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Fall 11-14-2021

Role of School Library Committee in inculcating reading habit among the High School Students: A case study

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Kamat, Pravin Vasant Mr.; Naik, Bindiya Mahableshwar Ms.; and Sawant, Vijaya Vasant Mrs., "Role of School Library Committee in inculcating reading habit among the High School Students: A case study" (2021). *Library Philosophy and Practice (e-journal)*. 6618.

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Role of School Library Committee in inculcating reading habit among the High School Students: A case study

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Abstract:

The School Library Committee works with the librarian to create general library policies and regulations that govern the library's operations. The Book Purchasing Policy is decided by the School Library Committee. It assists the library staff in running the library as efficiently as possible. The other staff provides assistance to the School Library Committee in carrying out Annual Stock – Verification of Library Books. It has taken steps to make the library more user-friendly by focusing on effective library policies in order to improve communication between readers and library staff. It makes sure that not only the staff but even the students avail the benefits of library facilities.

The committee is responsible for providing proper documentation services as well as updating the library collection. It strives to modernize and improve library and documentation services. It develops policies and procedures for making the best use of library resources. It creates budgets and proposals for the library's expansion. According to the findings, the unscheduled time has an impact on circulation and student access to materials. According to the findings of the study, book fairs encourage students to read by offering them a diverse selection of books to peruse before making a purchase decision. It is also revealed from the study that project work given during the holidays will keep them occupied as well as

give them an opportunity to unleash their creative side and give their ideas a physical form. It is revealed from study that Display of library and reference collection, Quiz Competition, Writing a Book Review Competition, Book Exhibition, Organizes trips to popular libraries, Book Discussion, Innovative reading games help to inculcate the reading habits among the students in High School.

Keywords: School, Library, Committee, Habit, Services, Activities, documentation

Introduction:

A school library is a structure within a school that houses a collection of books, journals, magazines, audio-visual material, electronic resources, charts, maps, and other content that is used to meet the informative, educational, and recreational wants of the patrons. Besides policymaking the task of governing and managing a library cannot be carried solely by the librarian. Despite receiving help from colleagues in library routines and issues related to administration and policy making, it is a must that they are shared with a few more people. A library committee, according to L.M. Harrod, is the committee, which is greatly responsible for proper provision of a library service. A Library Committee is defined as a group or organization made up of people who are in charge of running a library. A committee of this type may be formed by a library authority.

A library committee is required for the smooth functioning of a library. A governing body plays the role of a buffer or mediator between the library authority and the librarian; it serves as an interpreter of the needs of the library, to the community and authorities, requesting for more funds; besides this, it analyses the financial assistance needed by the library as per the needs of library standards; provides assistance to take the important decisions that affect users; and also ensures a better understanding about the library policy and user needs.

Review of Literature:

Lance, Rodney, and Schwarz (2010) investigated the relationships of administrators and teachers with their librarians; the way in which school libraries and librarians are valued and seen, and the way in which these factors affect libraries and the impact they have on students' academic achievement. They polled 1,082 librarians, teachers, principals, and other administrators to find out what library services and programmes were important to them. Furthermore, the survey asked administrators to what extent they believed that their staff was

teaching Information Communication Technology skills. The study discovered that when librarians play an active role, while collaborating with the teachers and administrators, students stand stand more to succeed academically. The study also suggests some of the best practices for library programs to enhance students' achievement. The access to the library is scheduled on the basis of instructional needs. The librarian and the teacher can create instructional units together. The faculty is given professional development by the librarian. The librarian also enjoys the privilege of being appointed to various school committees. The Librarian and the Principal meeting on a regular basis and the role played by the librarian is addressed in the hiring of teachers are a must.

Hoskins (2006) found that 40 out of 45 educator participants were from schools with school libraries that had an established library committee, in her analysis of the status of school libraries. This suggests that slightly more than half of the educators were a part of a library committee that made sure that the library has proper operation and management. However, there is no mention of the library committee's roles or significance to school governance in this study.

According to the International Federation of Library Associations (IFLA) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the school library committee caters to three purposes: For beginners, it promotes learning services, besides books and resources which can help members of the school community to become critical thinkers who are also effective information users. Secondly, the library committee suggests the use of books and information sources to schools. Besides all this, it even suggests ways in which teaching and learning materials can effectively enrich and supplement and the process of teaching and learning. The above mentioned functions ensure that the library committee is highly capable of not only selecting but also developing resources that are very much relevant to the school curriculum.

Hartzell (2002) says that because of the crucial curricular role played by library-based resources, the education planners based in South Africa must consider the school library and its committee as the medium of the teaching and learning process. He argues that the library is no longer considered an afterthought to schools, rather, it is a vital and integral part of the educational programme, having the school library committee contributing to the curriculum from time to time.

Naiker and Mbokazi (2002) argue that the implementation of a school library committee is one of the most significant practices that must be made compulsory in schools. They strongly feel that the library committee is capable of effectively promoting inclusive and democratic decision-making among the young minds with the help of regular meetings. Despite South

African national and provincial policy initiative catering to the school library standards, they are comparatively silent on the role played by the library committee. As a result of which, the need for policy or guidelines, outlining the library committee's functions is highly felt. The need is also felt to analyze how this committee can effectively contribute to school governance.

Objectives of the Study:

1. To know the status of Library Committee in the High School Libraries.
2. To find out the role of the Library Committee of the High School Libraries in inculcating reading habits among students.
3. To find out the Status of activities organized by High School Committee to inculcate the reading habits among the students.

Methodology:

The questionnaire method was used by the researcher to collect data on the School Library Committee in Goa. The questionnaire was distributed to 415 high school libraries in Goa, including Central Government, State Government, and Aided schools; however, only 300 questionnaires were returned. The researcher gathered data in order to evaluate and comprehend it.

Analysis and Interpretation:

Table 1
Status of Library Committee in the High School Libraries

Particular	Library Committee in the High School Libraries	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
Library Committee	Yes	3 (100%)	186 (62.63%)
	No	NIL	111(37.37%)

According to table 1, 3 (100%) Central Government High School Libraries have a library committee, 186 (62.63%) State Government and Aided High School Libraries have a library committee and 111 (37.37%) State Government and Aided High School Libraries do not have a library committee. It is clear that most high school libraries have a library committee to ensure the smooth operation of the library. The library committee works with the librarian to develop general library policies and regulations that govern the functions of the library. It is in charge of selecting books for the school library. The committee is responsible for providing proper documentation services as well as updating the library collection. It strives to modernize and improve library and documentation services. It develops policies and procedures for making the best use of library resources. It creates budgets and proposals for the library's expansion.

It suggests to the authorities that it solicit feedback on the fees and other charges for library use. It submits an annual report on the library's operations. It takes steps to increase readership. ‘

Figure 1

Status of Library Committee in the High School Libraries

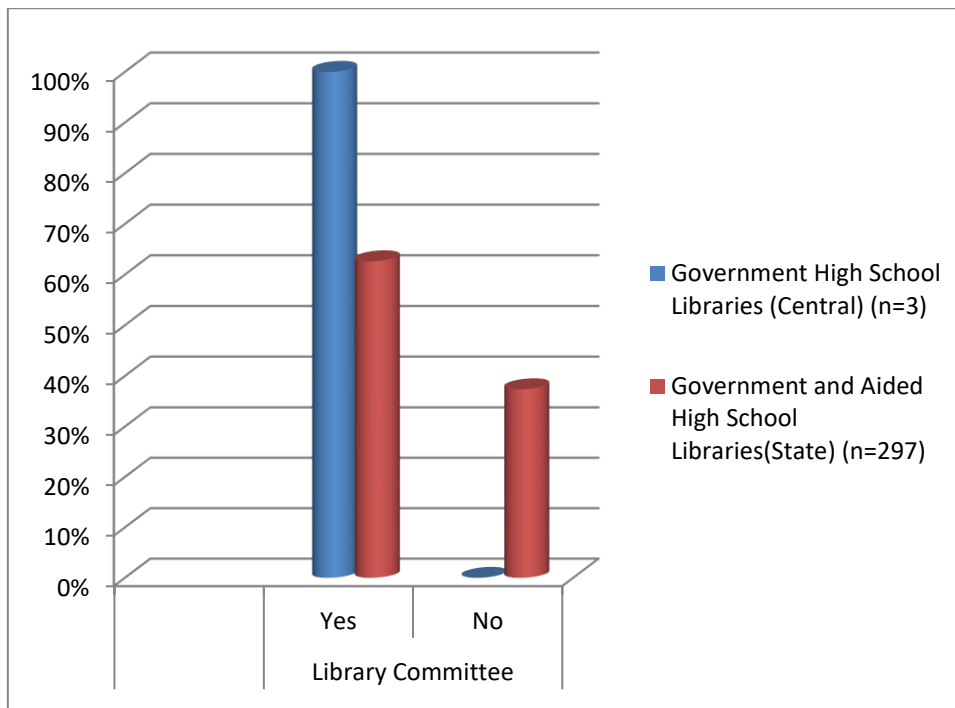


Table 2

Status of Book Selection Policy in the High School Libraries

Particular	Availability of book selection policy	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
Book Selection Policy	Yes	3 (100%)	161 (54.21%)
	No	NIL	136 (45.79%)

Table 2 shows that 100 percent of Central Government High School Libraries and 54.21 percent of State Government and Aided High School Libraries have a library book selection policy, whereas 45.79 percent of State Government and Aided High School Libraries do not. The book selection policy allows a library to achieve quality, objectivity, and consistency in the selection process, as well as ensure that resources meet the information needs of its patrons. Books are chosen using a variety of tools such as catalogues, leaflets, journals, magazines, web sites, online services, and so on. It is necessary for each library to have a book selection policy in place so that the best collection can be built in the library.

Figure 2

Status of Book Selection Policy in the High School Libraries

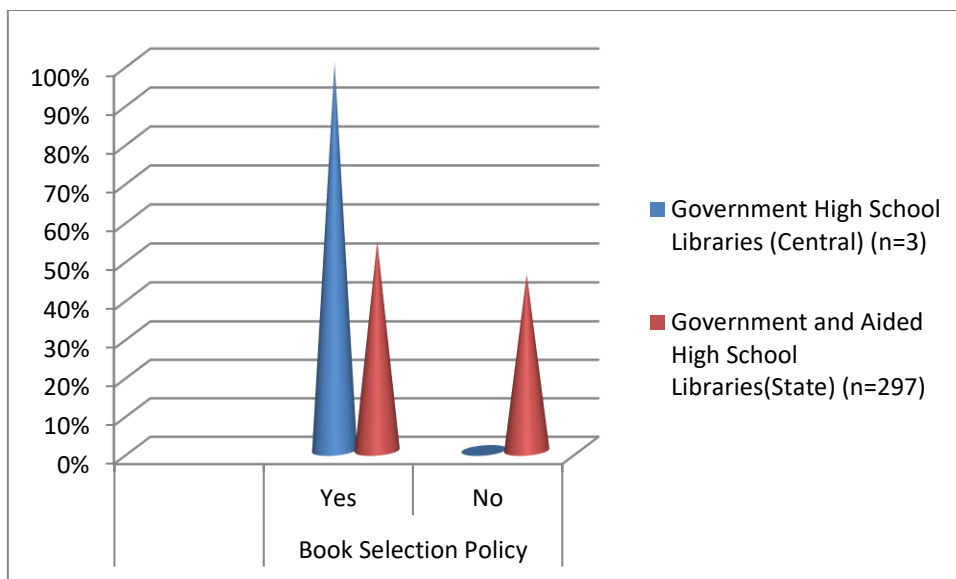


Table 3

Status of High School library allowing unscheduled visit as per needs

Particular	Does school library allow unscheduled visits?	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
Unscheduled visit	Yes	1 (33.33%)	133(44.78%)
	No	2 (66.67%)	164 (55.22%)

According to table 3, 33.33 percent of Central Government High School Libraries and 44.78 percent of State Government and Aided High School Libraries allow unscheduled visits by users. Unscheduled visits are not permitted in 66.67 percent of Central Government High School Libraries and 55.22 percent of State Government and Aided High School Libraries. Students' visits to the library allow the librarian to enjoy the responsibility of promoting reading habits. The goal of instituting a fixed portion of the schedule is not to replace flexibility, but rather to provide greater access to library benefits to those who may not be able to visit on their own. The rescheduling has had an effect on circulation and student access to materials. It could be during vacation periods, after office hours, on holidays, or before school begins.

Figure 3

Status of High School library allowing unscheduled visit as per needs

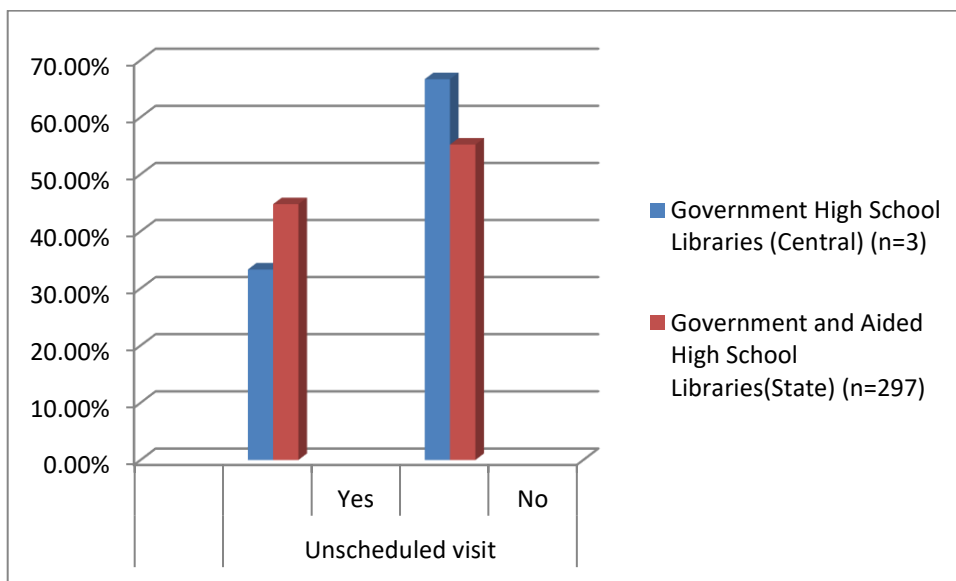


Table 4

Status of High School library giving project work to students during holidays

Particular	Does school library give project work to students during holidays?	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
Project Work for Students	Yes	1 (33.33%)	116 (39.06%)
	No	2 (66.67%)	181 (60.94%)

Table 4 reveals that 33.33 percent of Central Government High School Libraries During the holidays, 39.06 percent of State Government and Aided High School Libraries assign project work to students. During the holidays, 66.67 percent of Central Government High School Libraries and 60.94 percent of State Government and Aided High School Libraries do not assign project work to students.

Holiday project work for students is the best time for students to hone their creative bent of mind. The library can recommend a variety of enjoyable projects that students can complete at home. This project work will keep them occupied while also allowing them to unleash their creative side and give their ideas physical form.

Figure 4

Status of High School library giving project work for students during holidays

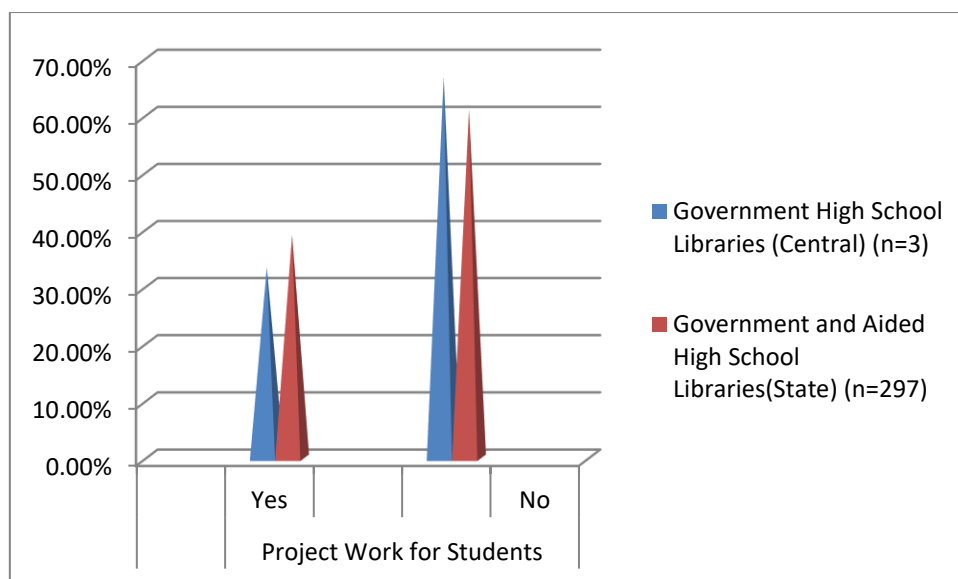


Table 5

Status of High School library arranging book fair in the School

Particular	Does School library arrange book fair in the School?	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
Book fair	Yes	3 (100%)	179 (60.27%)
	No	NIL	118 (39.73%)

According to Table 5, 100 percent of Central Government High School Libraries and 60.27 percent of State Government and Aided High School Libraries hold a book fair at their schools. 39.73 percent of State Government and Aided High School Libraries do not hold book fairs.

The book fair encourages students to read by offering a diverse selection of books for them to peruse before making a purchase decision. Because we get books from a variety of publishers, book fairs give them a wider selection. It allows parents and students to select and read books together. This increases the likelihood that they will want to continue reading. Teachers can go to book fairs to look at and purchase books for their classrooms. However, some schools may not hold such book fairs because they purchase books on their own using funds provided by respective subject teachers at some point during the academic year.

Figure 5

Status of High School library arrange book fair in the School

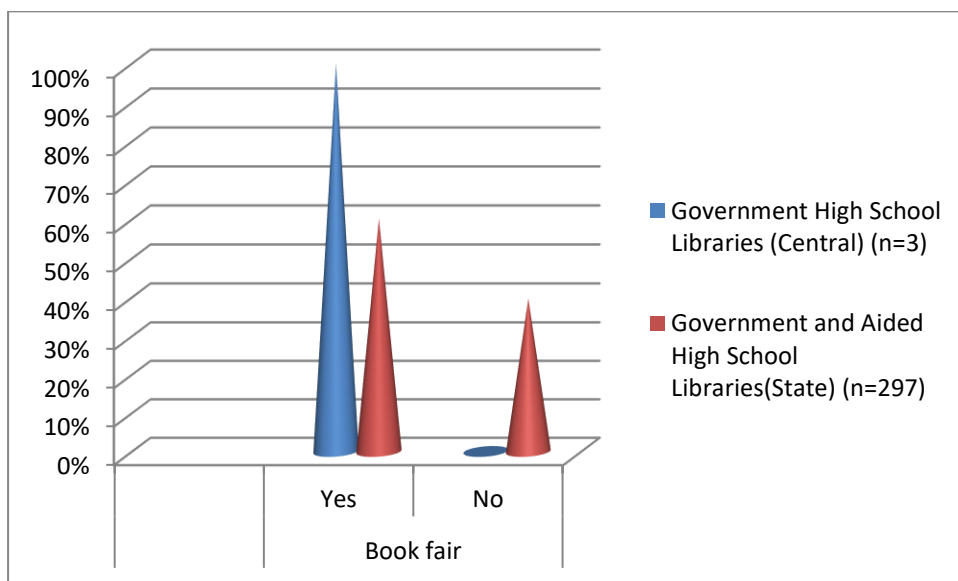


Table 6

Status of High School committee taking enough initiatives to inculcate the reading habits.

Particular	Does High School Committee take enough initiatives to inculcate the reading habits?	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
High School committee	Yes	3 (100%)	267 (89.90%)
	No	NIL	30 (10.10%)

It is observed from the table 6 that 100 % Central Government High School Library Committee and 89.90 % State Government and Aided High School Library Committee takes enough initiatives to inculcate the reading habits among the students and only 10.10 % State Government and Aided High School Library Committee do not taking enough initiatives to inculcate the reading habits among the students.

The High School Library Committee organizes various activities to inculcate the reading habits among the students, these activities are Display of library and reference collection, Quiz Competition, Writing a Book Review Competition, Library Training, Book Exhibition, Organizes trips to popular libraries, Book Discussion, Innovative reading games etc.

Figure 6

Status of High School Committee taking enough initiatives to inculcate the reading habits.

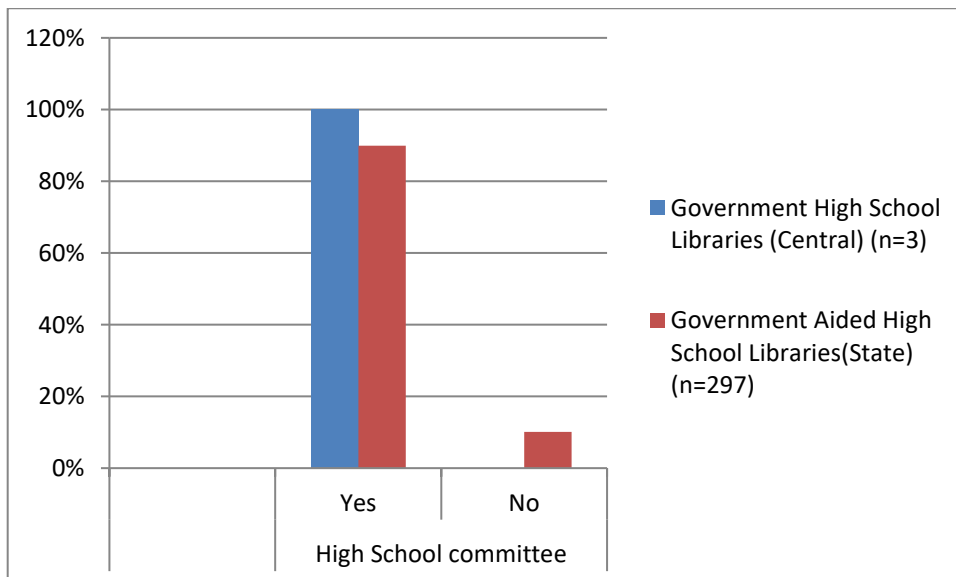


Table 7

Status of activities organized by High School Committee to inculcate the reading habits among the students.

Activities	Activities organized to inculcate the reading habits.	Government High School Libraries (Central) (n=3)	Government and Aided High School Libraries(State) (n=297)
Display of library and reference collection	Yes	3 (100%)	234 (78.79%)
	No	NIL	63 (21.21%)
Quiz Competition	Yes	3 (100%)	206 (69.36%)
	No	NIL	91 (30.64%)
Writing a Book Review Competition	Yes	3 (100%)	115 (38.72%)
	No	NIL	182 (61.28%)
Library Training	Yes	2 (66.67%)	16 (5.39%)
	No	1(33.33%)	281 (94.61%)
Book Exhibition	Yes	3 (100%)	179 (60.27%)
	No	NIL	118 (39.73%)
Organizes trips to popular libraries	Yes	1(33.33%)	133 (44.78%)
	No	2 (66.67%)	164 (55.22%)
Book Discussion	Yes	3 (100%)	160 (53.87%)
	No	NIL	137 (46.13%)
Innovative reading games	Yes	2 (66.67%)	131 (44.11%)
	No	1(33.33%)	166 (55.89%)

Table 7 shows that 100 percent of Central Government High School Libraries, 78.79 percent of State Government and Aided High School Libraries, and 21.21 percent of State Government and Aided High School Libraries display general library books and reference books, while only 21.21 percent of State Government and Aided High School Libraries do

not display library books. 100 percent of Central Government High School Libraries, 69.36 percent of State Government and Aided High School Libraries, and 30.64 percent of State Government and Aided High School Libraries do not organize quiz competitions for students.

100 percent of Central Government High School Libraries and 38.72 percent of State Government and Aided High School Libraries hold a book review writing competition for students. 61.28 percent of State Government and Aided High School Libraries do not hold a book review writing competition for students. Students receive library training from 66.67 percent of Central Government High School Libraries and 5.39 percent of State Government and Aided High School Libraries. Students are not given library training in 33.33 percent of Central Government High School Libraries and 94.61 percent of State Government and Aided High School Libraries.

Book exhibitions are held in all Central Government High School Libraries and 60.27 percent of State and Government and Aided High School Libraries. 39.73 percent of State, Government, and Aided High School Libraries do not hold any book exhibitions in their facilities. Trips to popular libraries are organized for students by 33.33 percent of Central Government High School Libraries and 44.78 percent of State Government and Aided High School Libraries. Students are not taken on field trips to popular libraries by 66.67 percent of Central Government High School Libraries and 55.22 percent of State Government and Aided High School Libraries.

Book discussions are held in all Central Government High School Libraries and 53.87 percent of State Government and Aided High School Libraries. State High School accounts for 46.13 percent of the total.

Innovative reading games are organized for high school students by 66.67 percent of Central Government High School Libraries and 44.11 percent of State Government and Aided High School Libraries. 33.33 percent of Central Government High School Libraries and 55.89 percent of State Government and Aided High School Libraries do not provide high school students with innovative reading games.

The display of books and reference books will assist students in becoming acquainted with the books. Book display is essential for promoting library services. When visiting the library, users frequently come in search of a book with a specific title or for specific information. With book displays, you can draw users' attention to new books, special collections, and out-of-print titles. Displays should be up to date, changed on a regular basis, and cater to the interests and needs of users.

Quiz competitions for school libraries improve or broaden students' knowledge of various

topics. They are intended to promote a fun way to study while also improving students' general knowledge. Quiz competitions encourage students to consider various points of view. Quiz competition in school can help with language development and specific subject areas of study. Quiz competitions can also help students develop their soft skills. Quiz competitions can help you meet new people from different cultures. Quiz competitions help to alleviate the stress of the daily work routine. Few schools use quiz competitions as a brief assessment or tool to measure their students' growth in knowledge, abilities, or skills, either on a broad level or in specific fields.

Competitions for book reviews promote the concept of critical reading. Because they cannot review something they do not understand, writing a book review forces comprehension, and it forces students to think about what they read and form opinions. It is important for students to write book reviews because it is a great way for them to practice their language skills and ensure that they can effectively communicate ideas through weighting.

Libraries play an important role in our lives. Libraries provide a very healthy environment for students to learn, take notes, and complete assignments. Libraries provide a very calm and disciplined environment that allows students to focus on their studies. The library training will help students use the library more effectively because they will be familiar with how the library works. This will increase library usage, and students will be able to find the information they need quickly and easily. There will be no obstacles to students using the library. This training will also develop the interest in the student towards the books and library.

Book exhibitions encourage students to read by providing them with a diverse selection of books from various publishers and on a variety of subjects. Book fairs allow visitors to find the book of their choice. Organizing a book exhibition is a gift from the students in order to instill reading habits in the students.

The benefits of going on a field trip to the library can be enormous. Many students are unaware that their community has a library. By taking them to the library, they can learn everything it has to offer. The end of the year is an excellent time for a field trip. Students are aware that they can continue to access hundreds of books for free throughout the summer. It will instill a reading culture in the students throughout the school year. Taking students to the library can make a significant difference in their reading lives, and students will be more motivated to make reading a daily habit.

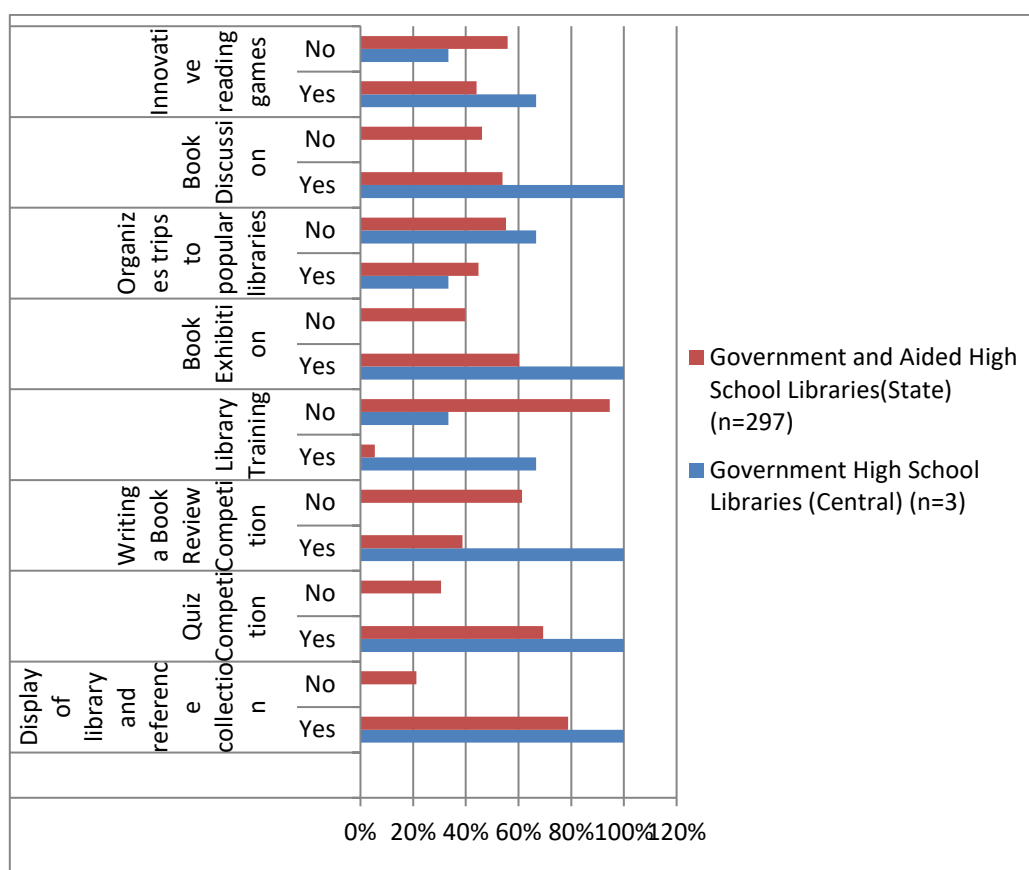
Book discussions will raise students' awareness of the book and pique their interest in reading it.

The innovative games assist students in making and maintaining a learning effort. The

innovative games provide language practice in a variety of skills such as speaking, writing, listening, and reading. Playing games in class increases motivation. Most innovative games necessitate problem-solving strategies and planning. It encourages students to participate and fosters a positive attitude toward learning. The games can also help students form positive memories and experiences with learning in the classroom. Memory can be improved by playing a variety of content-specific games. Class cooperation is improved by playing games in class.

Figure 7

Status of activities organized by High School Committee to inculcate the reading habits among the students.



Suggestions:

1. It is recommended that each high school form a Library Committee to ensure the smooth operation of the library.
2. It is suggested that each High School Library develop their own book policy in order to meet the needs of their users.
3. It is suggested that library working hours be scheduled after school hours. The library

should be open before and after school.

4. It is suggested that project work be assigned to students during the holidays to keep them occupied and to stimulate creative thinking.

5. It is suggested that a book fair be held at the school to allow students to select and read books together.

Conclusion:

Reading is a habit that, like any other, must be developed and encouraged. Only reading can result in a well-read, knowledgeable, and wise student community who will go on to become a part of society in the near future. As a result, a strong and dedicated Library Committee is required to encourage and instill reading habits in students. According to the study, most high school libraries have a library committee to ensure that the library runs smoothly. It must complete a variety of tasks. Its goal is to modernize and improve the library. However, some library committees permit unscheduled visits by users, while others do not. To encourage reading, the user must be allowed an unscheduled visit. Giving students' project work during the holidays is one way library committees keep students occupied, but not all committees do it.

Similarly, some committees were very active in encouraging students to read, while others were not. They participated in activities such as library and reference collection display, book fairs; quiz competitions, writing a book review competition, library training, book exhibition, organizing trips to popular libraries, book discussion, innovative reading games, and much more.

To summarize, while many School library committees have been efficiently delivering their services and have been quite active and creative in performing their duty, not all committees perform their job effectively; only when 100 percent of the library committees will involve themselves in instilling reading habits among students with the help of every single opportunity that comes their way, will our students be avid readers of.

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