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The Impact of School Resource Center on Students' Achievement and Motivation: A Proposed Framework

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Abstract
School Resource Center provide resource based learning that encourage students to have positive attitute towards using its and make better decision making for academic purposes in the information age. This paper will proposed the research framework to measure the impact of SRC on student achievement and motivation which include four independent variables : school library activities or programs, Teacher-Librarian competencies, collections, and technology and two dependent variables : student achievement and motivation.

1.0 Introduction

Smart school conceptual blueprint stated that the establishment of Malaysian Smart School can support Malaysia education reformation by reinventing the culture and practices at schools. One of the main focus of smart schools is to support teaching and learning through its school resource center (SRC). The history of School Resource Centre (SRC) has been started during British Colony in Malaya that previously called Khutub Khanah with the purpose of education. School Resource Centre (SRC) is a place or room within the school that equipped with books, video audio materials, magazines and so on. A school resource center is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. (IFLA, 2015).

SRC aims for students development with information literacy skills, prepared students to be knowledge-based society in terms of curriculum development, to provide resource based learning and up-to-date and accessible resources, encouraging students to have a positive attitude towards using the resource materials and take responsibility for their own learning. This is supported by Fadzliaton Zainudin and Kamarulzaman Ismail (2010,2013) SRC in 21st century provide students with information literacy skills that will help them to develop life-learning habits, enable to help them to be a knowledgeable and responsible citizen because the idea of the establishment of the school libraries is to prepared students to be a knowledge-

based society. SRC also responsible to provide and make it easy for teachers to prepare teaching and learning activities. SRC provide and promote the high quality of reading materials to students so that they will have the pleasure to read those materials and will maintain to do so. SRC also responsible to cover the difference in the style of teaching and learning through the provision and equality of access to a variety of materials, whether print, non-print and digital. Another main role of SRC is to provide teachers with access to information and curriculum materials related to professional development within and outside the school and the opportunity to work together to plan, implement and evaluate programs that integrate learning resources. Every school in Malaysia compulsory to have SRC.

In January 1997, the Smart School in Malaysia was conceptualized with the vision of Smart School since their discussion about it in late 1996. Malaysian Smart School projects were one of the seven flagship applications of the Multimedia Super-corridor. The establishment of Malaysian Smart School is to support the Malaysian nation to be developed the country by the year 2020 including all aspects which are economical, politically, socially, spiritually, psychologically and culturally. SRC is one of the main focus of smart schools to support quality of teaching and learning process to help manage the school and will equip students' with 21st-century skills. It was hoped that it will encourage students to exercise greater responsibility for their own education. Students can prepare themselves for the Information Age by making use of the presence of leading-edge technologies and ICT infrastructure in all components. (Smart School Conceptual Blueprint, 1997; Shamila et. al,2016).

In Malaysia, it is a compulsory that all school should have SRC. There are 7,772 SRC at Primary School and 2,408 SRC at Secondary School. (as cited from Ministry of Education website, 2017). Therefore, the roles of SRC in supporting students' achievement and motivation should be highlighted in order to produce knowledge-based society (students) with 21st century skills. This paper will proposed the research framework to measure the impact of SRC on student achievement and motivation which include four independent variables : school library activities or programs, Teacher-Librarian competencies, collections, and technology and two dependent variables : student achievement and motivation.

2.0 Literature Review

There has been a lot of research in another county and interest in ways that links between libraries and educational sector can promote lifelong learning. However, there is no study has been carry out in Malaysia to investigate about the impact of SRC on students' achievement and motivation in Malaysia and there is little research has been conducted in Malaysia related to relationship between SRCs and students' academic achievement in Malaysia. (Yushiana Mansor and Norhiyah Mohd Nor ,2011). It is highly crucial to investigate the relationship between the SRC and the academic achievement of students. (Savasci & Tumol, 2013). Previous research has been undertaken on the impact of SRC on learning and some models are available for investigation. After careful consideration, the research framework proposed for the present research. In this framework, it will be focused on four variables that identify as independent variables: activity/program, Teacher-Librarian competency, collections, and technology and two dependant variables : student achievement and motivation.

2.1 Activity/Program

Loh, et. Al (2017) found that how schools transform their SRC become a central place for reading within schools. There are four factors that built reading culture which is curating the book selection for readers, making books visible, making programmes to excite readers and building ecology for reading. Pupils indicated that school library is important for them as a private space for study, for games club, to use a computer and one more thing is, they can socialize during the out-of-class time in school (Gildersleeves, L., 2012). Besides that, school libraries can help students do revision and lessons, gaining a better grade in a future assessment. In other words, school libraries can help them to improve their grade. Another role that the author points out is, reading skills will increase many useful skills in literature also their vision about the world surround them.

2.2 Teacher-Librarian competencies

Competencies can be described as a capability of a person that have accountability, adaptability, good in communication, have a quality focus to monitors and meets the needs of customers and responds to them in an appropriate manner and become a mentor and guide someone to achieve their goals. According to Gretes (2013), students will show the consistent performance if it is full-time and certified Teacher-Librarian also an appropriate assistant on staff. The author also mentions that the higher the number of visits to the library, the higher the scores of students' achievement. Debra E.(2011) stated in her research that over 21 state studies confirm that school librarians and school libraries support students in academic achievement, lifelong learning, 21st-century skills, and reading. A strong school library is staffed by the library team of a state certified or licensed librarian supported by clerical assistance; has up-to-date books, materials, equipment, and technology; includes regular collaboration between classroom teachers and school librarians, and supports the development of digital literacy skills.

2.3 Technology

Social network such as Facebook, Instagram, Twitter and so on can bring people to get closer to each other. There are 53 Croatian school libraries on Facebook. In the purpose of this Facebook to bring together smaller groups of users such as a classmate, students who interested in a specific program held by school library etc. The intention of this Facebook page is to promote to students and teachers about their library activities, interact with students, staff, and teachers. By having this technology might help school library to enhance their services. According to Shamila (2013), to improve students' information-seeking processes skills, they must have a good experience, knowledge, familiarity, motivation and proper guidance in literacy skills. BTP (Bahagian Teknologi Pendidikan) with supported by Bahagian Pendidikan Teknologi Negeri (BTPN) give serious attention to improve Malaysian Education system to keep pace with current global education progress. They are a concern about the use of educational resources in schools in Malaysia to achieve the quality of teaching for effective learning. The needs of teachers and students also have been changing during this information technology era. The trend has been shifted to the development of computer-aided teaching-

learning, information technology, computer graphics and word processing. In 1990's, the educational based on IT has been evolved where they called 'web-based learning'.

2.4 Collections

Collins and Doll (2012) agreed that the current and adequate collections in the school library will meet the needs of users and support the curriculum. They also stated that the role of the school library is to support the classroom teachers and curricula. Bishop, K. (p.3, 2007) suggested that the collections must respond to the curricular needs and meet the interest of teachers and school staff. National Education on Education, 2004 (as cited in Afolabi, 2016), "recommended the provision of functional school libraries stocked with appropriate media resources meant to promote sound and effective teaching and learning activities, boost students' reading habits and motivate students to come up with desired academic achievement" (p.4).

2.5 Students' engagement

The four independent variables in this paper (programs, Teacher-Librarian competencies, technology and collection) influence students' engagement in SRC that will result the students' achievement ad motivation. According to Williams, Wavell and Morrison (2013), students more engage with SRC when they provide multi format to read materials in SRC or handheld device to encourage students to read virtual collections with assist by Teacher-Librarian when they conduct information literacy program in SRC or beyond school day. Provide Internet to computer in SRC so that students' can have remote access to library catalogue or electronic access.

2.6 Students' achievement and motivation

The previous study on the roles of SRC has given significant impact towards students' achievement and motivation (Hoffman, 2016, Nehaja, 2014, William and Wavell, 2001). Performance of students' result in the school directly related to library service utilization (Nehaja,2014). A study that has been conducted by William and Wavell in 2001 found that, roles of SRCs in providing emotional support for individual pupils with the opportunity to gain confidence and self-esteem in a comfortable environment. Students will to participate and enjoy working together. Nehaja (2014) result for her research in selected high schools in Greater Dallas Fort Worth the school with highest teacher usage had more students who read books for pleasure, who used the SRC to study or complete assignments and the highest percentage of use in general. According to Lance et al, (2003, 2005) a strong library programme leads to higher scores in terms of reading tests. This study involved over 8,700 schools and 2.6 million students across the world. One research has been conducted by Lance, Rodney and Hamilton-Pennell (2005) in Illinois, United Stated showed that the 11th grades students (secondary schools) result in ACT improved when there is a strong collaboration between the qualified Teacher-Librarian and subjects' teacher in classroom activities. Stephen (2004) proved that research consistently shows that when children have access to good libraries with plenty of good books and with adequate staffing, they read more, and thus do better on reading tests.

From the study that has been conducted by Williams and Wavell, (2001), they have been illustrated the framework potential learning experiences from using the SRCs. The indicator of potential learning experiences has been categorized into four which are motivation, progression, independent and interaction. SRCs can trigger the motivation for each student who has visited SRCs. Students will get motivated to learn in order to increase or improved their knowledge. They will get positive attitude or enthusiasm once they know the right way to search information effectively.

3.0 Proposed Research Framework

SRC have many roles in supporting students' achievement and motivation however in this paper, researcher only discuss four variables that suit with her study that derived from previous literature, in order to answer the research questions:

1. What are the activities in SRC would give impact on students' achievement and motivation?
2. Why competencies of teacher-librarian would give impact on students' achievement and motivation?
3. How technology in SRC would give impact on students' achievement and motivation?
4. Are the collections in SRC would give impact on students' achievement and motivation?

The four variables are school library activities or programs, Teacher-Librarian competencies, collections and technology to measure the impact of SRC towards students achievement and motivation. The variables (see Table 1) and proposed framework (see Figure 1) as below:

VARIABLES	RESEARCHERS	FINDINGS
Activities / Programs	Gildersleeves, L., 2012; Bishop,2007; Shenton,2014; Burgin, R. & Bracy, P.B., 2003	Students visit SRC and learn information literacy skills that related to classroom and assignments
Teacher Librarians' competencies	Gretes, 2013; Shafie, Z., Yatim, N. H., & Othman, R.,2012; Kamal, M. A., & Othman, N.,2012; Raja Yaacob, R. A, & Omar, S.,2003; Tan, S. M., & Singh, D.,2008; Debra E.,2011	Professionally Teacher-Librarians made on the impact of school library programmes on academic performance that effect the achievement
Technology	The Malaysian Smart School, 1997; Lonsdale, 2003; Alexander, 2016; Grgic, 2013; Shamila,2013; Bahagian Teknologi Pendidikan, 2011	Helps teachers and students new technology to enhance teaching and learning

Collections	Gildersleeves, 2012; Bishop, 2007; Collins and Doll,2012; Afolabi, 2016	Current and adequate collection in SRC will meet the need of users and support the curriculum
Support students' achievement	(Gretes, 2013; Lance et al,2003,2005; Lance, Rodney and Hamilton-Pennell,2005; Stephen,2004; McMahon-Lakin & Dow,2012)	There are improvement in students' reading test, ACT test when there is strong collaboration between the qualified Teacher-Librarian and subjects' teacher in classroom activities
Support students' motivation	Williams and Wavell, 2001; Nejaha,2014, Hoffman,2016,Boelens,2010)	Students will get motivated to learn in order to increase or improved their knowledge. They will get positive attitude or enthusiasm once they know the right way to search information effectively

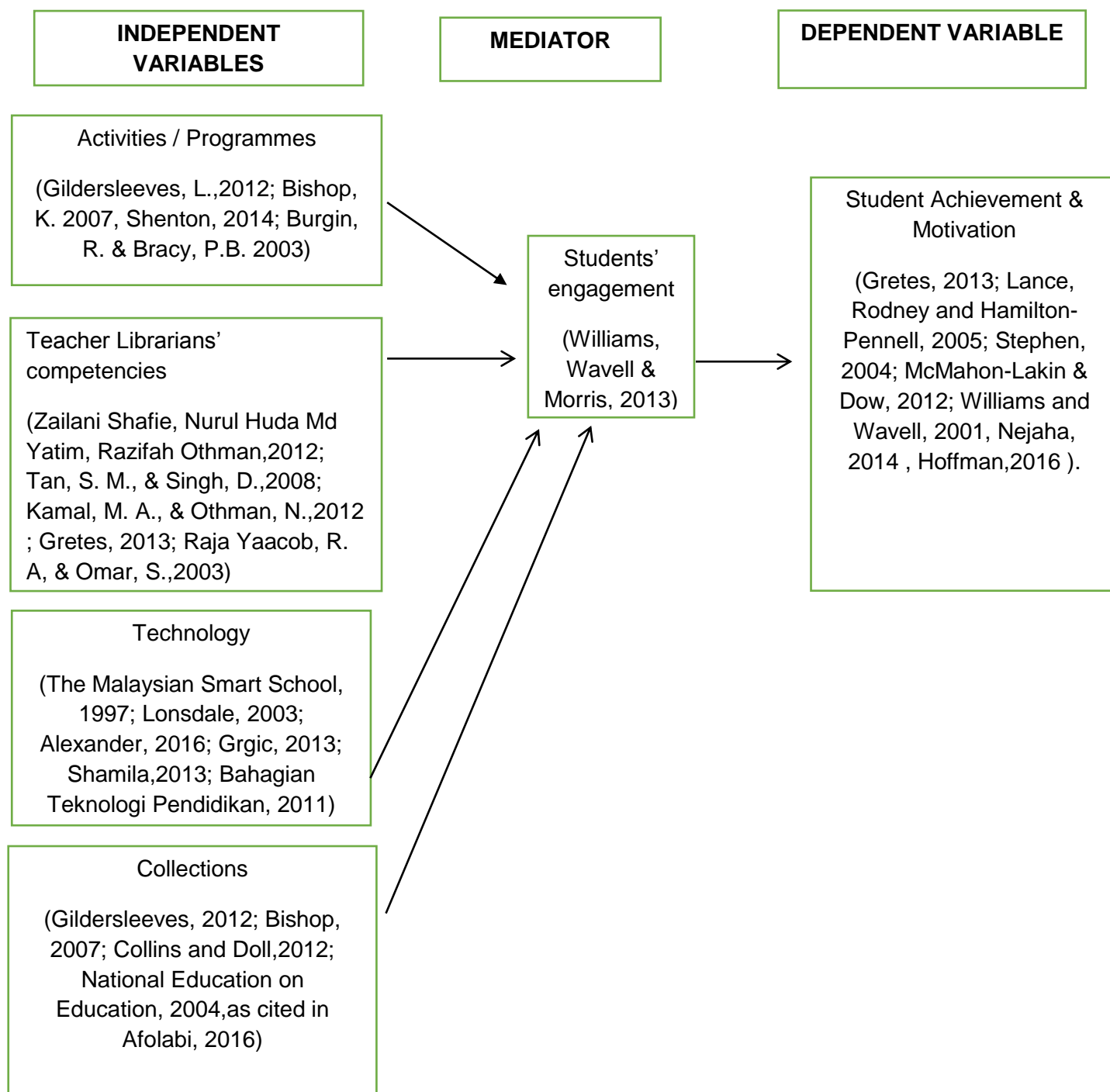Table 1 : Variables of research framework

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INDEPENDENT VARIABLES	MEDIATOR	DEPENDENT VARIABLE

Activities / Programmes

(Gildersleeves, L.,2012; Bishop, K. 2007, Shenton, 2014; Burgin, R. & Bracy, P.B. 2003)

Teacher Librarians' competencies

(Zailani Shafie, Nurul Huda Md Yatim, Razifah Othman,2012; Tan, S. M., & Singh, D.,2008; Kamal, M. A., & Othman, N.,2012 ; Gretes, 2013; Raja Yaacob, R. A, & Omar, S.,2003)

Technology

(The Malaysian Smart School, 1997; Lonsdale, 2003; Alexander, 2016; Grgic, 2013; Shamila,2013; Bahagian Teknologi Pendidikan, 2011)

Collections

(Gildersleeves, 2012; Bishop, 2007; Collins and Doll,2012; National Education on Education, 2004,as cited in Afolabi, 2016)

Students' engagement

(Williams, Wavell & Morris, 2013)

Student Achievement & Motivation

(Gretes, 2013; Lance, Rodney and Hamilton-Pennell, 2005; Stephen, 2004; McMahon-Lakin & Dow, 2012; Williams and Wavell, 2001, Nejaha, 2014 , Hoffman,2016).

Figure 1 : Proposed Research Framework

4.0 Discussion and conclusion

Its hope that this proposed research framework will be useful to measure the impact of SRC on students' achievement and motivation, and will be an addition to current literature and recommend a new model of SRC in Malaysia. Furthermore, it will contribute to producing knowledge-based society (students) with 21st century skills that include technology and media literacy, learning and innovation skills, and life and career skills. It will be additional policy and makes recommendations for teachers, library and teacher librarians; school management and policymaker, Ministry of Education (MOE) for organize activities and training related for students' skill and can make some recommendations to MOE to improve SRC in Malaysia and to have proper planning in terms of collections, activities/program, technology and to have a proper guidelines for an appointment of qualified Teacher-Librarian to manage the School Resource Center.

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