet, reference services etc. They are consulting library staff, teachers and friends to locate their needed information sources in an effective manner. The study also highlighted the level of satisfaction of physical facilities and library services. The study recommended that the librarian should concrete in creating awareness, reading habits and the utility of library sources and services through user education at regular intervals.

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