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To scrutinize the Status of Library Staff in the High School Libraries in Goa

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Abstract:

Few studies have reported the status of high school libraries from Goa. Keeping the importance of early education the present study highlights major issues through qualitative as well as quantitative methods. This study focuses on the library staff of High school libraries, their qualification and pay scale. Librarians in High schools are often treated as non–teaching staff and are given office-related clerical work. The authorities have shown negligence in setting up the required standards for High school libraries in Goa. No proper guidelines are formed which could help librarians to develop their school library. It was found that the majority of the aided-High school libraries do not have a permanent school librarian. The government high schools do not have the post of a school librarian. A teacher or non-teaching staff are given authority to handle the library work. The required qualification for the post is the certificate course in library science hence the pay scale given is also much lesser and not as of the status of the teachers. Subsequently, they are not considered as same as the teachers. This study concluded by suggesting some of the measures to be taken to develop the status of the librarians as well as the libraries.

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Introduction:

An Academic library is an integral part of the institution. Librarians working in the school libraries are of the same importance to serve the best services to their users. Librarians provide an environment suitable for the students to think, create, share and grow. Librarians having professional qualifications and skills are an asset to the institution. Thus, they must be provided with various facilities so that they feel encouraged to work and give their best output. Like it is said that 'A Librarian is a teacher of teachers' we have to make collective efforts to make librarianship a respectful field. Librarian is a pillar in serving their community in this era of information explosion.

Review of Literature:

Selvakumar (2015) investigated the state of high school and higher secondary school libraries in Tamil Nadu's Karur district. Infrastructure facilities, budget, services, personnel organization, and library users were all investigated. According to the survey, the majority of government schools lack a separate library building and lending services, reflecting the school library's general deficit. The private schools' conditions were nearly identical. The study proposed that school libraries be strengthened for the benefit of students and staff to foster a knowledge society.

Omera, Johnson (2013) investigates how instructors and students use secondary school libraries in the Idah Local Government Area of Kogi State. The survey discovered that school libraries have insufficient resources and that teachers do not frequent them. The report recommends hiring a sufficient number of skilled employees for school libraries and increasing the quality of secondary school libraries in Idah.

Uzuegbu and Ibiyemi (2013) investigated the state of the Item Community High School library, intending to highlight the state of school libraries in Nigeria. The study looked at the professionals, facilities, and materials available in the library, as well as the amount of time teachers and students spent in the library in the state. According to the research, the library lacks the necessary items, facilities, and employees. To overcome this problem, the study concluded that professional and government intervention is required.

Subramaniam, Oxley, and Kodama (2013) investigated school library programs, as well as

the sorts of facilities, services, technologies, and resources available to students at schools that serve solely kids with a certain handicap, to better identify librarian training needs. It may be concluded that if sufficient pre-service and in-service training is provided, as well as associated assistance from both inside and outside the school, school librarians, as ambassadors of convenience, can play a key role in empowering students and staff in schools.

Jain, Sudharshankumar (2013) conducted a study on Library and Information services in senior secondary schools: Problems and prospects subject upon the learning of senior secondary schools in Delhi. The study concealed services, collection, budget, and staff structure of senior secondary schools. It was detected that the majority of the schools are short of qualified library staff and were managed by teachers. The same is the case with collections like periodicals and newspapers. The study revealed a description of the model school library suggested for schools of Delhi.

Nawarathne and Singh (2013) focused their research on how happy users (students and staff) of Sri Lankan academic libraries are with their library facilities. The study gathered data on users' satisfaction with library services, infrastructure, location, space, ventilation, seating, resource collection, and data. The survey revealed that, on average, library visitors are satisfied with the services, infrastructure, location, space, collection, and data of the library as a whole, which was fascinating to learn. Some survey responses highlighted the necessity to improve infrastructural facilities to deliver better services to users.

Dow, Lakin, and Court (2012) investigated the relationship between library media expert staffing levels and student achievement at the school level. Over four years, from 2006 to 2009, five subject zones (reading, mathematics, science, history, and writing) were investigated. Investigators discovered that secondary schools with more established library media experts had higher staffing degrees and expertise rates. The variations in proficiency between the no-library-media-expert and full-time library media expert, conditions were minor to moderate, but they were significant in terms of fulfilling Annual Yearly Progress goals. The magnitudes of the effects were consistent across score spans and topic zones, as well as with those discovered in other states' influence studies. This confirms the hypothesis that eliminating school librarians will harm kids' learning and achievement.

Robins Jenifer and Antrim Patricia (2012) piloted a study among school librarians working in Response to Intervention schools to determine the function of school librarians. A three-tiered style of instruction that promotes learning for all children is the response to intervention. The response to intervention complies with Section 35 of the No Child Left Behind Act, which mandates that students receive research-based education and interventions

as needed. The information was gathered via the internet. According to the findings, there are seven stages that must be followed to implement response to intervention programs. A character in one or more of these techniques appears in 62% of the plotted librarians. The participation of the school librarian varies depending on which processes are maintained. "According to the data, librarians have the opportunities to guide and help teachers in response to intervention activities, as well as impact student achievement, through each of the seven processes: getting started, training staff, planning interventions, assessing students, scheduling interventions, implementing interventions, and evaluating the response to the intervention program."(1)

Agyekum and Filson (2012) looked into the issues of school libraries in Ghana's innovative educational reforms. Its goal was to see how far the reforms had advanced the provision of school library services. The survey found that school library service supply has been relatively constant since Ghana's new educational reforms began. Poor funding, untrained library workers, and inadequate facilities are just a few of the issues.

Christopher, Filson M R (2012) investigates the issues faced by school libraries in Ghana as a result of recent educational reforms. Poor facilities, funding, and a lack of educated library employees were discovered in the study. The report also makes several recommendations for overcoming these obstacles.

Objectives of the Study:

1. To examine the status of library staff in the high school library.
2. To investigate the status of qualification of Librarian or In charge of the Library in the high school library.
3. To find out the School Librarians' upliftment of the profession.
4. To know the status of the pay scale of the Librarian in the High School.

Methodology:

The survey method was used in the study. A questionnaire was used to collect data from high school libraries. 415 questionnaires were given to high school libraries in Goa State, with 300 being returned. The data was analyzed, and the results are presented in the sections below.

Analysis and Interpretation:

Table 1

Status of Library Staff in the High School Libraries

Library Staff	Central Government High School Libraries (n=3)	State Government and Aided High School Libraries (n=297)
Without Librarian	NIL	67 (22.56%)
LDC Cum Librarian	NIL	152 (51.18%)
Librarian	3 (100%)	78 (26.26%)

Table 1 shows that 100 percent of Central Government High School Libraries employ a full-time librarian, while 26.26 percent of State Government and Aided High School Libraries employ a librarian on contract for the academic year only. An LDC Cum librarian is present in 51.18 percent of State Government and Aided High School Libraries. The School Librarian is not appointed in 22.56 percent of State Government and Aided High School Libraries.

A school librarian inculcates in students information literacy, digital responsibility, and a love of reading that will last a lifetime. The school librarian is well-versed in how to connect books and resources to current curriculum. A good school librarian makes a difference in kids' lives by encouraging lifelong reading and research habits, as well as improving test scores and student retention. A school librarian is an important part of the school curriculum; in some ways, a school librarian is also a teacher, in addition to being a school librarian. Whatever the school's strength is, it must have permanent positions of Headmaster, Librarian, and Physical Education Teacher. Regardless of strength, the library attendant must be scheduled alongside the school librarian to ensure that the library runs smoothly.

Figure 1

Status of Library Staff in the High School Libraries

	Without Librarian	LDC Cum Librarian	Librarian
■ Central Government High School Libraries(n=3)	0	0	100%
■ State Government and Aided High School Libraries(n=297)	22.56%	51.18%	26.26%
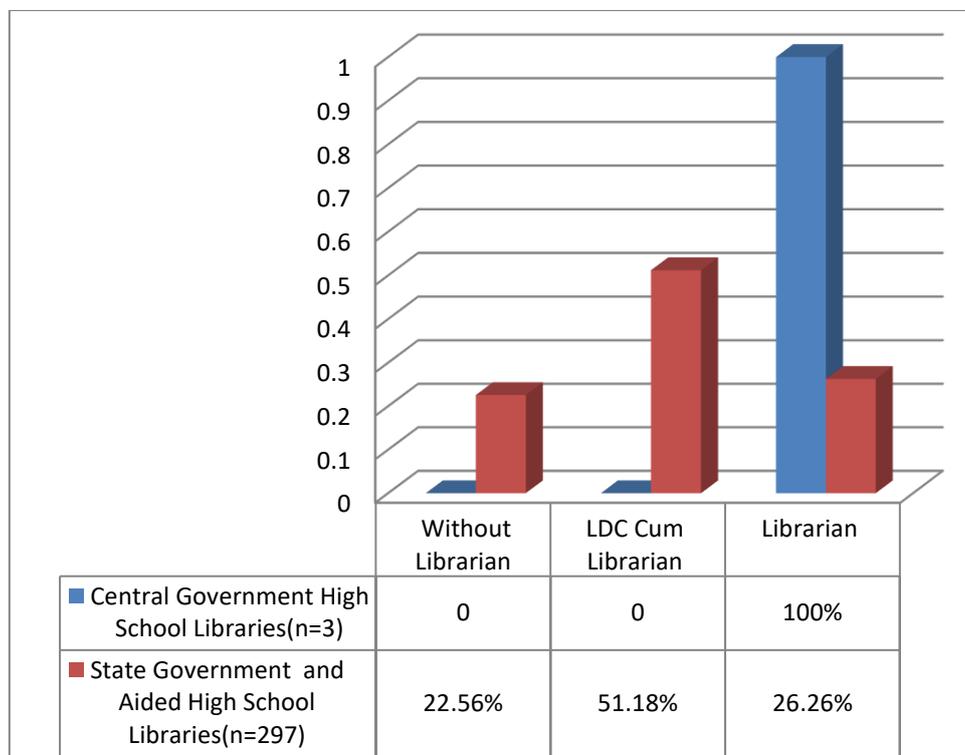
Table 2

Status of Qualification of Librarian or In charge of the Library in the High School Libraries

Particular	Qualification	Central Government High School Libraries (n=3)	State Government and Aided High School Libraries (n=297)
Librarian or In Charge of the library	CLIS	NIL	103 (34.68%)
	BLIS	2 (66.67%)	60 (20.20%)
	MLIS	1(33.33%)	78 (26.26%)
	Any other	NIL	56 (18.86%)

Table 2 shows that the librarians in 66.67 percent of Central Government High School Libraries and 20.20 percent of State Government and Aided High School Libraries have a Bachelor of Library and Information Science degree. The librarian's qualification is Master of Library and Information Science in 33.33 percent of Central Government High School Libraries and 26.26 percent of State Government and Aided High School Libraries. Certificate in Library Science and other are the qualifications of the Librarian or Incharge of the Library in 34.68 percent and 18.86 percent of State Government and Aided High School Libraries, respectively. In charge librarians with a certificate in library science are typically Clerks, whereas those with other qualifications are typically School Teachers.

The librarian's qualification is vital in the development of information literacy in schools and in ensuring that the inquiry process is taught to all pupils in the school as a comprehensive, systematic, and developmental process. The school librarian must be proactive in influencing the development of new technologies such as e-learning and ensuring that information literacy skills are integrated into curriculum subject areas.

Figure 2

Status of Qualification of Librarian in the High School Libraries

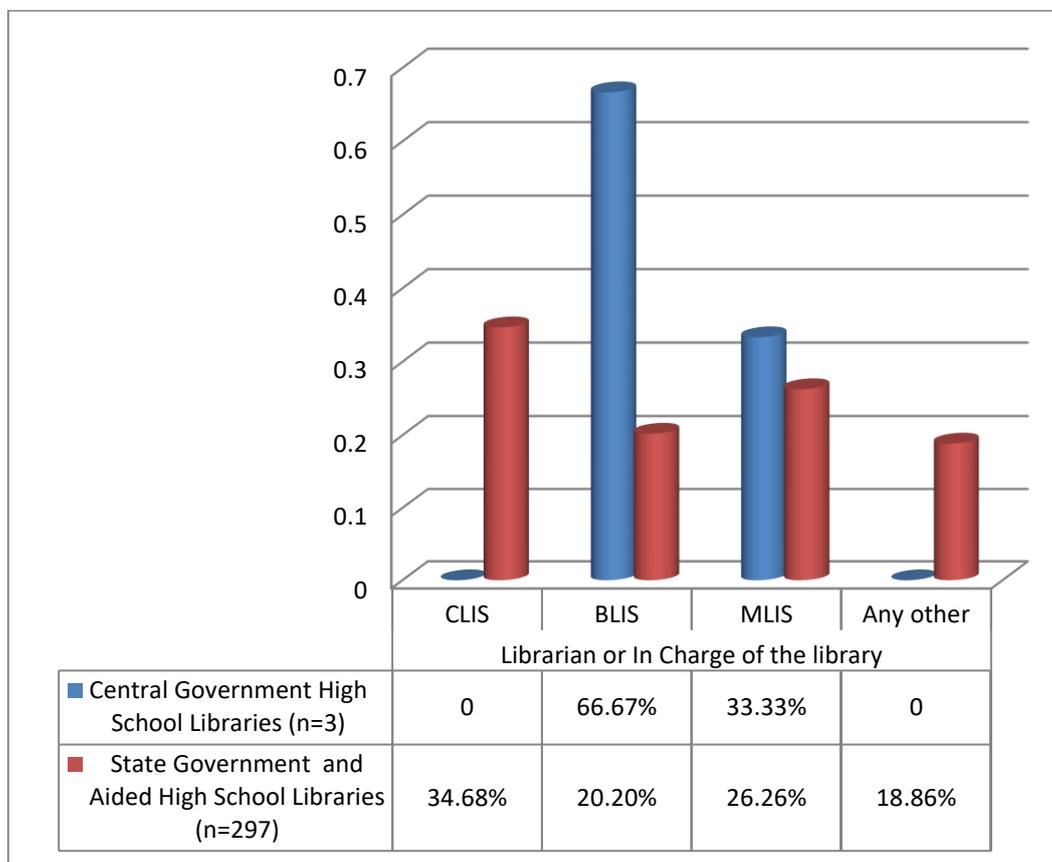| Librarian or In Charge of the library	CLIS	BLIS	MLIS	Any other
Central Government High School Libraries (n=3)	0	66.67%	33.33%	0
State Government and Aided High School Libraries (n=297)	34.68%	20.20%	26.26%	18.86%

Table 3

Status of School Librarian in the High School Libraries

Particular	Response	Central Government High School Libraries (n=3)	State Government and Aided High School Libraries (n=297)
School Librarians have less importance as compared to that of the teacher	Yes	1 (33.33%)	214 (72.05%)
	No	2 (66.67%)	83 (27.95%)
School librarians pay scale is less/more or equivalent to teachers	Yes	3 (100%)	79 (26.60%)
	No	NIL	218 (73.40%)
School Librarians are given less respect than teachers	Yes	1 (33.33%)	203 (68.35%)
	No	2 (66.67%)	94 (31.65%)
School Librarians enjoy the same promotional facility as that of a teacher	Yes	2 (66.67%)	60(20.20%)
	No	1 (33.33%)	237 (79.80%)
School Librarians are given additional work to do as compared to the teachers	Yes	1 (33.33%)	235 (79.12%)
	No	2 (66.67%)	62 (20.88%)
School librarians have a lack of supporting staff	Yes	2 (66.67%)	240 (80.81%)
	No	1 (33.33%)	57 (19.19%)
There is Negligence and lack of respect by authorities towards professionals	Yes	1 (33.33%)	234 (78.79%)
	No	2 (66.67%)	63 (21.21%)
Lack of funds provided to the Library	Yes	NIL	249 (83.84%)
	No	3 (100%)	48 (16.16%)
There are a lack of opportunities in the development of library and personal growth	Yes	2 (66.67%)	244 (82.15%)
	No	1 (33.33%)	53 (17.85%)

Table 3 shows that 33.33 percent of Central Government High Schools and 72.05 percent of State Government and Aided High Schools give less priority to the school librarians than the school instructors. 66.67 percent of Central Government High Schools and 27.95 percent of State Government and Aided High Schools value the school librarian equally. The wage scale for State Government and Aided High Schools librarians is less than that of school instructors in 73.40 percent of cases. When compared to school instructors, 33.33 percent of Central Government High Schools and 68.35 percent of State Government and Aided High Schools show less esteem for school librarians. 66.67 percent of Central Government High School Librarians have the same promotional opportunities as school teachers; however, 79.80 percent of State Government and Aided High School Librarians do not have the same opportunities.

66.67 percent of Central Government High School Librarians have no additional work to do than school teachers, whereas 79.12 percent of State Government and Aided High School Librarians have additional work to do than school instructors. There is a dearth of support staff in the library for 66.67 percent of Central Government High School Librarians and 80.81 percent of State Government and Aided High School Librarians. There is no negligence or lack of respect by authorities towards professionals, according to 66.67 percent of Central Government High School Librarians, whereas there is negligence and lack of respect by authorities towards professionals, according to 78.79 percent of State Government and Aided High School Librarians. 100% of Central Government High School Libraries have no funding issues, but 83.84 percent of State Government and Aided High School librarians report a lack of cash. There is a shortage of chances in the development of libraries and personal progress, according to 66.67 percent of Central Government High School Librarians and 82.15 percent of State Government and Aided High School Librarians.

The importance of the school librarian should be equal to that of the teachers. The librarians are experts in researchers since they are well-trained and technologically competent. They can supply teachers with research tools and teaching resources. Librarians who collaborate with teachers might use displays and other library resources to supplement classroom instruction.

The school librarian's salary must be comparable to that of school teachers. The wage scale for a school librarian will be determined by the school library's working environment.
The school librarian must be treated with the same respect as the teachers to create a healthy

environment in the school library.

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The school librarian must be treated with the same respect as the teachers to create a healthy environment in the school library.

Amounts sufficient to acquire library contents and equipment should be made accessible to the library. The physical architecture of the library should be innovative, and new technical goods should be made available to library customers. There should be a digital platform for users to access materials in electronic form. These electronic resources are an asset to the users since they can be accessed from any location at any time. All that is necessary is network connectivity. There should also be training for library workers to keep their knowledge up to date and learn about new technology to keep up with the rapidly changing digital environment. Seminars, webinars, workshops, open online courses, refresher courses, and other types of training are available. These short-term courses will assist library professionals in developing the skills which are necessary to adapt to the changing digital environment.

Figure 3

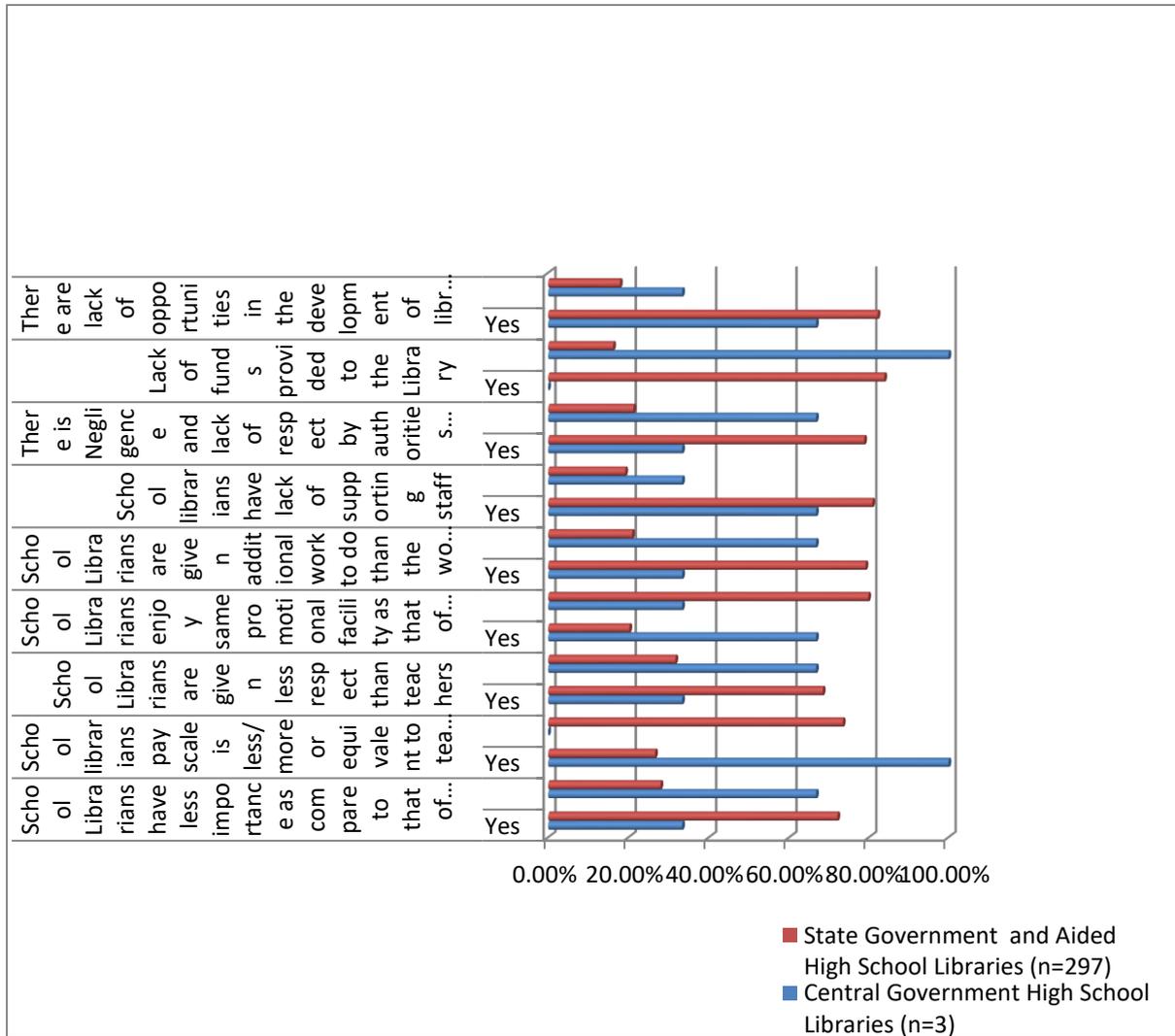**Status of School Librarian in the High School Libraries**

Chart legend:
- State Government and Aided High School Libraries (n=297)
- Central Government High School Libraries (n=3)

Vertical axis categories (each with "Yes" response):
- There are lack of opportunities in the development of libr...
- Lack of funds provided to the Library...
- There is Negligence and lack of respect by authorities s...
- School librarians have lack of supporting staff wo...
- School Librarians are given additional work to do than the of...
- School Librarians enjoy same promotional facility as that of...
- School Librarians are given less respect than teachers
- School librarians pay scale is less/more or equivalent to that of tea...
- School Librarians have less importance as compared to that of...

Horizontal axis: 0.00% 20.00% 40.00% 60.00% 80.00% 100.00%

Table 4

School Librarian upliftment of profession

Nature of reason	Response	Central Government High School Libraries (n=3)	State Government and Aided High School Libraries (n=297)
Improvement in salary Scale	Yes	2 (66.67%)	291 (97.98%)

	No	1 (33.33%)	6 (2.02%)
In-Service training facility by Government	Yes	3 (100%)	283 (95.29%)
	No	NIL	14 (4.71%)
Co-operation from the concerned authorities	Yes	3 (100%)	287 (96.63%)
	No	NIL	10 (3.37%)

Table 4 shows that 66.67 percent of Central Government High School Librarians and 97.98 percent of State Government and Aided High School Librarians believe that salary scale adjustment is necessary.

Improvement in the compensation scale is needed, according to 100 percent of Central Government High School Librarians and 95.29 percent of State Government and Aided High School Librarians.

The majority of Central Government High School Librarians (100%) and 96.63 percent of State Government and Aided High School Librarians (96.63%) agree that the involved authorities' cooperation is essential.

The librarians who work in high school libraries get a lower wage, which should be increased to a level that is comparable to that of school teachers. To fulfill the needs of new technology in the digital era, library employees should be trained regularly.

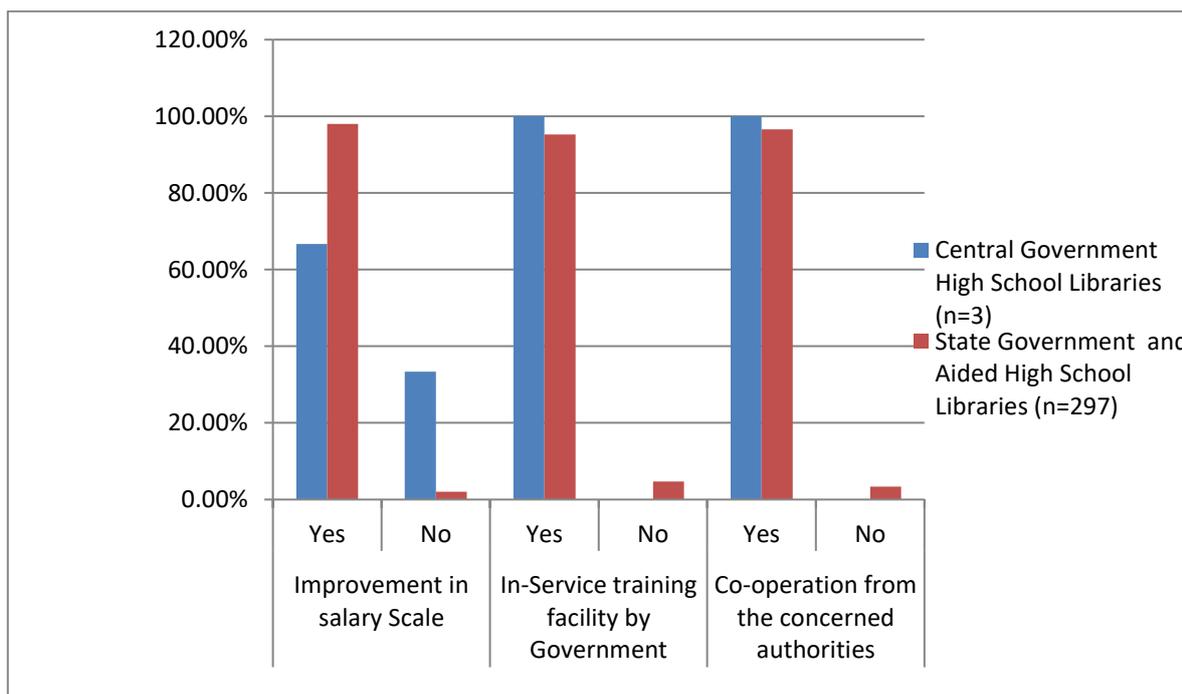**Figure 4**

School Librarian upliftment of profession

Table 5

Criteria for salary scales of the school librarian

Particular	Response	Central Government High School Libraries (n=3)	State Government and Aided High School Libraries (n=297)
Scale accordingly to the amount of work	Yes	1 (33.33%)	105 (35.29%)
	No	2 (66.67%)	192 (64.71%)
Qualification of Librarian	Yes	1 (33.33%)	93 (32.35%)
	No	2 (66.67%)	204 (67.65%)
Strength of the school	Yes	1 (33.33%)	84 (29.41%)
	No	2 (66.67%)	213 (70.59%)
Seniority	Yes	2 (66.67%)	185 (60.29%)
	No	1 (33.33%)	112 (39.71%)
Same salary to that of a teacher	Yes	3 (100%)	258 (89.34%)
	No	NIL	39 (10.66%)

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The librarians who work in high school libraries get a lower wage, which should be increased to a level that is comparable to that of school teachers. To fulfill the needs of new technology in the digital era, library employees should be trained regularly.

School librarians must be paid on the same scale as school instructors. It will put school librarians on par with teachers, and they will be eligible for all of the same advancement benefits as teachers.

Figure 5

Criteria for salary scales of the school librarian
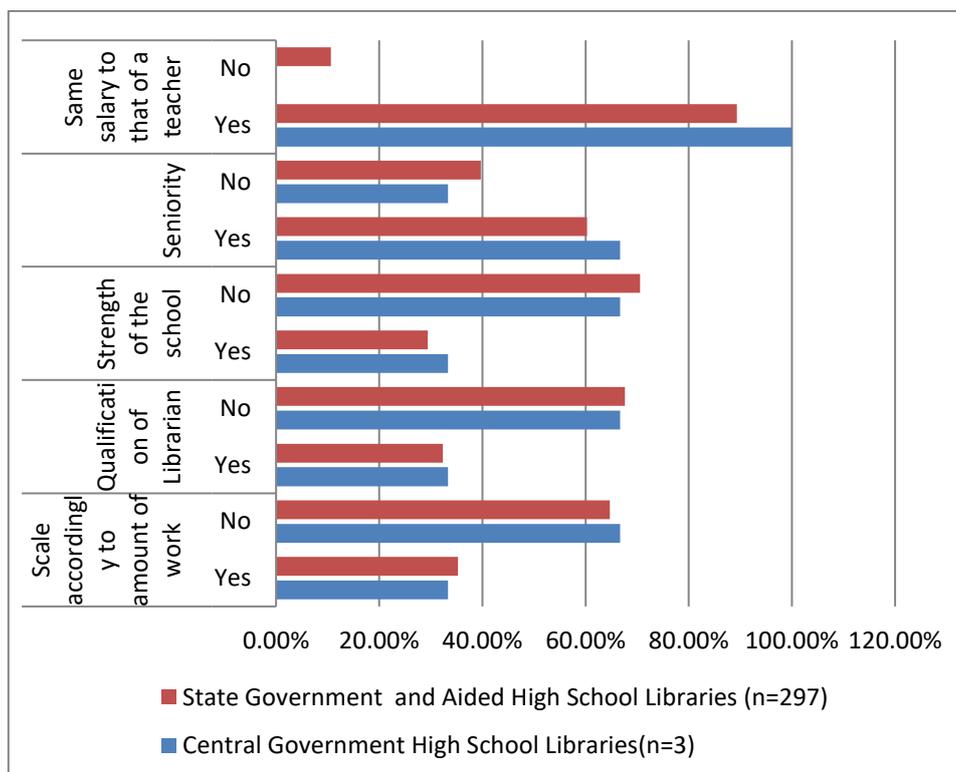
Suggestions:

This study suggests some of the measures to be taken to give the librarians and the libraries a better position for serving the community from the academic field.

1. Librarians should be brought under the definition of teacher in academics and should not be treated as non-teaching/office staff.

2. There should be a proper staff pattern followed for the recruitment.

3. The qualification requirement must be at least a degree in Library and Information Science since it will facilitate better development of the library.

4. It is suggested that the status, pay scales, and service conditions of school librarians must be the same as the school teachers.

5. Librarians must be encouraged to take part in the overall curricular development of the school.

6. They must be provided with a library attendant for the maintenance work.

7. Libraries must be provided with a separate budget or fund which can be utilized fully for the library.

8. There should be a separate lecture of the library for the students regularly as it will inculcate the importance of the library and other services.

9. If school librarians are provided sufficient training, they can serve as a link between digital resources and users.

Conclusion:

According to the data, Central Government High School Libraries have a permanent librarian, whereas State Government and Aided High School Libraries do not have a permanent librarian. An LDC Cum Librarian is employed by a few Government High School Libraries and a large number of Aided High School Libraries. It is also true that government high schools do not employ school librarians, whereas some aided high schools do employ a librarian on a contract basis for the academic year.

The employment of a school librarian in each school library is extremely important since no one can replace a librarian and do the job as efficiently as a librarian can. Every school should have a librarian, regardless of the school's strengths, but this does not appear to be the case. Some librarians have merely completed a certificate course in library science, and some work in Government High School Libraries while others work in Aided High School Libraries.

It's also worth noting that a significant percentage of librarians or library-in-charges working in Aided High School Libraries hold the Bachelor of Library and Information Science and Master of Library and Information Science degrees, respectively. The in-charge librarian, on the other hand, is usually hired as a clerk or a schoolteacher.

It is distressing to discover that, in comparison to school teachers, practically all government and aided high schools place a low value on school librarians. Even when compared to school instructors, the compensation scale for school librarians is pitiful. They are not treated with the same respect as school teachers. The governments, as well as aided high school librarians, do not have the same promotional opportunities as a school teacher, notwithstanding a little difference. It's even worse that they assign some extra school work to School Librarians, just like they do to instructors. In addition, they are not given any support staff in the libraries.

They also experienced an issue of authorities' incompetence and lack of respect for specialists at several High Schools. It was also discovered that high schools do not provide appropriate funding for libraries or opportunities for librarians to build their libraries and grow personally.

The pay scale is the second most important consideration. In-State Government and Aided High Schools, the school librarian's pay is far lower than that of school teachers; however, in Central Government Schools, the income is comparable to that of school teachers. The school librarian and the school instructor have separate rules for promotion to the next grade level.

It is extremely sad and demotivating to see school librarians assigned additional work outside of their library responsibilities, which impedes the library's and school librarians' ability to devote their whole attention to the library's technological progress.

The school library's seamless operation is further hampered by the lack of vital library employees such as a librarian, a library attendant, and an assistant librarian.

It was also uncovered that the library's physical infrastructure and modern technical goods had not been updated in a long time.

Similarly, there is no digital platform for users to access electronic resources, which is a boon to users since they can be accessed from any location at any time as long as there is a network.

To conclude, the situation of Goa's high school librarians is in serious need of a change, whether it is in the government or aided institutions.

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