

USE PATTERN OF INFORMATION SOURCES BY SCHOOL CHILDREN IN A SCHOOL ENVIRONMENT: A CASE STUDY OF VIJAYAPURA DISTRICT, KARNATAKA

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Abstract *The purpose of this study is to find out the level of use of information sources by school children in Vijayapura District. Information is crucial to the learning process and students explore various sources to meet their information needs. The survey reveals that the maximum number of school children uses text books for getting their required information. Journals, Magazines, Encyclopedia, Dictionaries, and Educational materials etc., are very less used by students. Patents, Reports, Standards/Specifications and Archives are never used by a majority of school children. The study concludes that there is a need for educating these school children in the use of information sources.*

Keywords: *Information Sources, Use Pattern, School Children, School Environment, Vijayapura District*

INTRODUCTION

Information is regarded as a critical resource, ranking just after air, water, food, and shelter. People need information for making decisions. They may acquire information through the research process, which is the process of finding ideas, facts, and new information by systematic study. The new facts and ideas will be based on existing ones, which are found in the existing literature (Reddy, Shankar). Information is a basic resource and an integral part of human activity. It plays an important role in the overall development of a country. It is available in different formats Print, non-print and electronic and in different categories Primary, Secondary and Tertiary and in different channels- Formal and Informal. Though all these are important for users of information, only a few of them are needed frequently, depending on such factors as work activity, discipline and availability of facilities.

An information source is a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge about it. Different types of questions require different sources of information. Information sources may be observations, people, speeches, documents, pictures, organizations, websites, etc (Tadasad, P. G). The present study looks at the use pattern of information sources by secondary school children at Vijayapura District.

REVIEW OF LITERATURE

A Literature search made on LISA, LISTA, Emeraldinsight.com, indicates that number of studies in the recent past were carried out to find out the use of information sources among school children. Some of the surveys in the context of students are reviewed here.

Madden (2007) describes the information resources used by children at an English secondary school. The purpose of this research is to study the information-seeking habits of children at an English secondary school. Large, Andrew (2008) analyzes the children as information seekers: what researchers tell us. Children and adolescents seek information both to support their school-based learning activities and their leisure activities. This article discusses their information-seeking behavior when confronting both electronic and print sources. Nwezeh, Chinwe M. T (2008) describes a survey of Information Sources Used by Secondary School Students in Ife Central and Ife East Local Government areas of Osun State, Nigeria for knowledge and attitudes towards HIV/AIDS. Onuoha, Uloma. Doris (2013) observed that the awareness and use of career information sources among secondary school students in selected schools in Ikenne local government area of Ogun State, Nigeria. The purpose of this paper was to investigate

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the awareness and use of career information sources among secondary school students. Deepa Kulkarni and Tadasad, 2015; The study reveals the awareness and use of internet based E-Information resources in school children. Based on a survey of 120 students, the study emphasizes the awareness and use E-Information resources. It accesses and analyses the acquaintance of school children with IT awareness and use of internet sources in the library.

The review of literature confirms that there is a dearth for such studies in the school environment as no studies have been reported in the Indian context in school environment.

OBJECTIVES OF THE STUDY

- To study the use of information sources by school children.
- To know the various methods used for gathering the information sources.
- To know the purpose of use information sources.
- To analyze the problems faced while using the information sources.

METHODOLOGY

In order to find out the use pattern of information sources among the school children in a school environment, the survey method has been followed for the collection of data required. A questionnaire was designed keeping in view the objectives of the study and it was distributed of one thousand and fifty school children in Vijayapura District. In all one thousand and fifty questionnaires have been received with a response rate of 100%.

ANALYSIS AND INTERPRETATION OF DATA

Based on the data collected from 1050 respondents an attempt has been made to analyze and interpret the data in terms of awareness and use of information sources among school children.

It follows from Table 1 that the study population consists of students belonging to various social classes, studying in IX and X class. The present study reveals that half of the student communities are studying in X class (53.3%), female (53%), OBC category (42.2%), urban area (61.1%) and also it follows that (73.5%) students are studying in Kannada medium, (66.1%) father are literate and (58.8%) mothers are literate.

Table 1: Characteristics of Study Population

Characteristics	No. of Respondents	Percentage
Class		
IX class	490	46.7
X class	560	53.3
Taluka		
Basavan Bagewadi	150	14.3
Bijapur Rural	150	14.3
Bijapur Urban	150	14.3
Indi	150	14.3
Muddebihal	150	14.3
Sindagi	150	14.3
Chadachan	150	14.3
Gender		
Male	493	47.0
Female	557	53.0
Category		
GM	379	36.1
OBC	443	42.2
SC/ST	228	21.7
Domicile		
Rural	408	38.9
Urban	642	61.1
Medium of Instruction		
Kannada	772	73.5
English	278	26.5
Education of Father		
Illiterate	105	10.0
Literate	694	66.1
Degree	251	23.9
Education of Mother		
Illiterate	239	22.8
Literate	617	58.8
Degree	194	18.5

USE OF INFORMATION SOURCES

Use of information sources by school children of Vijayapura District, is shown in Table 2. It is found that books (73.7%) are highly frequently used; class notes are also used highly frequently (92.0%), (84.66%) are some of the important, guides and yearbooks are not at all used i.e., (95.8%), non book materials (48.0%) are sometimes used by the children. Hence this table concludes that majority of the school children given the most importance to use of textbooks that is the mean value of 16.3610.

Table 2: Use of Information Sources by School Children**(N = 1050)**

Sources	Highly Frequently Used	Very Frequently Used	Frequently Used	Some Times	Not at All	Mean	Rank
Text books	774 (73.71)	233 (22.19)	43 (4.09)	00 (0.00)	00 (0.00)	16.3610	1
Class notes	967 (92.09)	50 (4.76)	33 (3.14)	00 (0.00)	00 (0.00)	4.6962	3
Dictionaries	00 (0.00)	29 (2.76)	106 (10.09)	889 (84.66)	26 (2.47)	4.8895	2
Directories	00 (0.00)	00 (0.00)	00 (0.00)	00 (0.00)	00 (0.00)	2.1314	4
Encyclopedias	00 (0.00)	00 (0.00)	00 (0.00)	00 (0.00)	00 (0.00)	1.0000	7
Guides/Yearbooks	00 (0.00)	00 (0.00)	00 (0.00)	44 (4.19)	1006 (95.80)	1.0419	6
Noon book materials	00 (0.00)	00 (0.00)	64 (6.09)	504 (48.0)	482 (45.90)	1.6019	5

USE OF INFORMATION SOURCES VS PERSONAL ATTRIBUTES OF SCHOOL CHILDREN

The use pattern of information sources among the school children in a school environment was further statistically put to test to determine whether the personal attributes like class, gender, and domicile have any bearing on the use of information sources.

Awareness of Information Sources to Gather the Information

Table 3: Awareness of Information Sources Vs Class in Which School Children were Studying (N=1050)

Information Sources/ Aware	Class		Total
	IX (N=490)	X (N=560)	
Books	490 (100.0)	560 (100.0)	1050 (100.0)
Journals	24 (4.9)	37 (6.6)	61 (5.8)
Magazines	291 (59.4)	324 (57.9)	615 (58.6)
Encyclopedia	2 (0.4)	4 (0.7)	6 (0.6)
Dictionaries	440 (89.8)	504 (90.0)	944 (89.9)
Internet	467 (95.3)	560 (100.0)	1027 (97.8)
Newspaper	396 (80.8)	461 (82.3)	857 (81.6)
Audio/Video material	368 (75.1)	416 (74.3)	784 (74.7)

Information Sources/ Aware	Class		Total
	IX (N=490)	X (N=560)	
CD-ROM data-bases	21 (4.3)	25 (4.5)	46 (4.4)
DVD	260 (53.1)	310 (55.4)	570 (54.3)
Online databases	17 (3.5)	12 (2.1)	29 (2.8)
Educational materials	490 (100.0)	560 (100.0)	1050 (100.0)
Class room lecture	490 (100.0)	560 (100.0)	1050 (100.0)
Radio	490 (100.0)	516 (92.1)	1006 (95.8)
Television	315 (64.3)	560 (100.0)	875 (83.3)
Discussion with teacher	450 (91.8)	560 (100.0)	1010 (96.2)
Discussion with friends	490 (100.0)	398 (71.1)	888 (84.6)
Parents	490 (100.0)	560 (100.0)	1050 (100.0)
Neighbors	450 (91.8)	499 (89.1)	949 (90.4)
Training programmes	40 (8.2)	41 (7.3)	81 (7.7)
$\chi^2 = 74.09466$ df = 19 $\alpha = 0.05$ $\chi^2_{(0)} = 30.144$ Remark= Significant			

Note: Figures in the parentheses indicate the percentages

Different types of information sources are usually required by the school children. These include formal and informal sources. The school children under study were asked to indicate their awareness about formal and informal sources including books, magazines, journals, encyclopedia, dictionaries, newspapers, internet, CD-ROM databases, audio-video material, DVD, online databases, educational materials, classroom lectures, radio, television, discussion with teacher, discussion with friends, parents, neighbor and training programmes.

From Table 3 it is found that every school child is aware of books, educational materials, radio, television, teacher, friends, parents and class room lectures as sources of information. A very large majority of school children were also aware of internet (93.6%, N=938), neighbors (90.4%, N=949), dictionaries (89.9%, N=944) and newspapers (81.6%, N=857) as information sources. Nearly three fourth of school children (74.7%, N=784) were aware of a-v materials and more than half were aware of DVDs (54.3%, N= 570) and magazines (58.6%, N=615). A small number of school children were aware of information sources like scientific journals (5.8%, N=61), encyclopedias (0.6%, N=6), CD ROM databases (4.4%, N=46), online databases (2.8%, N=29) and training programmes (7.7%, N=81).

Hypothesis Testing

H_0 - There is no association between awareness about information sources and class in which school children were studying.

H_1 - There is an association between awareness about information sources and class in which school children were studying.

Since the calculated Chi-square value is (74.09466) more than the table value (30.144), the null hypotheses (H_0) is rejected and the alternative hypotheses (H_1) is accepted. Hence, it can be concluded that there is an association between awareness about information sources and class in which school children were studying. From Table 7.1. A it can be found that children studying in class IX have better awareness of magazines, audio-visual materials, radio, discussion with friends and neighbors. Children of class X have better awareness of journals, dictionaries, internet, newspapers, television and discussion with teachers.

Table 4: Awareness of Information Sources to Gather Information Vs Gender

(N=1050)

Information Sources/Aware	Gender		Total
	Boys (N=493)	Girls (N=557)	
Books	493 (100.0)	557 (100.0)	1050(100.0)
Journals	24 (4.9)	37 (6.6)	61 (5.8)
Magazines	315 (63.9)	300 (53.9)	615 (58.6)
Encyclopedia	3 (0.6)	3 (0.5)	6 (0.6)
Dictionaries	445 (90.3)	499 (89.6)	944 (89.9)
Internet	461 (93.5)	522 (93.7)	983 (93.6)
Newspaper	408 (82.8)	449 (80.6)	857 (81.6)
Audio/Video material	368 (74.6)	416 (74.7)	784 (74.7)

Information Sources/Aware	Gender		Total
	Boys (N=493)	Girls (N=557)	
CD-ROM databases	28 (5.7)	18 (3.2)	46 (4.4)
DVD	275 (55.8)	295 (53.0)	570 (54.3)
Online databases	10 (2.0)	19 (3.4)	29 (2.8)
Educational materials	493 (100.0)	557 (100.0)	1050(100.0)
Class room lecture	493 (100.0)	557 (100.0)	1050(100.0)
Radio	493 (100.0)	557 (100.0)	1050(100.0)
Television	493 (100.0)	557 (100.0)	1050(100.0)
Discussion with teacher	493 (100.0)	557 (100.0)	1050(100.0)
Discussion with friends	493 (100.0)	557 (100.0)	1050(100.0)
Parents	493 (100.0)	557 (100.0)	1050(100.0)
Neighbors	455 (92.3)	494 (88.7)	949 (90.4)
Training programmes	29 (5.9)	52 (9.3)	81 (7.7)
$X^2 = 15.84934$ df = 19 $\alpha = 0.05$ $X^2_{(19)} = 30.144$ Remark= Non-Significant			

Note: Figures in the parentheses indicate the percentages

Hypothesis Testing

H_0 - There is no association between awareness about information sources and gender of school children.

H_1 - There is an association between awareness about information sources and gender of school children.

Since the calculated Chi-square value is (15.84934) much smaller than the table value (30.144), the null hypotheses (H_0) is accepted and the alternative hypotheses (H_1) is rejected. Hence, it can be concluded that there is no association between awareness about information sources and gender of school children. From Table 4 it can be found that awareness of information sources is similar irrespective of the gender.

Table 5: Awareness of Information Sources to Gather Information Vs Domicile

(N=1050)

Information Sources/Aware	Domicile		Total
	Rural (N=408)	Urban (N=642)	
Books	408 (100.0)	642 (100.0)	1050(100.0)
Journals	20 (4.9)	41 (6.4)	61 (5.8)
Magazines	250 (61.3)	365 (56.9)	615 (58.6)
Encyclopedia	4 (1.0)	2 (0.3)	6 (0.6)
Dictionaries	370 (90.7)	574 (89.4)	944 (89.9)

Information Sources/Aware	Domicile		Total
	Rural (N=408)	Urban (N=642)	
Internet	378 (92.6)	642 (100.0)	1020 (97.1)
Newspaper	334 (81.9)	523 (81.5)	857 (81.6)
Audio/Video material	295 (72.3)	489 (76.2)	784 (74.7)
CD-ROM databases	19 (4.7)	27 (4.2)	46 (4.4)
DVD	237 (58.1)	333 (51.9)	570 (54.3)
Online databases	18 (4.4)	11 (1.7)	29 (2.8)
Educational materials	408 (100.0)	605 (94.2)	1013 (96.5)
Class room lecture	408 (100.0)	642 (100.0)	1050(100.0)
Radio	408 (100.0)	514 (80.0)	922 (87.8)
Television	294 (72.0)	642 (100.0)	936 (89.1)
Discussion with teacher	408 (100.0)	642 (100.0)	1050(100.0)
Discussion with friends	408 (100.0)	416 (64.8)	824 (78.5)
Parents	408 (100.0)	642 (100.0)	1050(100.0)
Neighbors	373 (91.4)	576 (89.7)	949(90.4)
Training programmes	24 (5.9)	57 (8.9)	81(7.7)
$X^2 = 87.68025$ $df = 19$ $\alpha = 0.05$ $X^2_{(19)} = 30.144$ Remark= Significant			

(Note: Figures in the parentheses indicate the percentages)

Table 6: Purpose for Which Information was Gathered and Used Vs Use of Information Sources

(N=1050)

Purposes	Use of Information Sources			Total
	Print based Sources	Internet based Sources	Both Type of Sources	
Gaining the knowledge	69 (100.0)	102 (100.0)	879 (100.0)	1050(100.0)
Update knowledge	62 (89.9)	97 (95.1)	776 (88.3)	935 (89.0)
Do assignment	26 (37.7)	14 (13.7)	133 (15.1)	173 (16.5)
To solve question papers	3 (4.3)	13 (12.7)	35 (4.0)	51 (4.9)
Examination preparation	68 (98.6)	101 (99.0)	871 (99.1)	1040 (99.0)
For supplementary reading	2 (2.9)	2 (2.0)	8 (0.9)	12 (1.1)
Reading/Studying	69 (100.0)	102 (100.0)	879 (100.0)	1050(100.0)
Prepare for the talent exam	3 (4.3)	4 (3.9)	36 (4.1)	43 (4.1)
$X^2 = 17.76088$ $df = 14$ $\alpha = 0.05$ $X^2_{(14)} = 23.685$ Remark= Non-Significant				

(Note: Figures in the parentheses indicate the percentages)

H_1 - There is an association between purpose for which information was gathered and used and use of various types of information sources.

Since the calculated Chi-square value is (17.76088) much smaller than the table value (23.685), the null hypotheses (H_0) is accepted and the alternative hypotheses

Hypothesis Testing

H_0 - There is no association between awareness about information sources and domicile of school children.

H_1 - There is an association between awareness about information sources and domicile of school children.

Since the calculated Chi-square value is (87.68025) more than the table value (30.144), the null hypotheses (H_0) is rejected and the alternative hypotheses (H_1) is accepted. Hence, it can be concluded that there is an association between awareness about information sources and domicile of school children. From Table 5 it can be observed that rural children have an edge over their urban counterparts are considered as far as awareness of magazines, dictionaries, radio, discussion with friends and neighbors. Awareness of urban children is better for sources of information like journals, internet, audio-visual materials and television.

Hypothesis Testing

H_0 - There is no association between purpose for which information was gathered and used and use of various types of information sources.

(H_1) is rejected. Hence, it can be concluded that there is no association between purpose for which information was gathered and used and use of various types of information sources. From Table 6 it can be found that purposes, for which information was gathered and used, remain the same for all types of information sources.

Table 7: Methods Used for Gathering Information Vs Satisfaction with Search Outcomes

Methods	Satisfaction with Search Outcomes		Total
	Yes	No	
Discussion with teachers	607 (73.4)	194 (87.0)	801 (76.3)
Discussion with friends	79 (9.6)	9 (4.0)	88 (8.4)
Discussion with library staff	46 (5.6)	3 (1.3)	49 (4.7)
Consulting knowledgeable person	95 (11.5)	17 (7.6)	112 (10.7)
Total	827 (100.0)	223 (100.0)	1050 (100.0)
$X^2 = 19.787$ $df = 3$ $\alpha = 0.05$ $X^2_{(3)} = 7.815$ Remark= Significant			

(Note: Figures in the parentheses indicate the percentages)

Hypothesis Testing

H_0 - There is no association between methods used for gathering information and satisfaction with search outcomes.

H_1 - There is an association between methods used for gathering information and satisfaction with search outcomes.

From the calculated Chi-square value it can be found that

methods used by school children for gathering information including discussion with teachers, friends, library staff and consultation with knowledgeable persons has no bearing on the satisfaction with search outcomes. Hence, the null hypotheses (H_0) is rejected and the alternative hypotheses (H_1) is accepted. From Table 7 it can be found that satisfaction with search outcome has a bearing on the methods used by school children.

Table 8: Problems Faced while Gathering the Information Vs Information Sources Usually Consulted

(N=1050)

Problems	Information Sources			Total
	Print Based Sources	Internet Based Sources	Both Type of Sources	
Materials not available	11 (15.9)	23 (22.5)	305 (34.7)	339 (32.3)
Library staff not willing/unfriendly	16 (23.2)	48 (47.1)	223 (25.4)	287 (27.3)
Incomplete information materials	44 (63.8)	56 (54.9)	717 (81.6)	817 (77.8)
Information sources far located	60 (87.0)	96 (94.1)	710 (80.8)	866 (82.5)
Lack of time	64 (92.8)	92 (90.2)	789 (89.8)	945 (90.0)
Don't know how to use catalogue	69 (100.0)	102 (100.0)	879(100.0)	1050(100.0)
Information scattered in too many sources	66 (95.7)	99 (97.1)	856 (97.4)	1021 (97.2)
Information materials old	15 (21.7)	29 (28.4)	60 (6.8)	104 (9.9)
$X^2 = 38.12314$ $df = 14$ $\alpha = 0.05$ $X^2_{(14)} = 23.685$ Remark= Significant				

(Note: Figures in the parentheses indicate the percentages)

School children under study were asked to list out the problems faced by them. It is found from Table 8 that no single child was knowing how to use catalogue. A large majority quoted scattering information in too many sources (97.2%, N=1021), lack of time (90%, N=945), location of information in far of sources (82.5%, N=866) as the major problems. A significant proportion of school children said non availability of information (32.3%, N=339) and unwilling/ unfriendly staff (27.3%, N=287) as the problems. 9.9% (N=104) of users cited old information materials as the main problem for gathering the information.

Hypothesis Testing

H_0 - There is no association between problems faced while gathering the information and information sources usually consulted.

H_1 - There is an association between problems faced while gathering the information and information sources usually consulted.

Since the calculated Chi-square value is (38.12314) more than the table value (23.685), the null hypotheses (H_0) is

rejected and the alternative hypothesis (H1) is accepted. Hence, it can be concluded that there is an association between problems faced while gathering the information and information sources usually consulted.

FINDINGS AND RECOMMENDATIONS

- 83.7% (N=879) of school children consult both types of sources i.e. print based and internet based sources.
- More than three fourth of the school children 78.8% (N=827) who referred text books and class notes felt satisfied with the search outcomes. 34.4% (N=125) of school children who referred previous assignments felt unsatisfied with the search outcomes.
- Every school child is aware of books, educational materials, radio, television, teacher, friends, parents and class room lectures as sources of information. A very large majority of school children were also aware of internet (93.6%, N=938), neighbors (90.4%, N=949), dictionaries (89.9%, N=944) and newspapers (81.6%, N=857) as information sources.
- A large majority (97.2%, N=1021) of school children felt that scattering of information in too many sources is the main problem faced by them while gathering the information.

Based on the findings of the study, the following have been recommended in order to improve the use pattern of information sources in school environment.

- Schools have to recognize the importance of libraries in their premises, as vital tool to satisfy the curricular, co-curricular, current and recreational information needs.
- Regularly organize user orientation, user education and information literacy programmes to create awareness and promote use of information sources.
- Each school has to introduce comprehensive information literacy programmes by understanding the skills and deficiencies of school children.
- Teachers have to prepare students to integrate information search and use skills along with technology tools to find, use, apply and evaluate information for specific needs and tasks.

CONCLUSION

The variety of information sources is essential to facilitate the school library fulfill its functions among which are: to thoroughly provide information sources necessary for the

school educational programmes and to help in improving and rising the reading skills and learning habits of students. School library help to support the school curriculum by providing up-date information to keep teachers and students abreast of new development. The above key findings revealed that the most frequently used information sources by secondary school children are only text books and class notes. Moreover, other information sources, such as dictionaries, encyclopedia, patents, journals and standards/specifications were not accessible by children hence those sources were not satisfactory to meet their information needs.

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