School Library System in Khyber Pakhtunkhwa: a survey report of school libraries in district Charsadda

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ABSTRACT

Establishing the library in the curricular life of the school has involved a good deal of thought, planning and discussion concentrating on the provision of appropriate resources and strategies for ensuring good access to them by pupils. The investment in education for revitalizing the awareness and value of books is far high in the developed nation of the world as compared to developing countries especially Pakistan. This study is concerned with the analysis of the existing situation and also with the future status of the school libraries in general and especially Higher Secondary Schools of district Charsadda. The data collected were analyzed through Excel sheets and simple percentage. The result depicted that parents should beget love of books in their children, teachers should create awareness in students, librarians should fulfill their duties and last not the least, the government must prioritize the libraries at schools in all possible ways. This practice will enhance the literacy rate and will ensure peace and prosperity in the country.

Introduction

Education is an instrument used for the eradication of poverty. There are always two main aspects of the education in any society i.e. behavioral and financial side. The behavioral aspect is relevant to the general perception of a society towards education due to which any of it may be inclined towards getting education or it may be having negative perception about it. Similarly, financial aspect either enhances the chances to get education or it may be a cause to hinder it. The focal point of this study is the behavioral aspect of the students towards education and the traits to attain it. One of such traits which have direct impacts on the use of available resources relevant to education is library. These resources may be in the form or books, mentor, scripture and last but not the least one "The library". Libraries are information centers for a variety of users. The basic feature in most of the cases in the library is the fact that it is designed, established and run to provide free or almost free services to students, teachers, the nation, society or community.

This study revolves around the academic side of libraries; therefore, the main focus will be on the establishment, maintaining, updating, regulating, supervising and running of institutional libraries or school libraries in particular. It was first conceived in the start of 20th century that the school instructional program should mandatory contain a Library as an additional learning tool. It has direct influence on the quality of education in America, first ever consideration for setting up a library was decided some 200 year (approximately) ago by allocating tax money for it. Similarly, in Shrewsbury, England an ordinance was passed in 1578 which stated that school should include "a library and a gallery furnished with all manner of books, maps, spheres, instruments of astronomies and all other things appropriate for learning which may either be given to schools or

procured with school money". Evidence shows that schools libraries existed during the 19th century although these were not so organized and developed as the libraries of today.

Our beloved country; Pakistan has very pitiable condition of libraries at all levels i.e. national and academic libraries. Academic libraries only exist at high school, higher secondary schools and college and universities level. No library facility can ever be imagined for primary and middle level schools. The condition of university and college libraries is average while looking at school libraries; the situation is not only dismal but even disappointed. They are devoid of good collection of books, proper building and insufficient or even no fund on annual basis for the maintenance of school libraries.

History of Charsadda

The history of Charsadda can be traced back to the 6th century BC. It was the capital of Gandhara from the 6th century BC to the 2nd century CE. The ancient name of Charsadda was Pushkalavati, which means "Lotus City". It was the administrative centre of the Gandhara kingdom. Many invaders have ruled over this region during different times of history. These include the Persians, Greeks, the Mauryas, the Greco-Bactrians, the Indo-Greeks, the Indo-Scythians, the Indo-Parthians, the Kushans, the Huns, the Turks and the Hindus. The population of Charsadda according to the year 2000 is 1.7 million (Bureau of statistics, 2001). Charsadda has a population of density 1081 person /Sq.Km. Its Literacy rate is 43.09%. Employment position according to the year 2000 consensus indicates that 165,574 are employed and 49,531 are unemployed. Water and Electricity facilities are available. The main language of the area is Pashto however people are conversant to speak and understand Urdu also. English language is also well understood (Bureau of statistics, 2002).

What a library is?

The word library is derived from the Latin word "Liber" which means "A book". Before the advent of new developments in the field of library on scientific lines, it was regarded as a place where books were written or kept. According to Cambridge dictionary a library is "a building, room, or organization that has a collection, especially of books, for people to read or borrow, usually without payment". It can have summarized that a building or room containing collections of books, periodicals, and sometimes films and recorded information for use or borrowing by the public or the members of an institution is called a library.

As the history of libraries is much older than anything else in the field of education and development, hence it has evolved into different types which are listed by:
1.   National libraries   2.   Public libraries
3.   Academic libraries   4.   Special libraries

A brief introduction of all above libraries in the light of new developments is mentioned in the following paragraph.

National Libraries:
The UNESCO defines national libraries which, irrespective of their title are responsible for
•   Acquiring and conserving copies of all significant publications published in the country;
•   Functioning as "depository" library whether by law or under other arrangements.

Public Libraries:
According to the UNESCO public library Manifesto, a public library is:

•   Established under the "clear mandate of law" ,
•   Maintained wholly from "Public fund"
•   charges no "direct fee from its users on any of its services"
•   Open "for free and equal" use by all members of the community.
•   Is an essential agent for the fostering of peace and spiritual welfare through the minds of men and women?

Academic Libraries:
        A library which is associated with providing information and library services in the form of books and other digitized data to the students or professionals is called an Academic Library. These are further classified into three types:
a)   School library   b)   College library   c)   University library

Special Libraries:
        According to American Library Association (ALA) glossary of library and information science, a special library means "a library established, supported and administrated by a business firm, private corporation, association, government agency, or other special interest group or agency to meet the information needs of its member or staff in pursuing the goals of the organization. Scope of collection and services is limited to subject interest of the host or parent organization."

Previous Studies
        Khurshid (1969) stated that the period from Asa Don Dikinson to S.R.Ranganathan has shown a strong British influence on the educational systems of Burma, India and Pakistan. In fact, the modern library movement, as also that of modern education in these countries owes their existence to the "Mildly beneficial administration" of British Rule. This British rule is so deep rooted that even independence did not diminish it. According to Ekechukwa (1972), children of today, like adults, live in a society which has undergone massive social, industrial, and economic changes brought about in a relatively short time by industrialization, urbanization, and automation. Bonanno (1997), Craver (1994), Fasick (1998), Hodowanec (1979), Marland (1999) and White (1999) highlighted that this approach led to an increase in the importance of technology and the knowledge and information industry.
        Loertscher (1988) identified three phases, or revolutions, in the development of school libraries. The first revolution began shortly after World War II, when the role of the school library changed from a storehouse for books to a place where both print and non-print materials were made accessible with the assistance of professional staff members. The second revolution began in the late 1970s, when teachers and librarians began working together to develop modules to assist students in using the school library to the fullest extent. The third revolution began in the late 1980s, with school librarians, teachers, and school administrators working together to review current library practices in an effort to identify policy changes needed to take school libraries into the future. School libraries continue to evolve and adapt to societal changes. In 1991, the Second White House Conference on Library and Information Services identified children and youth services as its highest priority, including funding and assistance for children's services in both public and school libraries (Flum, Weisner, 1993 & Woolls, 1999). This was reinforced in then President Clinton's 1996 State of the Union Address, when he discussed the need for every

classroom and library in the country to be connected to the information superhighway (McClure et al., 1996).

Information literacy is characterized by the ability to understand when information is needed, how to locate and evaluate the relevance of the needed information, and the ability to organize and use it effectively (Bonanno; Craver, 1994, 1995 & Kuhlthau, 1991). In the words of Ranganathan (1957), "school library is to act as a level by the aid of which one of the primary functions of the school is discharged, viz. including in the pupils the capacity to find out facts for themselves from the printed sources as and when required and the capacity to derive enjoyment and relaxation in the harmless process of reading books".

Christiana Clark (2010) presented a report which has shown that most young people use the school library. They use it because it gives them easy access to books, it is a friendly space. They believe that the school library, and by default reading, will help them to do better at school. If they do not choose to use it, then the reasons most commonly given are the polar opposites. It is because the school library does not have books that interest them and because they do not think it will make them do better at school. They also do not see their friends using it, which in turn holds them up from using it. School library use is related to ethnic background, age and gender, Social background, assessed in this study crudely by free school meal uptake, was not an important correlate of school library use, indicating that school libraries do not disproportionately attract users from more affluent backgrounds.

School libraries, unfortunately, are the most neglected segment in Pakistan. There are broadly three types of schools; categorized according to ownership (public, semi-public, and private). Schools are generally categorized according to three grade levels: primary (1-5), middle (1-8) secondary (1-10). Again, their size and facilities depend on the type of ownership, city they are situated in, and the commitment of the higher administration. The Federal Board of Intermediate and Secondary Education (FBISE) Act of 1975 suggests that an institution seeking affiliation with the Board should have a well-stocked library. In case of new schools, a sum of Rs. 25,000 must be spent on the library in the first year and with an extension of Rs. 5000 per annum must be made in the annual budget. Adequate number of newspapers and periodicals must be provided in the reading room. The school should have a library assistant who must have obtained a Certificate/ Diploma in Library Science (Federal Board of Intermediate Secondary Education, 2010). This act is hardly followed in letters and spirit by either government or public schools. There have been many plans on paper by the government to improve the standards of schools, but are hardly acted upon. International donor agencies such as UNESCO, the World Bank, and developed countries have given grants to the government, private sector and Non-Governmental Organizations (NGOs) to provide better facilities to the public schools, but then again little could be achieved as compared to the plans. It may be added that corruption to all level is one of the cause of this failure (Kanwal Amin).

The variance of books per school in United States of America as compared to books per school in Pakistan is drastically high. This means that the investment in education for revitalizing the awareness and value of books is far high in the developed nation of the world. Moreover, it also indicates that the reading-habits of the students is such in nature that requires more availability of books in the libraries in schools. Those nations have made it mandatory to provide library to their student along with other facilities. Our nation is devoid of such consideration (American Library Association, 2012).

Research Objectives

The main objective of this research study is:
- To pinpoint the existing resources of these libraries
- To evaluate no. of books issued to students and teacher per year.
- To examine the library services offered by these school libraries.
- Highlight the level of satisfaction of library users.
- To examine the status of user education in school libraries under study.

Research Methodology

This study is concerned with the analysis of the existing situation and also with the future status of the school libraries in general and Higher Secondary Schools of district Charsadda in special. The study involves collection of factual information and the data on the qualitative and quantitative aspects of libraries in two selected schools from direct and reliable sources. Usually, data is collected through questionnaires and interviews with students and teachers of the relevant field. The questionnaire for sample survey in selected schools of District Charsadda contains questions of closed and open ended form. The data so obtained were compiled, tabulated and interpreted accordingly.

We have two main streams of data for our analysis. These are Primary source and Secondary sources of data. The primary data about the study was obtained by field work I,e survey. Information were collected from two selected schools of Charsadda through questionnaires, interviews, observations and physical visits. The librarians and students were the target population of the study. Secondary data was obtained from published reports, articles, Newspapers' editorials, books and other credentials available online or in hard form.

Universe of Population:

The universe consists of all Higher Secondary Schools of District Charsadda operating under the government supervision.

Sample:

The sample selected is a representative part of universe or population. Two leading, older and prominent schools were selected for this research study. These schools are Government Higher Secondary Schools of Uthmanzai and Umarzai district charsadda.

Sources of data collection

Data collected from following sources, online or other-wise:
- Ministry of education.
- Directorate of education.
- Statistical report on Annual School Census during 2000-2001 of Government Schools in KP.
- National and international journals
- Statistics bureau of Pakistan
- Economic survey of Pakistan
- Government of KP, Bureau of Statistics, KPK Development statistics 2014-15.
- Government of KP, Bureau of Statistic, Important Socio-Economic indicators of KP 2014-15.

Data Analysis

The main subject of analysis is the library situation in the two schools of District Charsadda i.e. GHSS Umarzai and GHSS Uthmanzai. These two schools are among the older schools of the District. Before the mushroom growth of public schools in the district, these two schools were custodians of quality education and were competitors in the race of better results in Peshawar Board of Education. These schools have educated the society youths in the best way. They became the leaders of nation in different disciplines and fields. This educated fleet has been serving the nation since long.

The data collected through data collection instruments were analyzed as:

Table 1. The number of available books with year of establishment of Umarzai and Uthmanzai schools.

Name of School	Books in library	% age	Year of establishment
GHSS-Umarzai	1,900	62%	1889
GHSS-Uthmanzai	1,150	38%	1914
Total books	3,050		

Table-1 indicates the number of books in each of the library of Government Higher Secondary school Umarzai and Uthmanzai. It is evident that the number of books is relatively less in quantity as should have been in a school at secondary level. In this era of speedy printing facilities and availability of books at least and reasonable cost, there is an intense need to improve and increase the collection in these two schools.

Table 2. Ratio of books purchased per year since these two schools were given status of High or Higher Secondary School.

Name of School	Books in library	Year (since up gradation to high)	No. of years since high	Per year books
GHSS-Umarzai	1,900	1972	44	43
GHSS-Uthmanzai	1,150	1954	61	19
Total books	3,050			

Table-2 indicates the number of books procured during each year after these schools were given status of High and higher secondary. GHSS Umarzai and Uthmanzai have acquired 43 and 19 books per year respectively since the date of up gradation. The reflected ratio is very low and disappointing by probing into the historical background of the schools.

Table 3. Number of books per student in GHSS Umarzai and Uthmanzai in Charsadda, KP

Name of School	Books in library	Total enrollment	Books per student
GHSS-Umarzai	1,900	778	2.44
GHSS-Uthmanzai	1,150	1238	0.93
Total books	3,050		

Table-3 shows how many books are available to every student per year. In GHSS Uthmanzai, the ratio of books per student is not satisfactory but as compared to GHSS Umerzai, it is far better. It can be concluded that the responsible authorities should provide more books to these two schools specifically and the whole province in general.

Table 4- level of satisfaction regarding existing services and resources

Name of school	Satisfied with existing services and resources	Not satisfied
GHSS-Umarzai	No	Yes
GHSS-Uthmanzai	No	Yes

The analysis of Table 4 reveals that almost all teachers and students of the two selected schools are not satisfied from the existing services and resources. They demanded for balanced huge collection as per requirements of students and teachers. The situation regarding basic facilities is not satisfactory in the targeted population. More efforts are required by the Government to improve the situation of libraries in higher secondary schools at district Charsadda.

Table 5. Available services provided by the libraries

Available services	GHSS Utmanzai	GHSS Umerzai
Circulation services	Yes	Yes
Reference services	Yes	No
Technical processing	No	No
Internet	No	No
User education	No	No
Fresh Arrivals	No	No

Table 5 pinpoints that both the schools provide circulation services to their patrons. Reference service is claimed by only one school i.e GHSS Uthmanzai. It is reported that both the school libraries have no technical processing section. There is no internet facility in these libraries.

User education is the back bone of library services. The current study reveals that both the selected schools do not offer user education program in their respective schools. There are no fresh arrivals in these schools for the last few decades. Therefore, the school libraries under study are deficient in this area.

Table 6. Book issued by teachers per year from the school library.

| Year	Per year book withdrawal
2004	8
2005	20
2006	6
2007	12
2008	10
2009	9
2010	8
2011	32
2012	15
2013	6
2014	2
2015	2

The above table is an analysis of the number of books issued by teachers from library. The condition is pitiable that the level of study of teacher is worst. Even in the current year and previous year, only 2 books were issued per year. This indicates the interest on the part of teachers in the use of books and library. If the teacher in a society is so much non-repugnant to study and reading of books, what will be level of interest of those student whom they are mentor for.

Table 7. The trend analysis for the number of books withdrawn by students per year in GHSS Uthmanzai.

It was found that no book has been issued from library by any student since 2005-06. This is clear indication of non-performance of duties on the part of librarian. It is clear to mention here that attitude of librarian is not conformable towards the promotion of library culture in these schools. The lame excuse made by te librarian was that the users may misplace or damage the books.

It is alarming to mention that the supervisor of the library is himself a qualified person in library Science and despite all his skills, knowledge and experience, no student is benefited because of the malpractice adopted by the librarian since he is posted here (since 2005).

Table 8. Table showing classification or types of books or reading material in libraries of GHSS
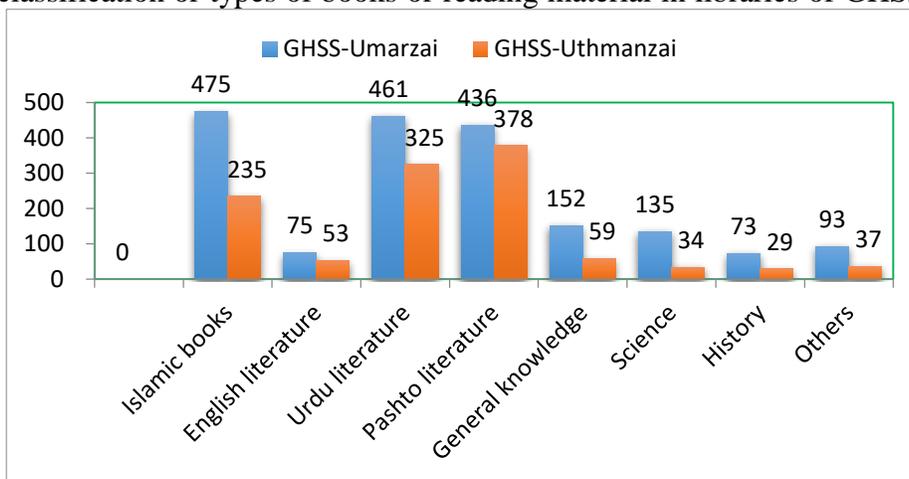
Umarzai and Uthmanzai.

Brief Analysis of Students Questioner Based Questions and Survey

The questionnaire designed for students were distributed among students (from class 6th to 12th) using convenient sampling techniques. A total of 150 copies of questionnaires were distributed. The responses were collected and results were summarized. The number represents the serial number of the questions given in the questionnaire. Out of 150 students, only 90 students know that there is a library in their school, while the rest were not aware of the existence of any library in their school. 110 students were ignorant to know who is librarian in their school.145 students responded that they were never ever counseled on the use of Library by librarian while 5 couldn't respond to this question. All of the students said that there has never been held any class regarding inculcation of reading habits. 95 students opined that they never visited the library. 10 students responded that they visited library 4 times while 35 students visited it 2 times and the rest of the student had never been come to the library since they get enrolled.

For knowing the interest and behavioral aspect of the student personality we asked "were they interested in the extra-curricular books?". It was astonishing to record that 144 students showed their disinterest in book reading other than the textual books. Most of the students responded that library remained closed during working hours. No chance has been given to the

students to check the library collection. Due to which, it is quite difficult for the students to say about the nature of books placed in the library.

Most of the students told that they never issued a book from library. However, they just visited and issue a book on random basis without having any specific book in mind. A very few students who have issued books from library showed their concerns that its challenging to issue books from library.

Findings

1)   Poverty is one of main hindrance which behaviorally affects the students to go for investing time in books reading. They want to do some part time job or working in the fields with their parents for getting more crops or even work on wages after schools' hours and week days for their livelihood.

2)   Parents are either illiterate or have no affinity with books and it can be observed that majority of the homes or houses are devoid of any books other than Quran e Pak or books in the bag or satchel of students. This act of parrents has made the mind of students that books are of no use other than curriculum.

3)   It has not been decided till this time by any ruling class that how much will be spent on the establishment and maintenance of libraries in schools. No funds are given to schools for procurement of books since 1998-99. That antagonistic policy of the government has placed a negative impact on the students mind towards library use and its importance.

4)   Extra-curricular activities in schools are non-existent since years. This has also bahaviourally impacted the students and as a result they are confined to course materials only. They have no interest for reading books or use of library.

5)   The librarian does not want to indulge students for issuance of books, if any student wants to issue book from library, as it may increase the work load of librarian.

6)   Students are not allowed regular visits to library for selecting books from library. Some of the students opined that when they visited the library for a particular book, the librarian forced them the iisue the book which were placed on table rather than searching that book in the shelves.

7)   No facilities are provided for reading of books inside library in those periods/classes which are vacant or when the students have leisure time with them. No arrangements have been made in any school at any level which may attract students to get into library and read books of their interests. Even table, chairs and other facilities like fans or lighting are in dearth in relation to number of students or standard practices of the library.

8)   The room or building of the library is mostly situated in such a place there is much disturbance and noise where no one can enter to study in consolation and concentration.

9)   The use of Keys, Test papers and solution books in schools has deteriorated the creative powers of students and now they don't go for reading extra books to mature their concepts but resorts simply to guides and keys. Regrettably the teachers are also not discouraging this practice of students and even teacher are found using keys and guides.

In nutshell, it can be concluded there are numerous elements which has affected negatively the behavior of the students regarding use of library and reading of books at school level or public level.

10)   The librarian was although specialized in library sciences i.e. qualified Master degree holder in Library services, yet he had no vision about the library, its importance and use by students.

2)　　　Librarians are found to have not conducted any awareness classes or sessions in schools for arousing students' interest in books reading and use of library resources.

3)　　　The access to library was not easy and it was found locked most of the times during school working hours.

4)　　　The librarians in these schools were performing duties round the years but they haven't taken any steps for the following problems:

a.　　　No funds have been allocated for purchase of books since years.

b.　　　When there is drastic decrease in use of library resource by students, the problem was not presented to Principal or Head master for probing the reasons.

c.　　　Similarly teachers are inadvertent for use of library books and its resources.

5)　　　It was found that not a single class has been included in yearly schedule on any level for introducing library and it's availing by students.

6)　　　School management has not planned any periodical awareness pamphlets or papers in the schools.

7)　　　Books are not displayed on some particular events in school for creating awareness among students.

In short it can be inferred from the above discussion that "the Librarians" are not dispensing their duties in the true spirit.

Recommendations:

　　　Our society is passing through an era of odd and ordeal situation. Strategically our nation is under pressure from different stimuli. There is sense of insecurity and lack of peace in the country. Despite of all these problems we will have to emerge as a strong, educated and well equipped nation of the world. To achieve these goals we will have to go beyond the boundaries to make our nation as a "Great Muslim Umma" and world leader in religion, science, technology, education and informatics.

　　　To create awareness in students and incite them towards the use of library and make them market leaders in the education, we should implement the following measure at minimum level.

1)　　　Government should specifically allocate yearly funds for library in two bifurcations:

a.　　　Procurement of new books

b.　　　Maintenance of library resources.

2)　　　A rule should be passed at each Board level that every student must be obliged to read a particular number of books before allowing them to sit in any annual/vernacular or board examination. It should be made pre-requisite criteria for sitting in any examination.

3)　　　Schools management must be motivated to start Bazm-e- Adab on monthly basis thereby making students to participate in it in patterns e.g. speeches, literary works, poetry, historical quizzes, ideology of Pakistan and linguistic or religious competitions. This will make students to read more and more books to win a quiz or competition or get a word of applause from their Principal and teachers.

4)　　　School management should arrange visits of students with particular frequency to renowned libraries in Public sectors or academic libraries of institutions and other individuals' libraries in country.

5)　　　The librarian should in consultation with Principal devise a plan which should be aimed at creating awareness in student for use of library resources. It may in the form of a fortnightly class at each level or specific "Library Day" in which only library awareness and its use by student is focused.

6)   At school level, there should be arranged a display of library books in the school. This will corroborate the process of creating awareness and interests of students in books reading and library use.

7)   The government must grant funds for setting up a well conspicuous building in school which has all the following facilities in it:

a.   Capacious setting environment which can accommodate maximum students.

b.   Proper lighting, tables and chairs should be provided with adequate ventilations.

c.   The inside of library where facility is provided for reading, should be noise free.

8)   The management must keep the doors of library always open during school hours and should not be locked.

9)   There should be provided internet and allied facilities for students. The librarian must guide students to get online access to free sites for getting soft copies of books and online reading of International reputed libraries and journals.

10)   Daily Newspapers and magazines of students' interest must be made available at libraries to make them informed about the current affairs of the country in specific and world in general.

11)   Libraries should be equipped with a photocopier thereby facilitating students to get copies of the materials of their interest.

12)   The education department should explore international donors for donating books to libraries in country. There is a reasonable number of education lovers in the world, who would grant either books of international level or assist financially the institutions to strengthen the libraries.

13)   The librarian in consultation with the Principal and senior teachers meet with the students' parents to inculcate in them the worth of books and education and ask them to require their children to read books other than the curriculum.

14)   Government should enact a policy thereby assisting financially those students who are bound to do part time work for assisting their parents in livelihood and free student from financial burden and bring them in stream of reading of books. However, such data must be asked to be provided by school authorities.

15)   The librarians should be assigned only library relevant works and must not be compelled by authorities at school to teach any subject in school so that he may fully focused on his services regarding library.

Conclusion

It is safely concluded that efforts should be made from all angles to promote library culture in schools. The librarians, school admirations, Government should focus attention for the development of more and more libraries. The existing school libraries should be equipped with modern facilities to inculcate reading habit among the youth of the nation. The number of books per reader should be enhanced. The information literacy and user education programs should be given due attention for making libraries more attractive and appealing. Internet, Current awareness services, photocopying facilities should be provided to each and every school library of the territory. The culture of closed shelf system should be replaced with open shelf system. The librarians need to change their attitude by receiving the readers/ students with open arms.

This practice will improve the quality of education in the country with a positive impact on nation building.

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