

Factors that Motivate the Use of School Resource Center in Rural School Students'

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Abstract—This study is an exploratory study which examine the factors that encourages the students of rural area school to use the School Resource Center. It attempts to observe the individual factor, organizational factor and technological factor that lead to the use of the School Resource Center by the rural school students'. The survey instrument was questionnaires that relates to factors that encourage students to use the SRC's. Results revealed that the SRC utilization is at low rate of utilizations. As for that, lots of efforts should be placed in enhancing the factors that lead to the frequency of SRC utilization by rural school students.

Keywords—School Resource Center (SRC), library services, teaching and learning.

I. INTRODUCTION

SCHOOL has constant task of educating the nation for future as it has to carry on with both the immediate and impending changes that permeate

Furthermore, education is now shifted from being teacher-centric to student-centric, in other words from directed instruction to active learning and knowledge discovery and construction [6][Intan Azura & Shaheen, 2004]. A right to education involves a right to access information. Libraries and their related information services are essential in educational progress because the information hold by them is a vital tool with which to foster the learning process [8][Magara & Nyumba, 2004]. Furthermore, school resource center is an important aspect in the education institutions [10][Siti Hajar, 1998]. It is not only functions as the heart of the wisdom but also capable of preparing the facilities and services to users especially students for the teaching and learning process as well as research and recreation purposes.

II. LITERATURE REVIEW

School resource center is a place where various equipment and classified education media materials, catalogued and

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arranged for the easy utilization. Hence, it was also a place where the school community can gather, negotiate, select, compose, publish and make use of teaching materials in order to improve the teaching and learning process. Besides, SRC is space that provides facilities and teaching and learning materials that is systematically arranged [1]. [Azman, 2005]

The school library provides significant opportunities for helping children learn how to access, evaluate and use information from variety of sources. The school library provides an ambiance for building in a school teacher or a child for that matter, the ability to identify whenever they need information and critically use it. [9] [Onyebuchi, G. U., & Ngwuchukwu, M. N., 2013]

The library can be the best place in school for learning through playing. The activities of the library can be directed at increasing the capacity of students to learn while playing, because it is the place in a school where teachers and students come to explore, collaborate, experiment, demonstrate learning, and engage with the changing world [11] [Thomas & Brown, 2011].

As information becomes something to play with, they have a means to cope with the vast amount available. When teachers and teacher librarians care more about experience, play, and questions then about efficiency, outcomes, and answers, the library becomes a playground for the mind. [4] [Crow, S. R. & Robins, J., 2012].

The library is an obvious partner for schools in this area given its expertise in stimulating pupils' reading motivation, in training teachers in effective working methods and in informing them about the use of book collections and other sources in subjects such as geography and history. [5] [Huysmans, F. & Kleijnen, E., 2013].

One of the most effective measures schools can obtain (in conjunction with the library) seems to be a structural policy on free voluntary reading and leisure reading. Hence, there is a huge amount of research demonstrating a positive link between reading for pleasure and language and reading ability. [5] [Huysmans, F. & Kleijnen, E., 2013].

Likewise, SRC can have a fully optimum utilization by the students if those students themselves have an interest in reading habits and have a positive perception towards roles of SRC [7] [Nor Rashidah, 2003]. In addition, by promoting the concept of reading for pleasure as a lifelong learning is axiomatic to the *raison d'être* of the library. This is done not only by offering and making available a wide selection of resources to entertain, challenge and open new horizons, but also promoting the materials using the quality displays,

features, competitions and activities such as poetry readings and authors visits [12] [Tilke, 1995].

As in encouraging student in their reading habits, Bahagian Teknologi Pendidikan, Kementerian Pelajaran Malaysia (Education Technology Division, Ministry of Education Malaysia) launched on NILAM Program (Nadi Ilmu Amalan Membaca) (Pulse of Information Reading Habits) as reading program at National Level. This program started from 1998/1999 and the early route of this program accomplished on 2003/2004. The NILAM Program was being introduced with the intention to incorporate all the reading encouragement activities that being held at school level. Suitable reward and recognition will be given to the students that have achieved to the certain level. As supposed, the reading program performed totally in all schools [2] [Bahagian Teknologi Pendidikan, 2004].

III. RESEARCH OBJECTIVE

The objective of this study is to determine the factors that lead to the use of SRC among students of rural area school.

IV. METHODOLOGY

The survey was conducted to identify the individual factors, organizational factors and technological factors that motivate the use of SRC by the rural school students. A number of 313 questionnaires were distributed to form 1, 2, 4 and lower 6 students of rural area school SMK Raja Muda Musa, somehow 287 respondents returned the questionnaires. It was administered by the school teacher. Thus, the SPSS Version 16.0 been used to interpret and analyzed the data. As for this study, it tries to discover factors that encourage the utilization of SRC. In conducting this research, permission approval was sought from the Ministry of Education (MOE).

V. FINDINGS

This study was conducted on factors that motivate the use of SRC by the rural school students. As for that, individual factors, organizational factors and technological factors been verified to see the relationship to the SRC usages. Hence, it is clear that these three factors played a vital role to welcome users to visit the SRC. Though, lots of efforts need to be placed in order to encourage rural students to use the SRC services.

Table 1 indicates that the highest was 31.8% responses preferred to study on their own and have some privacy. Another 22.4% responses shared that they opted to the SRC services and facilities because studying in SRC had improved their education results, while 16.5% of the respondents recorded that they used services and facilities in SRC because they wanted to study after school and 15.3% of them highlighted that it was because they love to read. And the least is 14.1% responses said that they used SRC services and facilities because they are used to and know how to get books or material in SRC.

TABLE I
INDIVIDUAL FACTORS THAT LEAD TO THE USE OF SRC

		Responses	
		N	Percent
Valid	I love to read	13	15.3%
	I want to study after school	14	16.5%
	I am used to and know how to get books or material needed in the SRC	12	14.1%
	I prefer to study on my own and have some privacy	27	31.8%
	Studying in SRC had improved education results	19	22.4%
Total		85	100.0%

As for the results, it showed that 31.8% of the respondents preferred to study on their own and have some privacy in the SRC because the solo learners will love being alone in order to study without been disturbed by others.

TABLE II
ORGANIZATIONAL FACTORS THAT LEAD TO THE USE OF SRC

		Responses	
		N	Percent
Valid	School media teacher help in completing assignments	31	17.2%
	Teacher always give assignment that needs to refer to the material from the SRC	24	13.3%
	The school media teacher promotes joy of reading such as storytelling and book talks	15	8.3%
	Material in SRC are relevant in assisting learning	11	6.1%
	The SRC equipments and facilities are sufficient for the students	14	7.8%
	To win TOKOH NILAM	29	16.1%
	The prime Show Program by the SRC is interesting	34	18.9%
	The National Day Program held by SRC need participant from student	22	12.2%
Total		180	100.0%

Table 2 shows that 18.9% responses utilized services and facilities in SRC because the Prime Show Program by SRC is interesting, then it followed by 17.2% responses responded that it was due to the school media teacher helped them in completing their assignments, while 16.1% of the respondents

wanted to win the Tokoh NILAM, then 13.3% responses rated that it was because their teachers always gave them assignments that needed them to refer to the materials from the SRC, 12.2% recorded that they use the SRC services and facilities because the National Day Program that being held by SRC needed participation from students, 8.3% showed that it was because of the school media teacher promotes joy of reading such as storytelling and book talks, 7.8% rated that because the SRC equipments and facilities are sufficient for the students and the last rated was 6.1% because materials in SRC are relevant in assisting the students learning. .

It demonstrated that 18.9% respondents went to the SRC because they were interested with the Prime Show Program that held by SRC. Nowadays students are fond of the arts of indirect lesson that they get from the movies showed in the SRC. So this program Prime Show Program encourage user to frequently visit the SRC.

TABLE III
TECHNOLOGICAL FACTORS THAT LEAD TO THE USE OF SRC

		Responses	
		N	Percent
Valid	Computers are provided with internet in SRC	38	18.5%
	Appropriate time are given to use the internet in SRC	31	15.1%
	Are showed on how to use the internet properly	26	12.7%
	Computers in the SRC are sufficient to be used in completing assignments	38	18.5%
	The computers are also equipped with printer for assignment printings	32	15.6%
	Audio visual collections are available for students	40	19.5%
Total		205	100.0%

With regard to the technological factors, table 3 shows the majority of the respondents as 19.5% rated that they used SRC services and facilities because Audio Visual collections are available for them, then 18.5% catered for both because of there are computers provided with internet in the SRC and computers in the SRC are sufficient to be used in completing their assignments, while other 15.6% rated that because the computers are also equipped with printer for assignment printings, 15.1% responded that it was due to they were given appropriate time to use the internet in SRC and the least was 12.7% highlighted on showed on how to use the internet properly. Meanwhile there are 244 responses missing.

While for this table, the least of 12.7% highlighted on being showed on how to use the internet properly. Because during 2011 backwards, students were still unequipped with internet literacy subject like nowadays. Lacking on exposure to the internet use had lead to underuse of the SRC.

VI. RECOMMENDATIONS

While determines the factors that lead to the use of SRC among students of rural area school. Several suggestions and recommendations had been put forward to enhance the use of SRC by improving the individual, organizational and technological factors.

1. Individual factors:

Encourage and educate the rural school students to use the material properly.

A minimum of 14.1% responded that they used SRC services and facilities because they were used to and know how to get books or materials needed in the SRC. This scenario showed that they were not used to and didn't really know how to get books or material in SRC. So efforts can be placed in order to encourage the rural students to use the materials and to educate them on the proper ways to the get the materials needed. For instance, School media teacher may arrange an awareness programs on the importance of SRC, SRC open day (which the children can visit and participate in any competition that needs them to use the sources and material that available in the SRC), hence the school management may organize a trip visit to more advanced SRC as in nurturing the patience towards SRC.

2. Organizational factors:

Update to the latest materials

While for the organizational factor that lead to the SRC use by the rural school student, the last rated was 6.1% because materials in SRC were no more relevant in assisting the students learning. Therefore, updating the outdated material that available in the SRC is necessary if the SRC is trying to draws the user's attention to visit the SRC. This updating process will involve checking the available materials and will needed extra financial costing as well.

3. Technological factor:

- Internet and computer literacy

As for the technological factor, the lowest rated was 12.7% highlighted on using the SRC services and facilities because of they were not showed on how to use the internet properly. So, it would be beneficial if the users are exposed on internet usage and literacy. The media teacher can come out with a internet literacy class or the Ministry of Education can even outsource the Internet literacy tutors or consultant to deliver the internet and computer awareness to the rural school students. Indirectly, with the internet literacy course that been taught to them, they will also be an ethical netizen in future.

VII. CONCLUSION

From the research, it can be encapsulated that the School resource center that been provided for the rural school students hasn't been fully utilized.

This is due to the three factors that affected the frequency used of the SRC. It can be concluded that the individual, organizational and technological factors that been discussed had given major impact on the use of the SRC by the rural

school students. Tons of efforts need to be placed in order to enhance the frequency use of SRC that been provided to the rural school students. Thus, lots of commitments needed to be placed as in embracing the National Education Policy in shaping the students into excellence students with the assistance of the SRC.

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