The Role of Learning Resource Centres in Enhancing Self-Learning of Senior Secondary Students

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ABSTRACT

The School Learning Resource Centre is staple of the co-curricular activities and a way to encourage self-learning of students which makes the best contribution to stimulate the interest of students in general knowledge development and knowledge seeking. Learning resource centres play a major role in making students use their free time and improve their reading habits. Through this, students' curricular and co-curricular activities are improved. However, in recent times, it has been pointed out that the number of students visiting learning resource centres and using the learning resources there is decreasing. This situation has had a negative impact on their academic achievement. It is in this background that the research has been carried out regarding the role of learning resource centres in enhancing the self-learning of students in Akkaraipattu education division. Among the activities undertaken through the learning resource centre to promote self-learning of students. The objectives of this research are to identify the contributions made directly. The objectives of this research are to identify the contributions made by the subject teachers and the contributions made by the school management and to analyze the relationship between these contributions and the self-learning of the students and to identify the challenges in effectively carrying out the activities of the learning resource centre to enhance the self-learning of the students. This research has also been carried out in the design of a descriptive survey research under the mixed research approach and 5 schools in the Akkaraipattu education division have been selected and their learning resource centre in-charges, subject teachers, school management committee members were taken as the population of the research and 60 people were selected samples using purposive sampling method. Quantitative and qualitative data collected through questionnaire, interview and observation tools have been analyzed using percentage survey and correlation coefficient. The following have been identified through this. The contribution of the learning resource Centre and the contribution of the school management in enhancing the self-learning of the students are at a high level. However, the contribution of subject teachers is at a low level. Meanwhile, there is a low positive correlation between learning research centre subject teachers' contributions and students' achievement. On the contrary, there is a high positive correlation between the contributions of school management and student achievement. Therefore, the contribution of the teachers who have the most influence in enhancing the self-learning of the students is less and it has had a less impact on the achievement of the students. Similarly, although the direct contribution of the learning resource Centre, which is highly influential in enhancing self-learning of students have been high, it has had a low impact on student achievement. Therefore, learning resource centre in-charges, subject teachers, school management and other school community should work together to carry out proper planning and effectively carry out the activities of the learning resource centre in a manner is suitable for implementing a blended learning approach can enhance self – learning of students.

Keywords: Learning Resource Centre, Self-Learning, Learning Resource Centre In-charges, Subject Teachers, School Management

INTRODUCTION

The Learning Resource centres are located in every school as a result of students. Seeking knowledge. Learning resource centres support students' deeper understanding of their subjects beyond the classroom (Smith, 2021). Based on this, the learning resource centres of the schools form the foundation for the process of self-learning in which students acquire new knowledge through their own efforts. Selvaratnam (2008) states that the learning resource Centre is a self-learning device and in today's educational world, self-learning is dominant, and it is necessary to increase the amount of time that students engage in self-learning activities in the classroom as well as the amount of time spent by the teacher in the classroom.

Learning resource centres help students develop critical thinking, organize information, and discover new ones (Jones, 2018). Also, the Learning resource centres act as a place that provide opportunities to foster a culture of research and knowledge sharing among students (Brown, 2016). Nowadays, with the development of technology, modern devises to search for knowledge, to update knowledge and to provide what students need when they need it, learning resource centres should be found.

The resource centres for learning can function in schools that create a responsible society and make students self-thinkers and creators in life. Create environments that stimulate intellectual curiosity by combining new technology tools with learning approaches. They also empower students to take ownership of their educational experiences (Garcia, 2014). Therefore, the Ministry of Higher Education has recognized these resource centres since 2003, recognizing that school learning resource centres are an important part of achieving learning goals and objectives in schools (Vimalanathan, 2008).

A student-centred approach has been emphasized in the new education reform. Emphasis is given to students' self-learning and independent activities them the best balance as personalities to create It is emphasized that learning resource centre activities should be increased at the student level (Sirikanthalakshmi, 2018). The role of teachers who teach subjects is immense in students' effective use of learning resource centres. In this way, it is the responsibility of the teacher to demonstrate the importance of reading and to emphasize that it should be a constant presence throughout their lives. Therefore, teachers should help students to continue self-learning throughout their life (Karunanidhi, 2005).

In order for school learning resource centres to function effectively, more attention should be given to learning resource centre infrastructure, development of physical resources and skill development for those in-charge of learning resource centre managers (Shandalingam, et al. 2018). In this way the school management should give more attention to the efficiency and effectiveness of the learning resource centres.

No matter how much technical development software knowledge prevails, the importance of learning resource centres is felt in today's world. Regarding the importance of library, Tenda, the former director of the UNESCO Library Division, said that 'National Universities are a measure of a country's knowledge, and school libraries are a measure of the country's general culture' (Selvaratnam, 2008).

In schools, teaching is concentrated on preparing students to answer the question paper. As students neglect co-curricular activities and social activities at school, home and community, the personality development of the student is neglected or ignored by students and parents (National Education Commission Recommendations, 2016). As a result, the importance given to the school learning resource centre by the school community is not only reduced, but its contribution to the school organization is also seen to be low. In recent times, students have been visiting learning resource centres there It is also pointed out that the use of learning resources is decreasing.

There is a positive correlation between students' self-learning and their academic achievement is (Ejubovic

& etc, 2019) in this way In the last 5 years of the schools in Akkaraipattu Education Division, the average G.C.E (O/L) score is 55% and G.C.E (A/L) score is 63%, while the co-curriculum indicators related to students' self-learning are also at a low level in schools other than 1 AB schools (School records, 2019 – 2023). In the background, this research has been carried out regarding the role of learning resource centres in enhancing the self-learning of Senior Secondary Students in Akkaraipattu Education Division.

Objectives of the research

- To recognize the contributions made directly through the Learning Resource Centre to enhance self-learning of student.
- To identify the contributions made by the subject teachers through the Learning Resource Centre to enhance self-learning of student.
- To find out the contributions made by the school management through the Learning Resource Centre to enhance self-learning of student.
- Analyzing the relationship between the contributions made through the Learning Resource Centre and the students' self-learning to enhance self-learning of student.
- To identify the challenges in effectively implementing learning resource Centre activities to enhance self-learning of student.

METHODOLOGY

This research is based on quantitative and qualitative data and therefore a mixed research approach has been taken. Also, as the main objective is to measure the role of learning resource centre, Teachers and School Management in enhancing self-learning of student design of descriptive survey research has been carried out. 5 Schools of 1AB, 1C and type 11 in Akkaraipattu Education Division were selected for this research. Their learning resource Centre in-charges, school management committee members and subject teachers were taken as the population of the research and 60 people were selected as samples from them. 5 in-charge of learning resource centre have been selected as samples. Member of school management committee consisting of principle and two senior teachers have been selected as a sample through purposive sampling method 40 students were sampled through purposive sampling method. 40 teachers were sampled through purposive sampling method, teachers teaching grade 10 and 11 (language subject, social science subject, math science subject, technology subject and aesthetic subject) and teachers teaching grade 12 and 13 subject wise have been selected. Quantitative and qualitative data collected through questionnaires, interviews, and documents were analyzed using mean and percentage measurements.

RESEARCH FINDINGS AND DISCUSSION

Contributions made through Learning Resource Center to enhance self-learning of student

Contributions made through Learning Resource Center to enhance self-learning of student have been measured by related variables. The ratings given to them by school management committee, learning resource Centre in-charges and subject teachers were measured according to Likert Scale (4- very high, 3- somewhat high, 2- low, 1- very low) and their percentages are shown

Research Objective 1

The contributions made directly through the learning resource centre to enhance self-learning of Students

The contributions made directly through the learning resource centre to enhance self-learning of Students were measured by 30 variables and categorized into 10 main variables as shown in the following table. The

scores given to them by the 5 learning resource centre In-charges have been converted into proportional scores and the results are shown in the table.

Table – 1 The contributions made directly through the learning resource centre to enhance self-learning of students.

The contributions of the Learning Resource Centre	The results of Learning Resource Centre of In-charge (5 persons)			
	Very high	**Somewhat high**	**Low**	**Very low**
Organizing physical resources appropriately	40%	50%	10%	–
Establishing an appropriate learning environment	30%	60%	10%	–
Organizing scientific method of books	30%	65%	5%	–
Displaying Motivational phrases of self-learning	–	30%	60%	10%
Availability of appropriate modern technological devices	–	55%	40%	5%
Modern technological devices are organized according to the use of the students	–	45%	40%	15%
Decimal division and cataloging of books according to Dewy system.	40%	50%	10%	–
Appointing a suitable in-charge of learning resource centre	100%	–	–	–
To be located in a suitable and sustainable building	40%	40%	10%	10%
Supporting the learning and teaching process.	50%	40%	10%	–

By: Questionnaire

According to table 1, in order to enhance the self-learning of students, in the learning resource centre, the information of the learning resource centre in-charge the physical resources in the learning resource centre should be organized appropriately, appropriate learning environment should be established, books should be organized according to scientific method, suitable modern techno local devices should be found, decimal fraction and cataloging books according to Dewy should be done, a suitable in-charges of learning resource centre should be appointed, in a suitable and sustainable building should be located, the learning and Teaching process should be supported of process have been revealed to be at a high level.

However, the data the learning resource centre in-charges for modern technological devices should be organized according to the use of students, motivational phrases of self – learning displayed have been revealed to be at a lower level.

Therefore, the data revealed that the contributions made directly the Learning Resource centre to enhance self-learning of students are at a high level.

Research Objective 2

The contributions made by the subject teachers through Learning Resource centre to enhance self-learning of students

The contributions made by the subject teachers through the Learning Resource Centre to enhance self-learning of students were measured by 11 variables. The information given by the 40 subject teachers were

converted into proportional scores and the results are shown in the table.

Table 2: The contributions made by the subject teachers through Learning Resource Centre to enhance self-learning of students

The contributions of subject teachers	The results of subject teachers (40 persons)			
	Very high	**Somewhat high**	**Low**	**Very low**
Prepare and maintain a program for students to use the Learning resource centre	10%	20%	60%	10%
Sending students to learning resource centre sessions	30%	40%	20%	10%
Stimulate students independent knowledge and self-confidence in using the learning resources centre	20%	25%	55%	–
Clarifying students aware of the resources for self-learning at the learning resource centre	30%	25%	40%	5%
Prepare and implement a schedule for effective use of the learning resource centre	–	30%	40%	30%
Teachers use students' learning resource centre lessons to teach other subjects	30%	50%	20%	–
Provide appropriate feedback on students' use of the Learning resource centre	–	20%	60%	20%
Collaborate with students in using the learning resource centre	–	30%	40%	30%
Supervise students' use of the learning resource centre	20%	25%	50%	5%
Encouraging use of learning resource centres among students by providing assignments etc	–	30%	60%	10%
Holding a competition for students' self-made creations using the learning resource centre	–	10%	80%	10%

By: Questionnaire

According to table 2, among the contributions made by the subject teachers through the learning resource centre to enhance of students sending students to learning resource centre sessions. clarifying students aware of the resources for self – learning at the learning resource centre and teachers' use of student learning resource centre lessons to teach other subjects were revealed to be at high levels.

Prepare and maintain a program for students to use the learning resource centre, stimulate students' independent knowledge and self-confidence in using the learning resource centre, provide appropriate feedback on students' use of the learning resource centre, collaborate with students in using the learning resource centre, supervise students' use of the learning resource centre, encourage the use of learning resource centre among students by providing assignment etc. And holding competition for students' self-made creations using the learning resource centre have been revealed to be low.

Therefore, out of 11 variables related to the contributions made by subject teachers through Learning resource centre to enhance self-learning of students except 3, 8 variables are at low level.

Research Objective 3

The contributions made by the school management through the Learning Resource Centre to enhance self-learning of students.

The contributions made by the school management committee through the Learning Resource Centre to enhance self-learning students were measured through 9 variables. The results given to them by 15 members of the management committee of the school have been converted into proportional scores and shown in the table below.

Table 3: The contributions made by the school management through the Learning Resource Centre to enhance self-learning of students.

The contributions of school management	The results of School Management Committee (15 persons)			
	Very high	**Somewhat high**	**Low**	**Very low**
Appointing a librarian or a suitable teacher	100%	–	–	–
Providing a suitable learning environment	–	70%	30%	–
Provision of adequate physical resources	–	60%	30%	10%
Provision of appropriate learning resources	–	70%	30%	–
Providing suitable modern technological devices	–	20%	50%	30%
Providing of other facilities	–	65%	35%	–
Allocating of lesson time for learning ce source centre in timetable	100%	–	–	–
Preparation and implementation of suitable supervision plan	–	62%	28%	10%
Conducting progress review discussions	–	45%	40%	15%

By: Questionnaire

According to table 3, the contributions made by the school management committee of the school through the learning resource centre to enhance self-learning of students include appointing a librarian or a suitable teacher, providing a suitable learning environment, Provision of adequate physical resource, Provision of appropriate learning resource, providing other facilities, allocating lesson time for the learning resource centre in the timetable, and preparation and implementation of suitable supervision plan. the school's management committee's commitment to implementation has been shown to be at a high level.

However, the efforts of the school's management committee to providing suitable modern technological devices and conducting progress review discussions have been revealed to be at a low level.

Therefore, the contributions made by the management committee of the school through the learning resource centre to enhance self-learning of students have been revealed. That except for 2 variables the other 7 variables are at a high level.

Research Objective 4

The relationship between students' self-learning enhancement and contributions made through the Learning Resource Centre

National examination results directly related to students' self-learning G.C.E. Ordinary level and Advanced

level Tamil Language Competitions, English Day Competitions, Social Science Competitions and other related competitions. For student achievement and self-learning enhancement of students The correlation coefficient was calculated to find out the correlation between the contributions made through the Learning Resource Centre and shown in the table below.

Table 4: Correlation between achievements of student and contributions made through the learning resource centre

	Spearman's rho	The contributions made through the learning resource centre to the enhancement of students' self-learning		
Achievements of student		The contributions of the Learning Resource Centre	Contributions by Subject Teachers	Contributions of School Management
	Correlation Coefficient (r)	0.407*	0.571*	0.601**
	Sig.(2-tailed)	0.044	0.003	0.002
	N	10	11	09

**Correlation is significant at the 0.01 level (1-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

According to Table 4, the statistical value of the correlation coefficient between the contributions made through the Learning Resource Centre and the students' achievement to the self-learning enhancement of the students is less than 0.01 and 0.05, and they had statistical significance.

Based on this there was a positive correlation of 40.7% (n = 10, r=0.407≤ 1) between learning resource centre contributions and student achievement. Similarly there is a 57.1% (n 11. Γ = 0.571 ≤ 1) a positive correlation between the contributions of subject teachers and achievements of student and 60.1% a positive correlation (n=9,r=0.601≤1) between the contributions of school management and achievement of student.

Research Objective 5

The challenges in effectively implementing learning resource Centre activities to enhance self-learning of students.

The following conclusions have been obtained from the qualitative data obtained from the interviews with the school management committee, the in-charges of the learning resource centre and the subject teachers regarding the challenges faced in effectively carrying out the activities of the learning resource centre in order to enhance the self-learning of the students.

The furniture facilities are somewhat satisfactory but the space is limited. Lack of availability of modern technological devices and its use, shortage of suitable reference books and new questions and answers books for G.C.E. Ordinary level and Advanced level students, use of learning resource center, discussions of importance and awareness programmers are very low. Even to the principal. There is no effective relationship between the Principal, the in-charges of the Learning Resource centre, activities such as handwriting magazine, competition events and library week are not carried out effectively through the learning resource centre, the learning resource centre is open only during school hours, the practice of

giving books to students at lending section is less, the learning resource centre in-charges do not stay in the learning resource centre fully. It has been found that they are going to teach.

CONCLUSION AND RECOMMENDATION

Among the contributions made through the learning resource center to enhance students' self-learning, the direct contribution of the center and the contribution of the school management are higher than 50 percent of the learning centre and subject teachers had a direct impact of less than 50% on student achievement. conversely, the contributions of school management have a slightly higher direct impact on student achievement, averaging 60 percent has caused

The activities of the teachers have a great impact on improving the self-learning of the students. (Chiying Chine, 2016) Hence students' self-learning Contribution of subject teachers is most influential in improvement It is less and has less impact on achievement students. Similarly, although the direct contribution of the learning resource Centre, which is highly influential in enhancing students' self-learning centre was high, it had a low impact on student achievement. The reason for this is that the activities carried out by in- charges of learning resource centres are directly related to the enhancement of self-learning students.

Self- learning of students can be promoted by using a Blended Learning Approach (Vaughan et al., 2020), so in-charge of learning resource centre, subject teachers, school management and other school community should work together to properly plan and implement a blended learning approach. effective implementation of learning resource centre activities can enhance students' self- learning.

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