

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

Introduction

The main aim of this study was to assess the current status of the school resource centres in the Malaysian Tamil schools. There are 75 urban and 454 rural Tamil schools in Malaysia. There are no Tamil schools in East Malaysia and in the state of Trengganu in West Malaysia.

Questionnaires were sent to all the 75 urban Tamil schools and 25% of the 449 rural Tamil schools (111 schools). A total of 186 questionnaires were sent to the selected schools based on the list obtained from the Ministry of Education. According to the Ministry's list, there were only 75 urban schools as on 30 June 1997. However, based on the returned questionnaires, it was noticed that four of the rural Tamil schools have been reclassified as urban schools.

Out of the 186 schools, a total of 110 schools (48 urban and 62 rural) returned the questionnaires to the researcher. The researcher visited 2 selected urban schools and 2 rural schools in the district of Klang to get the actual picture of the SRCs in these schools.

This chapter presents and analyses the results obtained from the questionnaires that were returned. The data was first tabulated on a spreadsheet, and the responses were then analysed for each question. The results are discussed from two aspects which answer the research questions, namely:

1. How are the SRCs in the Malaysian Tamil schools administered, in terms of:

- a) SRC Management Committees
- b) Services

- c) Physical facilities
- d) Technology
- e) Collection
- f) Use
- g) Personnel
- h) Budget
- i) Professional aid

2. What are the main problems faced by the SRC in Tamil schools?

Rate of Returns of Questionnaires

A total of 186 questionnaires were sent to the selected Malaysian Tamil schools and 59.3% responded, that is a total of 110 schools. The list of schools selected from each state for the survey was sent to the respective State Education Department for approval. The State Educational Departments in Perlis, Kedah, Perak, Johor, Negeri Sembilan, Malacca and the Federal Territory gave approval to carry out this survey. The other states did not respond. Table 1 shows the ranking of questionnaires returned from each state.

Table 1

Distribution of Returns by State : Malaysian Tamil Schools

State	No. of Questionnaires Sent	No. of Questionnaires Returned	Percent of Return
Perak	44	34	77.3
Selangor	36	16	46.6
Pahang	18	9	50.0
Kelantan	1	1	100.0
Johor	21	13	61.9
Kedah	15	11	73.3
Malacca	6	2	33.3
Negeri Sembilan	17	10	88.2
Penang	12	7	58.3
Perlis	1	1	100.0
Federal Territory	15	6	40.0
TOTAL:	186	110	59.3

Table 2 shows the rates of return of questionnaires from urban Tamil schools. A total of 75 questionnaires were sent to all the urban Tamil schools in the country. 44 of the urban schools responded. In addition to these 44 questionnaires, the researcher also received 4 more questionnaires from the rural schools which are reclassified as urban schools, thus making a sample of 48 urban schools.

Perlis and Kedah had 100% returns of questionnaires. Perlis has only one Tamil school which is an urban school. Federal Territory has 15 urban Tamils schools and has no rural school. The return from Federal Territory was the lowest where only 33.3% of the questionnaires were returned. Whereas Malacca, which has only one urban Tamil school in the state, did not respond. The response from Perak was the highest (87.5%) where 14 out of 16 urban schools returned the questionnaire.

Table 2

Distribution of Returns by State : Urban Tamil schools

State	No. of Questionnaires Sent	No. of Questionnaires Returned	Percent of Return
Perak	16	14	87.5
Selangor	12	6	50.0
Pahang	11	5	45.5
Kelantan *	-	-	-
Johor	7	5	71.4
Kedah	3	3	100.0
Malacca	1	0	0
Negeri Sembilan	6	4	66.7
Penang	7	4	57.1
Perlis	1	1	100
Federal Territory	15	6	33.3
TOTAL:	79	48	62.75

* No Urban Tamil School in Kelantan

Table 3 shows the rates of return of questionnaires by rural Tamil schools. There were 449 rural Tamil schools in the country as on 30 June 1997. A random sample of 25%(111 schools) was selected for this survey. So, 111 questionnaires were sent to the selected rural schools. Kelantan recorded 100% return which has only one rural Tamil school. The highest percentage of questionnaires returned from rural schools was from Perak and the lowest from Malacca. A total of 62 questionnaires were received from rural schools. Four rural schools stated that they do not have SRC in their schools.

Table 3

Distribution of Returns by State : Rural Tamil Schools

State	No. of Questionnaires Sent	No. of Questionnaires Returned	Percent of Return
Perak	28	20	71.4
Selangor	24	10	41.6
Pahang	7	4	57.1
Kelantan	1	1	100.0
Johor	14	8	57.1
Kedah	12	8	66.7
Malacca	5	2	40.0
Negeri Sembilan	11	6	54.5
Penang	5	3	60.0
Perlis	-	-	-
Federal Territory	-	-	-
TOTAL:	107	62	57.9

Some background information on the responding schools was requested including the status of the school (Grade A/Grade B), number of sections, number of students and teachers and they have been provided in Tables 4, 5, 6 and 7.

Grade of School

Table 4 shows the status of the Tamil schools in urban and rural areas in Malaysia. Most of the Tamil schools in the country fall under the category B. If the number of students are less than 400 in a rural school and less than 800 in a urban school then it is classified as a B grade school.

Table 4
Grade of Responding School

Section	Urban Schools		Rural Schools	
	No	%	No	%
Grade A	34	70.8	61	98.4
Grade B	14	29.1	1	1.6
TOTAL	48	100.0	62	100.0

Number of Sessions

Table 5 shows that 70.8% of urban schools and 98.4% of rural schools have one session only. This shows that more rural schools have one session compared to the urban schools. Also, the Tamil schools in the urban areas have a higher percentage of two sessions compared to rural areas. Only one percent of the rural schools have two session compared to 29.2 percent in the urban areas.

Table 5

Number of Sessions

Session	Urban Schools	Rural Schools	Total	Percentage
One Session	34 (70.8%)	61 (98.4%)	95	83.4
Two Session	14 (29.2%)	1 (1.6%)	15	13.6

Number of Pupils in School

There is a vast difference between the number of pupils in the urban and rural Tamil schools in the country. The sample data shows that 50% of the urban schools and 83.9% of the rural schools have less than 250 pupils. It is clear that most of the Tamil schools in the country were under enrolled. The largest number of pupils in the urban school was 1077 students, and 14 in a rural school. One of the urban schools had only 8 students.

Table 6

Number of Pupils in the School

No. of Pupils	Urban Schools		Rural Schools	
	No.	%	No.	%
1 - 250	24	50.0	52	83.8
251 - 500	12	25.0	8	12.9
501 - 750	4	8.3	2	3.3
751 - 1000	6	12.5	-	-
1000 - 1250	2	4.2	-	-
TOTAL	48	100.0	62	100.0

Number of Teachers

Table 7 shows the total number of teachers in urban and rural schools. Based on the samples 67.8% of the rural and 22.9% of the urban Tamil schools have between four and 10 teachers. The largest number of teachers in a school is 52, whereas the smallest number is 4. It is noteworthy that one of the urban schools has only 4 teachers with an enrollment of 8 students.

Table 7
Number of Teachers in Schools

No. of Teachers*	Urban Schools		Rural Schools	
	No.	%	No.	%
1 - 10	11	22.9	42	67.8
11 - 20	19	39.6	16	25.8
21 - 30	9	18.8	4	6.4
31 - 40	4	8.3	-	-
41 - 50	5	10.4	-	-
TOTAL	48	100.0	62	100.0

*Includes temporary teachers

The Presence of SRCs in Tamil Schools

Table 8 shows that all the urban Tamil schools in the country have SRCs. About 6.5% of the rural Tamil schools do not have a SRC. Four rural schools had returned the questionnaires with letters explaining the reasons for not having a SRC in their

schools. All the four schools stated that they do not have enough space to set up a SRC in their school. The letters were written by the headmasters of the respective schools. So, only 58 rural schools have given information on the management of their SRCs and the problems faced.

Table 8
Presence of SRC

Presence of SRC	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	48	100.0	58	93.5
No	-	-	4	6.5
TOTAL	48	100.0	62	100.0

The Administration of the SRCs in the Malaysian Tamil Schools

The administration of the SRCs in the Malaysian Tamil schools was analysed in terms of management committees, services, physical facilities, technology, collection, usage, personnel and staffing, budget and professional aid. The following tables show the findings for each category.

a) SRC Management Committees

To administer an SRC two committees are established in each schools. This is the recommendation by the Ministry of Education. They are the SRC Central Committee (*Jawatan Kuasa Induk Pusat Sumber Sekolah*) and the SRC Working

Committee (*Jawatankuasa Kerja Pusat Sumber Sekolah*). The Central Committee is responsible for the development of the SRCs and the Working Committee is responsible for carrying out all the activities suggested by the Central Committee.

The Central Committee consists of the headmaster, the senior assistant, the SRC coordinator and all the heads of subjects (*ketua panitia matapelajaran*). The Working Committee includes the SRC co-ordinator, and the people responsible for the other sections like audio-video aids, teaching aids, and also a number of committee members and librarians.

The administration of SRCs was analysed in terms of the existence of the Central Committee and Working Committee, number of members, number of time they had meetings to carry out their responsibilities, and also the existence of a written development plan for the SRC. Tables 9 to 15 show the findings related to the administration of SRCs in Tamil schools.

Central Committee (*Jawatankuasa Induk Pusat Sumber sekolah*)

Table 9 shows the presence of SRCs Central Committee. About 95.% of the urban schools and 89.6% rural schools have SRC Central Committee. However, the absence of SRC Central Committee is comparatively more in the rural schools compared to the urban schools, where 10.4% rural schools do not have Central committee compared to the urban schools which had only 4.2%.

Table 9 also shows that 90.7% of the Malaysian Tamil schools had a Central Committee.

Table 9

Presence of SRC Central Committee

SRC Central Committee	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	46	95.8	52	89.6
No	2	4.2	6	10.4
TOTAL	48	100.0	58	100.0

The Members of the SRC Central Committee

Table 10 shows the number of members participating in the Central Committee of a SRC. Since the number of teachers in most of the rural schools is low, the number of members in the Central Committee is therefore low compared to the urban schools. 84.7% of the rural schools have less than 10 members in the Central Committee compared to 52.1% in the urban schools. None of the rural schools has more than 20 members in the Central Committee, however 4 of the urban schools have more than 20 members. Two urban schools and 6 rural schools did not answer this section of the questionnaire.

Table 10

Members of SRC Central Committee

No. of Members	Urban Schools		Rural Schools	
	No.	%	No.	%
1-5	6	13.0	20	38.5
6-10	18	39.1	24	46.1
11-15	18	39.1	7	13.5
16-20	-	-	1	1.9
21-25	4	8.8	-	-
TOTAL	46	100.0	52	100.00

Frequency of Meetings by Central Committee

Both the urban and rural schools had met at least 5 times in 1977. Meetings are important because it is then that, problems faced by the SRC are discussed and decisions are made to overcome the problems. The Central Committee is also responsible for planning the activities to be carried out by the SRC for each year. This committee is also responsible for the development of the SRC.

Table 11 shows that 80.4% of the urban schools and 84.6% of the rural schools had at least 1 - 5 times meetings. Only one rural school had no meeting at all. Table 11 proves that 16.3% of the SRC Central Committees in the Tamil schools had met more than 5 times. However, 2 urban schools and six rural schools did not answer this section of the questionnaire

Table 11

Frequency of Meeting by Central Committee

Number of times Met	Urban Schools		Rural Schools	
	No.	%	No.	%
0	-	-	1	1.9
1-5	37	80.4	44	84.6
6-10	9	19.6	7	13.5
TOTAL	46	100.0	52	100.0

SRC Working Committee (*Jawatankuasa Kerja Pusat Sumber Sekolah*)

Only 2.15% of the urban schools and 3.4% of the rural schools do not have SRC Working Committee. Table 12 shows 95.4% of the Malaysian Tamil schools had SRC Working Committee in 1997.

Table 12

Presence of the SRC Working Committee

Presence of Working Committee	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	47	97.9	56	96.6
No	1	2.1	2	3.4
TOTAL	48	100.0	58	100.0

Number of Members in the SRC Working Committee

The SRC Working Committee plays an important role in carrying out all the activities in the SRC throughout the year. As such, they should have enough members to carry out all the activities.

Table 13 shows the number of members in the Working Committee in the urban and rural Tamil schools. The rural schools have less number of teachers so the participation of committee members in the working committee was less compared to the urban schools. So, the total number of committee members in the Working Committee was 4 to 5 only in 41.0% of the rural schools. However, the situation in the urban schools was better where only 14.9% of the schools had 4 to 5 committee members in the SRC Working Committee. One urban school and 2 rural schools did not answer this section of the questionnaire.

Table 13

Members of SRC Working Committee

Number of Members	Urban Schools		Rural Schools	
	No.	%	No.	%
1 - 5	7	14.9	23	41.0
6 - 10	25	53.2	22	39.3
11 - 15	11	23.4	10	17.9
16 - 20	-	-	-	-
20 - 24	4	8.5	1	1.8
TOTAL	47	100.0	56	100.00

Frequency of Meetings by the SRC Working Committee

Meetings by the Working Committee is very important because it is responsible for carrying out the activities suggested by the Central Committee. This Committee needs to have meetings often to check that the activities delegated to the members are carried out promptly. This committee also does the postmortem to know the problems faced in carrying out the activities in the SRC and for future reference.

Table 14 shows that 2 rural schools never had any meeting for the year 1997. Whereas 74.5% of the urban schools and 78.6% of the rural schools had their meeting at least 1 to 5 times in 1997. Furthermore, 25.5% of the urban schools and 17.8% of the rural schools had met more than 5 times. One urban school and two rural schools did not answer this section of the questionnaire.

Table 14

Frequency of Meeting by Working Committee

Number of Meeting	Urban Schools		Rural Schools	
	No.	%	No.	%
0	-	-	2	3.6
1 - 5	35	74.5	44	78.6
6 - 10	12	25.5	10	17.8
TOTAL	47	100.0	56	100.0

Written Development Plan for SRC

A written development plan is very important to check on the development of the SRC on a year to year basis. In some schools they have Five Year Plans for the SRC, also known as Blue Print for the SRC. This is a guide which helps the Central Committee to suggest and make decisions on activities related to the development of the SRC.

About 50.0% of the urban schools and 41.4% of the rural schools had written development plan for their SRCs. However, it was observed that 57.1% of the SRCs in the Tamil schools do not have a written development plan for their SRCs. Two rural schools did not answer this section of the questionnaire.

Table 15

Written Development Plan for SRC

Development Plan	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	24	50.0	34	50.0
No	24	42.9	32	57.1
TOTAL	48	100.0	56	100.0

b) Services Provided by the SRCs in Tamil Schools

Services provided by the SRCs depend on the objective of its establishment and also the role it should play in achieving the objectives of education. So, the type of services available in the SRCs should be marketed to the users. The SRCs should encourage the users to use the resources available in the SRCs. This will help the

users who are in search of knowledge (Ray 1994). The main purpose of SRCs establishment is to provide various services. The services provided for the students are circulation, reference services, user education and making of learning aids. The services provided for the teachers are circulation, reference services and the building of teaching and learning materials.

These services are provided to the students and teachers so that the materials in the SRCs are fully used for the development of students' knowledge. Also, the aim of SRCs is to develop interest among the students to search for information.

SRCs are considered the mainstream of knowledge. If SRCs do not provide the services needed by its users, then they do not play their role as a center of learning. The services provided by Tamil School SRCs are categorised under services to students and services to teachers.

Services Provided to Students

Circulation and reference services are the two most frequent services provided by both urban and rural schools. 95.7% of the urban and 98.3% of rural schools provide circulation services. The reference services provided by the Tamil schools are also encouraging where 93.6% of the urban and 91.4% of rural schools provide these services.

Other than circulation and reference services, the SRCs in the Tamil schools also provide user education to the students. User education is very important because by giving this service the students are taught how to use the SRCs efficiently. However, it is noticed that only 54.2% of the urban schools and 51.7% of the rural schools put an emphasis on this service.

The students are also involved in the production of teaching and learning aids in the SRCs. 45.8% of urban schools and 43.1% of rural schools were involved in producing learning aids like scrap books, reading cards, etc.

Table 16
Services to the Students

Services	Urban Schools		Rural Schools	
	No.	%	No.	%
Circulation	45	93.8	57	98.3
Reference	44	91.7	53	91.4
User Education	26	54.2	30	51.7
Preparation of Teaching & Learning aids	22	45.8	25	43.1

Services provided to teachers

Table 17 shows that 91.7% of the rural school teachers borrowed books compared to 93.1% of the urban school teachers. The use of reference materials by rural teachers was also more, as compared to the urban teachers. However, the production of teaching and learning materials in the SRCs is not very encouraging in Tamil schools. Only 24% of the rural and 28% of the urban school teachers were involved in these activities.

Table 17

Services to the Teachers

Services	Urban Schools N=48		Rural Schools N=58	
	No.	%	No.	%
Circulation	44	91.7	54	93.1
Reference	46	95.8	56	96.6
Production of T & L Aids	24	50.06	28	48.3

Opening Hours of the SRCs.

The opening hours of the SRCs in the Tamils schools are encouraging. It is noted that 43.8% of urban and 43.1% of rural schools open the SRCs before the school starts, that is before 7.45 a.m. This is to keep the students occupied who come to school early. Also, 100% of urban and 98.3% of rural schools opened the library during school hours. This was because most of the SRCs in the Tamil schools were used for Teaching and learning process.

SRCs were also opened during recess time. This is again to keep the students who never go to the canteen, occupied during the recess hours. However, after school hours, only 33.3% of urban and 32.8% of rural schools opened the SRCs. It was also noted that SRCs were opened during weekends and school holidays. Extra classes and co-curriculum activities were held on Saturdays and on school holidays. While waiting for their teachers, students were allowed to use the SRCs.

Table 18

Opening Hours of SRCs

Opening Hours	Urban Schools		Rural Schools	
	No=48		No=58	
	No.	%	No.	%
Before School Open	21	43.8	25	43.1
During School Hours	48	100.0	57	98.3
During Recess	45	93.8	52	89.7
After School Hours	16	33.3	19	32.8
Weekends	10	19.1	9	15.5
School Holidays	4	8.3	13	22.4

Total Opening Hours of SRCs in a Week

Table 19 shows that 29.2% of urban and 32.8% of rural schools SRCs were opened less than 10 hours a week. However, 48.2% of rural school SRCs were opened for more than 20 hours per week. Only 16.6% of the urban school SRCs were opened for more than forty hours per week.

The opening hours of the SRCs in both urban and rural schools during the school hours are encouraging. This shows that the SRCs in Tamil schools did pay attention to the usage of the SRCs by their students especially during the schooling hours.

Table 19

Total Opening Hours of SRCs in a Week

Hours	Urban Schools		Rural Schools	
	No.	%	No.	%
1 - 10	14	29.2	19	32.8
11 - 20	5	10.4	4	6.8
21 - 30	7	14.6	28	48.3
31 - 40	14	29.2	7	12.1
41 - 50	8	16.6	-	-
TOTAL	48	100.0	58	100.0

SRC Period in the Class Time-Table

Usually SRC period is included in the class time for primary schools. This is to ensure that all the students in the school get the chance of using the SRC at least once a week. Table 20 shows that 93.8% of urban and 93.1% of rural schools have their SRC period in their class time table. This also shows that almost 93% of the Tamil schools students use the library at least once a week. The use of SRCs for teaching and learning in Tamil Schools is encouraging.

Table 20

SRC Period

	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	45	93.8	54	93.1
No	3	6.2	4	6.9
TOTAL	48	100.0	58	100.0

Classification System Used

The purpose of classification is to guide the users to access the resources available in SRCs easily. It was noted that 91.7% of urban school and 82.8% of rural schools used Dewey Decimal Classification System in their SRCs. Dewey Classification System is suggested by the Educational Technology Division for Malaysian schools.

Table 21 also shows that 4.25% of the urban schools and 1.7% of rural school use the Library of Congress Classification. 2 rural schools use colour system where different language books are classified with different colour tags. It was noted that there are SRCs in Malaysian Tamil schools that do not have any system of classifications. That is 4.1% of urban and 12.0% of rural schools do not have any system of classifications.

Table 21

Classification System Used

System	Urban Schools		Rural Schools	
	No.	%	No.	%
Dewey Decimal classification	44	91.6	48	82.8
Library of Congress	2	4.2	1	1.7
Others (Colours)	-	-	2	3.5
No System	2	4.2	7	12.0
TOTAL	48	100.0	58	100.0

c) Physical Facilities

Physical facilities include the existence of separate place for SRCs with the necessary equipment in it. However, this survey only collected data about the location and the size of SRCs in Tamil schools. Location of the SRCs is very important because the space in it should be conducive for the students to sit and do their work.

Location of the SRCs

Collin (1990) said that SRCs should be in a convenient location for students and teachers and should be made a place of interest to the students and teachers. The students and the teachers should be encouraged to use the resources available in the SRCs easily.

Table 22 shows that only 10.4% urban and 15.1% rural schools have a special building for the SRCs. However, 54.2% of urban schools have special SRC room in the

school buildings. About 39.7% of rural school have a special room for the SRCs. 39.7% of rural schools have modified the classrooms for the setting up of SRCs in their schools. Two urban schools have no place for SRCs so books and other materials have been distributed to the classes. Another two of the urban schools have their SRCs in the canteen. 8.6% of rural schools also have distributed the printed and non-printed materials to the classes since they do not have a SRC. Four rural schools have their SRCs in the teachers' quarters.

Table 22

Location of SRCs

Location	Urban Schools		Rural Schools	
	No.	%	No.	%
Special Building	5	10.4	3	15.1
Special Room in School Building	26	54.2	23	39.7
Modified Class Room	13	27.0	23	39.7
Distributed to Classes	2	4.2	5	8.6
Others	2	4.2	4	6.9
TOTAL	48	100.0	58	100.0

Size of the SRCs

SRCs should accommodate at least 10.0% of the school students at a time. Each student should be given about 3.25 square meters of space to do their work in the SRCs(Coolin 1990). However, it was noted that most of the Malaysian Tamil schools do not have enough space to set up an SRC. Table 24 shows that 75.0% of

the urban schools and 93.1% of the rural schools have SRCs that are less than one classroom (65 square meter)

Table 23

Size of SRCs

Saiz of SRC	Urban Schools		Rural Schools	
	No.	%	No.	%
Less than 1 classroom	36	75.0	54	93.1
1 class room	8	16.7	4	6.9
2 classrooms	3	6.2	-	
3 classrooms	-	-	-	-
more than 3 classrooms	1	2.1	-	-
TOTAL	48	100.0	58	100.0

d) Technology

Technology refers to overhead projector (OHP), radio and cassette players, television (black and white), television (colour), television with satellite, video recorder, laser disc recorder, telephone and fax machine.

Table 24 shows that 54.2% urban schools and 25.9% rural schools have OHP. However, it was noted that 79.25 urban schools and 87.9% rural schools have radios with cassette recorders. There are very few schools that have black and white television sets compared to colour television sets. 85.4% urban schools and 63.8% rural schools have colour television sets. However, none of the Tamil schools in the country has fax machine, laser disc recorder, telephone and television set with satellite.

Table 24

Technology Included in the SRCs

Technologies	Urban Schools N=48		Rural Schools N=58	
	No.	%	No.	%
OHP	26	54.2	15	25.9
Radio with cassette recorder	38	79.2	51	87.9
Black and White TV	8	16.7	2	3.4
Colour TV	41	85.4	37	63.8
TV with Satellite	-	-	-	-
Video recorder	32	66.6	18	31.0
Laser disc recorder	-	-	-	-
Telephone	-	-	-	-
Fax machine	-	-	-	-

Computers in the SRCs

Table 25 shows that 31.3% of urban and 29.3% of rural schools have computers in their SRCs. However, 77.1% of Malaysian Tamil schools do not have computers in the SRCs.

Table 25

Computers in the SRCs

Computers	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	15	31.3	17	29.3
No	33	68.7	41	70.7
TOTAL	48	100.0	58	100.0

Number of Computers in the SRCs

Table 26 shows that 22.95% of urban and 19.0% of rural schools had at least 1 to 5 computers in the resource centers. It was noted that only one rural school has more than 6 computers. Also, 10.4% of urban and 8.6% of rural schools have computers with modem in their SRCs. One urban school and 6 rural schools have 5 computers with CR-ROM in the SRCs. Only one urban school has 15 computers with CR ROM in the SRCs.

Internet in SRCs

There is only one urban school which has Internet facilities in the SRC.

Automation of SRCs

It was noted that none of the Tamil schools in the country has automated services in the SRCs.

Table 26

Number of Computers with Accessories in SRCs

Number of Computers	Normal Computers				Computers with Modem				Computers with CD ROM			
	Urban schools		Rural Schools		Urban Schools		Rural Schools		Urban Schools		Rural Schools	
	No	%	No	%	No	%	No	%	No	%	No	%
1 - 5	11	22.9	11	19.0	5	10.4	5	8.6	1	2.1	6	10.3
6 - 10	-	-	1	1.7	-	-	-	-	-	-	-	-
11 - 15	-	-	-	-	-	-	-	-	1	1.7	-	-

e) SRCs Collections

In this survey collection means all the printed materials and non-printed materials available in the SRCs excluding electronic materials. These materials are used by students and teachers for the purpose of learning and teaching process. It includes various materials such as books, magazines, newspapers, video, audio, disc and others. All these materials contain information in various fields for the purpose of fulfilling the needs of the students and teachers. The main purpose of these materials is to increase the knowledge of the students.

Books

Tables 27 and 28 shows the rankings of book collection in urban and rural Tamil schools. Four urban schools did not state the number of Tamil and Malay books collection. Three schools did not answer for the English books collection. Most of the urban schools had a range of 500 to 1000 books of all the three languages, whereas most of the Tamil schools in the rural area had a range of 100 to 500 volumes of Tamil and English books. It is noted that 35.4% of the rural schools have 500 to 1000 volumes of Malay books. This indicates that most of the rural Tamil schools pay more emphasis on Malay Language books compared to the urban schools..

Table 27

Books Collection by Language in Urban Schools

Number of Copies	Tamil Books		Malay Books		English Books	
	No.	%	No.	%	No.	%
< 500	10	20.8	6	12.5	13	27.0
501 -1000	14	29.1	17	35.4	17	35.4
1001 - 1500	9	18.8	7	14.6	8	16.7
1501 - 2000	2	4.2	6	12.5	4	8.3
2000 and more	9	18.8	8	16.7	3	6.3
No answer	4	8.3	4	8.3	3	6.3
TOTAL	48	100.0	48	100.0	48	100.0

Table 28

Books Collection by Language in Rural School

Number of copies	Tamil Books		Malay Books		English Books	
	No.	%	No.	%	No.	%
< 500	20	34.5	15	25.8	31	53.4
501 -1000	16	27.6	25	43.1	17	29.3
1001 - 1500	8	13.8	8	13.8	2	3.5
1501 - 2000	1	1.7	2	3.5	1	1.7
2000 and more	8	13.8	3	5.2	2	3.5
No answer	5	8.6	5	8.6	5	8.6
TOTAL	58	100.0	58	100.0	58	100.0

Newspapers

Other than books, the SRC also provides newspapers which are the basic reading material on current issues. Musa (1990) said that newspapers contain information about economic, social and latest issues. The facts in the newspapers give more information than those found in the students' text books on certain subjects like geography, science, etc.

However, the availability of newspapers in the Tamil schools both in the urban and rural areas is not encouraging. Table 29 shows the availability of newspapers in both urban and rural Tamil schools.

Table 29

Presence of Newspapers

Newspapers	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	11	22.9	15	25.9
No	37	77.1	43	74.1
TOTAL	48	100.0	58	100.0

Magazines

Other than newspapers, magazines also give information about current issues. Magazines and journals are classified as reference materials because they provide current information on specified subjects. Magazines are printed attractively and colourfully to attract children. However, the availability of magazines and journals is more encouraging in the Tamil schools compared to the availability of newspapers.

Table 30 shows availability of magazines in the Tamil schools.

Table 30

Magazines/Journals Collection in Tamil Schools

Collection	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	32	66.7	36	62.1
No	16	33.3	22	37.9
TOTAL	48	100.0	58	100.0

Audio, Video Materials and CD ROMs

Video is one medium which helps teachers to achieve the objectives of their teaching. Systematic planning and use of video can increase the achievement of quality education during the teaching and learning process. So, schools must provide the necessary hardware and software for the teachers to use in the process of teaching and learning. Audio could be used in group teaching and it will also increase the standard of innovativeness and creativity among the students (Saad 1993).

In Malaysian Tamil schools the collections of audio and video materials are not satisfactory. Table 31 shows the collection of audio and video materials in urban and rural Tamil schools. More than 60.0% of the urban Tamil schools and 80.0% of the rural schools do not have audio and video aids in their SRCs.

Table 31

Collection of Video, Audio Materials and CD ROMs in Urban Schools

Numbers	Video		Audio		CD-ROM	
	No.	%	No.	%	No.	%
1 - 25	9	18.8	14	29.2	1	2.1
26 -50	6	12.5	5	10.4	-	-
51 - 75	1	2.1	-	-	-	-
76 - 100	-	-	-	-	-	-
100 and more	-	-	-	-	-	-
No answer	32	66.6	29	60.4	47	97.9
TOTAL	48	100.0	48	100.0	48	100.0

Table 32

Collection of Video, Audio Materials and CD ROMs in Rural Schools

Units	Video		Audio		CD-ROM	
	No. of schools	%	No. of schools	%	No. of schools	%
1 – 25	5	8.6	11	19.0	1	1.7
26 – 50	4	6.9	1	1.7	-	-
51 – 75	-	-	-	-	-	-
76 – 100	1	1.7	-	-	-	-
100 and more	-	-	-	-	-	-
No answer	48	82.8	46	79.3	57	98.3
TOTAL	58	100.0	58	100.0	58	100.0

Existence of Written Selection Policy

The main purpose of the SRCs is to provide satisfactory services to the users. As such a selection policy is necessary to guide the personnel involved in the management of the SRCs. So, in order to fulfill the needs of the users, a written selection policy is necessary.

The existence of the selection policy is shown in Table 33. Only 54.2% of urban schools and 45.8% of the rural schools have a written selection policy.

Table 33

Existence of Selection Policy

Written Policy	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	26	54.2	30	51.7
No	22	45.8	28	48.3
TOTAL	48	100.0	58	100.0

f) Use of Malaysian Tamil Schools Resource Centres

Asiah (1993 Utusan Malaysia) said that various types of materials and technology were supplied to the SRCs in the country. However, they do not possess sufficient resources for the use by teachers and students. So, SRCs fail as a centre for supplying teaching aids for the purpose of classroom teaching and learning process. Further she mentioned that the schools need to select a suitable collection of materials for their SRCs so that it could fulfill the interest of students depending on the ability and need of different type of students in the school.

Allocation of Time for SRC's

Table 34 shows the allocation of time for SRCs in the Tamil schools. Most of the schools had a library period included in their class time table. So, the teachers took the students to the SRCs during the library period. It was noted that 89.6% urban schools and 84.4% rural schools use the library according to their library period. Table 34 reveals that more than 47.9% of urban and 46.6% of rural school students use the library at their time for their needs.

Table 34
The Methods of SRCs Usage

Method	Urban Schools		Rural Schools	
	No.	%	No.	%
Class Time Table	43	89.6	49	84.4
Students Needs	23	47.9	27	46.6
Teachers wish	5	10.4	11	1.7
Others	2	4.2	3	5.2

The reasons for using SRCs by the Students :

It was noted that students from Tamil schools use the library more for purpose of leisure reading and to occupy their free time than for other purposes. Table 35 shows that 58.3% of the urban and 44.8% rural school students used the SRCs for their project works.

Table 35

The Main Use of SRC by Students

Purpose	Urban Schools N=48		Rural Schools N=58	
	No.	%	No.	%
Use of Free Time	27	56.3	38	65.5
Leisure Reading	32	66.7	36	62.1
Project Work	28	58.3	26	44.8
Others	27	56.3	6	10.3

Records of SRCs usage by students and teachers

It was noted that 29.2% of the urban schools and 31.0% of rural schools do not have any record on the use of the SRCs either by the students or teachers. If no records are kept than it is difficult to check on the improvement of the use of SRCs. Records are important because they give the necessary information on the usage of the SRCs.

Table 36.

Records of SRCs Usage

Records	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	34	70.8	40	69.0
No	14	29.2	18	31.0
TOTAL	48	100.0	58	100.0

g) Personnel and staffing

The personnel and staff of SRCs include the members of the working committee, librarians, student library assistants and library clerks. These people who are involved in the activities of the SRCs should have the necessary qualifications to carry out the activities involved in the SRCs. Interest of the personnel also plays an important part in the management of the SRCs.

SRCs Co-ordinator

The SRC's co-ordinator plays an important role in carrying out the activities in the SRCs because he/she should know how to manage the SRC. The committee members and the librarians depend on the co-ordinator to guide them to carry out the activities in the SRCs. So, the co-ordinator should be a trained personnel to manage the SRCs efficiently and effectively.

Table 37 and 38 show the academic and professional qualifications of the SRCs' co-ordinators in Tamil schools. However, these teachers have a basic academic qualification in STPM/SPM. These teachers did not have any problem in filling in the questionnaire which was in Malay Language. None of the teachers stated that they had problem in filling in the questionnaire.

The teachers who are involved in the management of SRCs could improve themselves in the management of SRCs by reading handbooks on SRCs which are available in Malay and English language to increase their knowledge on SRCs management. Only 10.4 % of the urban school teachers have attended special certificate courses in the management of SRCs. None of the rural school teachers have attended this course.

Table 37

Academic Qualification of SRCs Co-ordinator

Qualification	Urban Schools		Rural Schools	
	No.	%	No.	%
SPM	32	66.7	41	70.7
STPM	16	33.3	17	29.3
TOTAL	48	100.0	58	100.0

Table 38

Professional Qualification of SRCs Co-ordinator

Qualification	Urban schools		Rural Schools	
	No.	%	No.	%
In-service Training	15	31.3	10	17.2
Library Certificate	5	10.4	-	-
Nil	28	58.3	48	82.8
TOTAL	48	100.0	58	100.0

Teaching Time of the SRCs Co-ordinators

The teaching load of the SRCs' co-ordinators should be reduced so that they can concentrate on the activities of the SRCs. However, it was observed that only a few of the co-ordinators have this facility. Table 39 explains the teaching time of the SRCs' co-ordinators in Tamil schools.

In the urban Tamil schools 52.1% of the co-ordinators had less than 900 minutes of teaching. However, in the rural schools more than 56,9% of the co-ordinators taught more than 900 minutes. Since, most of the rural schools had few teachers, this situation existed.

Table 39
Teaching Time of Co-ordinators

Minutes	Urban Schools		Rural Schools	
	No.	%	No.	%
<300	2	4.2	1	1.7
301 - 600	5	10.4	4	6.9
601 - 900	25	52.1	20	34.5
> 900	16	33.3	33	56.9
TOTAL	48	100.0	58	100.0

Responsibilities of SRC Co-ordinator

The SRC co-ordinator plays an important role in the management of SRCs, who is responsible for co-ordinating all the activities in the SRCs. As such, the co-ordinator should not be given much teaching responsibilities. The SRC co-ordinator must have enough time to plan the activities to be carried out throughout the year in the SRC.

Table 40 shows that the SRC co-ordinators in the Malaysian Tamil schools are holding many responsibilities in addition to the being an SRC coordinator. It was noted that 66.7% of the urban SRC coordinators and 69.0% of the rural SRC co-ordinators

are holding classes. As we know, the responsibilities of a class teacher are very heavy, as a result a co-ordinator would face problems in managing the SRCs efficiently.

Table 40
Responsibilities of SRC Co-ordinators

Responsibilities	Urban Schools No=48		Rural Schools No=58	
	NUMBER	%	NUMBER	%
Class Teacher	32	66.7	40	69.0
Senior Assistant	6	12.5	14	24.1
Head Subject Teacher	13	27.1	18	31.0
Co-ordinators	24	50.0	26	44.8
Subject Teachers	9	18.8	11	19.0
Others	21	43.8	14	24.1

Total time spent in doing SRC work

It is noted that 68.8% of the urban and 75.9% of the rural SRC co-ordinators spend less than 6 hours in SRC works. The SRC co-ordinators are loaded with a lot of responsibilities, consequently they are unable to spend much time in performing their duties as SRC co-ordinators. This situation will hinder the efficiency of SRC to provide a satisfactory service to the students and teachers.

Table 41 shows that none of the Tamil school's resource centres in the country has a clerk to help the co-ordinators in the running of SRC.

Table 41

Total Time Spent in doing SRC Work (Hours)

Hours	Urban Schools		Rural Schools	
	No.	%	No.	%
1 - 5	33	68.8	44	75.9
6 - 10	13	27.0	10	17.2
11 - 15	1	2.1	2	3.5
16 - 20	1	2.1	1	1.7
> 20	-		1	1.7
TOTAL	48	100.0	58	100.0

Table 42

Presence of Clerk

Clerk	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	-	-	-	-
No	48	100.0	58	100.0

Experience of SRC Co-ordinators

Only 14.6% of the urban and 3.4% of the rural SRCs co-ordinators had an experience of 6 years in managing the SRCs. Experience of SRC co-ordinators is very important in managing the SRCs efficiently. Most of the works in the SRCs are learnt through experience. Table 43 shows that 56.2% of urban and 60.3% of the rural school resource centre co-ordinators had less than 2 years of experience in the SRC works. This situation would lead to inefficiency in managing the SRCs.

Table 43

Experience of SRC Co-ordinators(year)

Years	Urban Schools		Rural Schools	
	No.	%	No.	%
0 - 2	27	56.2	35	60.3
3 - 4	9	18.8	17	29.3
5 - 6	5	10.4	4	7.0
> 6	7	14.6	2	3.4
TOTAL	48	100.0	58	100.0

Interest in being an SRC Co-ordinator

It was noted that 47.9% of the urban SRCs co-ordinators and 63.8% of the rural SRCs co-ordinators were interested in being an SRC co-ordinator. This statistic is really encouraging. It is also noted that more than 50% of the urban SRC co-ordinators were not interested being an SRC co-ordinator. The reasons given by them for not

interested was that the SRC duties were heavy and they did not have enough time to do the work.

Table 44

Interested being SRC Coordinator

Interested	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	23	47.9	37	63.8
No	25	52.1	21	36.2
TOTAL	48	100.0	58	100.0

Presence of Student Library Assistants

The samples show that only 2 urban schools and 6 rural schools do not have student library assistants. The rest of the schools have student library assistants who help the SRC co-ordinator and other working committee members in doing the SRC works such as wrapping books, repairing books, cleaning the SRCs, etc.

Table 45

Presence of Student Library Assistants

Librarians	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	46	95.8	52	89.7
No	2	4.2	6	10.3
TOTAL	48	100.0	58	100.0

Number of Student Library Assistants

The number of student library assistants depends on the size of the schools and the number of students in the school. It was noted that the urban schools had a larger number of student library assistants compared to the rural schools.

Table 46 shows that the maximum number of student library assistants in the urban Tamil schools was 20 to 25, and 20.8% in the urban schools. In the case of rural schools, the maximum number of students library assistants in the SRCs were 11 to 15. We have learnt that most of the rural schools are smaller in size and very few had an enrollment of more than 250 students, so 20.7% of students library assistant between 11 to 15 is considered to be sufficient.

Table 46
Number of Student Library Assistants

No. of Student Library Assistant	Urban School		Rural Schools	
	No.	%	No.	%
1 - 5	4	8.3	21	36.2
6 -10	12	25.0	19	32.8
11 - 15	14	29.2	12	20.7
16 - 20	6	12.5	-	-
> 20	10	20.8	-	-
No Answer	2	4.2	6	10.3
TOTAL	48	100.0	58	100.0

h. Budget

Financial aid is an important aspect in the management of an organization. In the case of SRCs the government gives aid annually to all the government aided schools in the country. Since Tamil schools are fully government aided, they get annual financial aid too.

Collection of SRC Fees

In addition to the government financial aid, the Tamil schools in the country do collect fees for SRCs. However, it was noted that only 37.5% of the urban schools and 22.4 rural schools collected fees for SRCs in 1997.

Table 47

Collection of SRC Fees

Collection of Fees	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	18	37.5	13	22.4
No	30	62.5	45	77.6
TOTAL	48	100.0	58	100.0

Amount of Fee Collection

It was noted that the fees collected by the Tamil schools for SRCs ranged from RM0.50 to RM2.50. About 16.7% of the urban and 17.2% of the rural schools collected RM1.50 from each student for the activities of SRCs in 1997.

Table 48

Amount of Fee Collected (Ringgit Malaysia)

Ringgit Malaysia	<u>Urban Schools</u>		<u>Rural Schools</u>	
	No.	%	No.	%
0.50	2	4.2	1	1.7
1.00	3	6.2	2	3.5
1.50	8	16.7	10	17.2
2.00	4	8.3	-	-
2.50	1	2.1	-	-
No Answer	30	62.5	45	77.6
TOTAL	48	100.0	58	100.0

Parent Teacher Association's (PTA) Fund for SRC

Table 49 shows that 20.8% of the urban schools and only 6.9% of the rural schools PTA were involved in financial aid.

Table 49

Parent Teacher Association's(PTA) Fund for SRC

PTA Fund	<u>Urban Schools</u>		<u>Rural Schools</u>	
	No.	%	No.	%
Yes	10	20.8	4	6.9
No	38	79.2	54	93.1
TOTAL	48	100.0	58	100.0

PTA's Fund for SRC (1997)

Only one urban school received fund of more than RM1000.00 in 1977. The maximum amount of PTA fund received by the rural schools was RM750.00.

Table 50

PTA Allocation to SRC for the Year 1997

Ringgit Malaysia	Urban Schools		Rural Schools	
	No.	%	No.	%
1 - 250	1	2.1	1	1.7
251 - 500	4	8.2	2	3.5
501 - 750	2	4.2	1	1.7
751 - 1000	2	4.2	-	-
> 1000	1	2.1	-	-
No Fund	38	79.2	54	93.1
TOTAL	48	100.0	58	100.0

Distribution of the Fund

The fund received by the SRCs were used to buy books, newspapers/magazines, technological aids and others. It was noted that a large amount of the fund received by the rural schools were spent to buy books compared to other items.

Table 51
Distribution of Fund

	Percentage									
	0-20%		20-40%		40-60%		60-80%		80-100%	
Purpose	U	R	U	R	U	R	U	R	U	R
Books	3	-	2	-	4	9	9	9	6	5
Newspapers/Magazine	10	11	1	2	-	-	-	-	1	-
Technology	11	11	3	3	-	-	-	-	-	-
Others	2	8	1	1	-	-	-	-	1	-

U-Urban schools

R-Rural Schools

Professional Assistance

The co-ordinators and also the personnel involved in the management of SRCs need professional aids to guide them in managing and developing the SRCs.

Visits by Officials from Educational Technology Division/State Department Resource Centres/District resource centres.

Table 52 shows that 60.4% of the urban schools resource centres were visited by the above officials at least 1 to 4 times in 1977. In the case of rural schools, 43.1% of the schools had received these officials visits about 1 to 2 times only. Only one urban and one rural school have been visited by these officials more than 4 times.

Table 52

Visit by Officials from Education Technology Division/State Department Resource

Centre/District Resource Centre

Number of Visits	Urban Schools		Rural Schools	
	No.	%	No.	%
0	18	37.5	27	46.6
1	15	31.2	12	20.7
2	7	14.6	13	22.4
3	5	10.4	4	6.9
4	2	4.2	1	1.7
More than 4	1	2.1	1	1.7
TOTAL	48	100.0	58	100.0

Co-ordinators Visit to District Resource Centre/State Resource Centre/Educational Technology Division.

Table 53 shows that 39.6% of the urban and 48.3% of the rural SRCs co-ordinators never visited any of the above stated centers. These are the places where the co-ordinators should refer in case of any problems in managing the SRCs.

Table 53

Co-ordinator's Visit to District Resource Centre/State Resource Centre/Education
Technology Division(1997)

Number of Visits	Urban Schools		Rural Schools	
	No.	%	No.	%
0	19	39.6	28	48.3
1	9	18.8	9	15.5
2	7	14.6	11	19.0
3	2	4.1	5	8.6
4	6	12.5	1	1.7
More than 4	5	10.4	4	6.9
TOTAL	48	100.0	58	100.0

Visit by Public Library officials

In 1997 only 14.7% of the urban and 3.4% of the rural SRCs received officials from the Public library (Table 54).

Table 54

Visit by Public Library Officials (1997)

Number of Visit	Urban schools		Rural Schools	
	No.	%	No.	%
0	41	85.3	58	96.6
1	2	4.2	2	3.4
2	2	4.2	-	-
3	1	2.1	-	-
4	1	2.1	-	-
More than 4	1	2.1	-	-
TOTAL	48	100.0	58	100.0

Co-ordinator's Visit to Public Libraries (1977)

Table 54 shows the number of times the SRCs, co-ordinators visited the public libraries in 1997. Only 35.5% of the urban and 22.4% of the rural SRCs co-ordinators have visited the public libraries in 1997.

Table 55

Coordinator's Visit to Public Libraries (1997)

Number of Visits	Urban Schools		Rural Schools	
	No.	%	No.	%
0	31	64.5	45	77.6
1	3	6.3	6	10.3
2	6	12.5	4	6.9
3	3	6.3	3	5.2
4	4	8.3	-	-
5	1	2.1	-	-
TOTAL	48	100.0	58	100.0

Membership in Professional Associations

It was noted that a significant of 93.7% urban and 93.1% rural SRCs coordinators were not a member of any professional association related to resource centres (Table 56).

Table 56

Member in Professional Association

Member	Urban Schools		Rural Schools	
	No.	%	No.	%
Yes	3	6.3	4	6.9
No	45	93.7	54	93.1
TOTAL	48	100.0	58	100.0

**The Relationship Between the Population of Pupils and total volume of Book
Collection**

The relationship between the population of pupils and the total number of book collection was calculated. The Pearson's Correlation Coefficient was used to test the relationship between the two variables. The Pearson's Correlation Coefficient between total population of pupils and total volume off collection was +0.34 in both urban and rural schools.

Table 57

Correlation Between Pupil Population and the Volume of Book Collection

Between Pupil Population and	Urban Schools R	Rural Schools r
Volume of Books Collection	+0.34	+0.34

Problems faced by the SRCs in Malaysian Tamil Schools

The problems discussed here were obtained from the questionnaires received from 48 urban Tamil schools and 58 rural schools in Malaysia. The SRC co-ordinators in these schools were asked to write the main problems faced by their SRCs. The followings are the problems written by them.

- a) The main problem faced by both urban and rural schools SRCs were the lack of space. About 41.7% of the urban and 50% of the rural schools stated that they do not have enough space to set up a library in their schools.
- b) Lack of finance was also one of the major problems faced by the Tamil schools resource centres. About 15.6% of urban and 5.2% of rural SRCs co-ordinators stated that they had financial problems in developing the SRCs.
- c) Lack of books and loss of books were also faced by the SRCs in the Tamil schools. 18.8% of the urban and 10.3% of the rural SRCs co-ordinators wrote that they do not have enough books for their students and teachers in the SRCs. Also 4.2% of the urban and 5.2% of the rural schools stated the loss of books as one of their major problems.
- d) Lack of professional or trained staff and experience was another problem faced by 8.3% of urban schools and 12.7% of rural schools.

- e) Another major problem faced by the SRCs co-ordinators in Tamil schools was the lack of time to concentrate on the activities in the SRCs. About 10.4% of urban schools and 8.6% of rural schools SRC co-ordinator stated this factor as a problem.
- f) Some of the SRCs' co-ordinators do not get the cooperation from other committee members in developing the SRCs and also to carry out the activities as planned for the year(1997).
- g) Some of the SRCs in Tamil schools do not have any technological aids at all. This was stated by 10.4% of the urban and 24.1% of the rural schools.
- h) Based on the sample, cataloguing problems was faced by rural SRCs co-ordinators only.
- i) Small amount of students in the schools was also one of the problems faced by Tamil schools in the country. One urban school (2.1%) and two rural schools stated this as one of their major problems in setting up a SRC in their school.
- j) Two urban schools (4.2%) stated that misuse of resources in the SRCs by students and teachers was one of their problems in managing the SRCs in their schools.

Table 57

Problems faced by SRCs

Problems	Urban Schools No=48		Rural Schools No=58	
	No.	%	No.	%
Lack of space	20	41.7	29	50.0
Lack of finance	7	15.6	3	5.2
Lack of books	9	18.8	6	10.3
Lack of experience	4	8.3	7	12.7
Lack of time	5	10.4	5	8.6
Lack of cooperation from other teachers	2	4.2	2	3.4
Lack of technology	5	10.4	14	24.1
Lost of books	1	2.1	3	5.2
Cataloguing Problem	-		3	5.2
Lack of students	1	2.1	-	-
Misuse of resources	2	4.2	-	-

Discussion of Results

A sample of 180 Tamil schools were selected from a total of 529 schools in the country. The return was 59.3 only, that is 110 schools returned the questionnaires to the researcher. The following are the analysis and discussion based on the returned questionnaires.

The data from 95.8% of the urban schools and 89.6% of the rural schools showed that they had an SRC Central Committee which is responsible for the development of the SRC. The urban schools had members numbering between 4 to 24 and the rural schools had between 4 to 20 . About 80% of the SRC Central Committee had meetings at a range of 1 to 5 times in 1997.

The survey revealed that 97.9% of the urban schools and 96.6% of the rural schools had SRC Working Committee. This committee is responsible for implementing the suggestions and activities decided by the SRC Central Committee. The number of members in this committee ranged from 4 to 15 in 91.5% urban schools and 98.2% in the rural schools. The number of meetings held by this committee was at a range of 1 to 5 times in both type of schools(74.5% in the urban schools and 78.8% in the rural schools).

About 50% of the Malaysian Tamil schools had a written development policy for their SRC. The existence of the SRC Central Committee and Working Committee together with a written development policy shows that the Tamil schools in the country are showing interest in the development of their SRCs. These are the main management bodies who plan and develop the SRCs.

The SRCs in the Tamil schools paid more emphasis on the service of circulation and reference compared to user education. About 50% of the urban and rural schools neglected user education. User education is very important because students who do not have basic user education will face problems in selecting materials for their needs. The service provided to the teachers by the SRCs in the Tamil schools are also mainly circulation and reference(about 95%). Only about 50% of the SRCs in the Tamil schools paid attention in the production of teaching and learning materials. Since the

availability of Tamil teaching and learning resources are very limited in the country, SRCs should play its role as a centre for the production of these materials.

All the urban schools stated that they opened the SRCs during the school hours and 98.3% of the rural schools also stated this. It was noted that 22.4% of the rural schools opened the SRCs during school holidays compared to only 8.3% of the urban schools. During the holidays extra classes were held. So, the students were allowed to use the SRCs during their free time while waiting for their extra classes. This again showed that the teachers were concerned about the use of the SRCs by their students even during the holidays.

About 70% of the SRCs in the Tamil schools were opened for more than 10 hours per week and 93% of the schools had library period included in their class time tables. This is very encouraging because as the primary students would find it difficult to come to the library after the school hours, it is better if it was included in the class time table.

The classification system recommended for the Malaysian schools are the Dewey Decimal Classification System. The survey showed that 91.6% of the urban and 82.8% of the rural schools use this system. Two urban schools and a rural school stated that they are using Library of Congress system. It was also noted that some schools are not using any system at all. This could be because they have not attended any library training program.

About 54.2% of the urban schools have special rooms in the school building for the SRCs compared to 39.7% of the rural schools. Overall, the urban schools have better building facilities for their SRCs compared to the rural schools. However, it is encouraging to note that the Tamil schools have modified their classrooms into SRCs to overcome the problem of space in their schools. This shows that the Tamil schools

are putting an emphasis on the development of their SRCs. Most of the SRCs in the Tamil schools are less than the size of a normal classroom (square meters). About 75% of the urban SRCs and 93.1% of the rural SRCs are less than the size of a classroom. Lack of space is the main problem faced by most of the SRCs in the Tamil school.

Most of the SRCs in the Tamil schools are equipped with basic technological facilities like OHP, radio with cassette recorder and TV sets with video recorders. However, only 31.3% of the urban and 29.3% of the rural schools have computers in their SRCs. This shows about 71% of the Malaysian Tamil schools do not have computers in the SRCs. The number of computers available in the SRCs of Tamil schools are not encouraging. Only 10.4% of urban and 8.6% of the rural schools have computers with modem. One urban school and 6 rural schools have multimedia facilities (computer with CD-ROM). Only one urban Tamil school has Internet facilities. It was also noted that none of the SRCs in Tamil schools have automated service.

Most of the SRCs in the Tamil schools have books of the three languages (Tamil, Malay and English). About 50% of the SRCs in urban Tamil schools have more than 1000 copies of Tamil books. However, emphasis on the collection of Malay and English books is comparatively less than the Tamil books. This is due to the fact that the medium of instruction in these schools is Tamil. In the urban schools, 34.5% of the schools had less than 500 copies of Tamil books. Since some of the schools are under-enrolled, their collection is small. It was noted that more emphasis was paid for Malay and English books than Tamil books in the rural Tamil schools.

About 75% of the Tamil school resource centres do not have newspapers at all. However, the collection of magazines and journals is encouraging. More than 60% of the SRCs had these collection in 1997. The technological aids like video, audio and

CD-ROM collections are very poor in the Tamil school. The data also showed that about 50% of the Tamil schools do not possess any written selection policy for the SRCs. The written selection policy is the guideline to be used by the personnel involved in the development of SRCs. Since they do not have one, it is difficult for them to develop their collection in their SRCs efficiently.

Most of the Tamil schools used their SRCs for the teaching and learning process and the SRC period was included in their class timetable. The Tamil school students also used the SRCs for other purpose like doing their homework, project work, revision work, group discussions, etc. Other than that, the students also used the SRCs for leisure reading during their free time. Overall use of the SRCs by Tamil school students is satisfactory. It was noted that some 30% of the Tamil schools do not keep any record of SRCs' usage. It is difficult to check on the development of the SRCs usage if no records are available at the time of need.

The SRC co-ordinator is a very important person in the management of the SRCs. So, the co-ordinator should be qualified academically and also professionally in the field of Library Science. It was revealed that about 70% of the SRCs co-ordinators in Tamil schools are SPM holders and 30% are STPM holders. However, it was noted that 58.3% of the urban and 82.8% of the rural SRCs co-ordinators have not attended any form of training in Library Science. This is an area where upgrading is essential in the Tamil school.

The survey also revealed that the teaching load of most of the SRCs' co-ordinators were heavy which was a factor hinder them from concentrating on the SRCs' activities. Most of the SRCs' co-ordinators in Tamil schools spent less than 5 hours per week in doing SRCs work. None of the SRCs in the Tamil school has a clerk. Also,