



www.mecsj.com/

Multi-Knowledge Electronic Comprehensive Journal For Education
And Science Publications (MECSJ)

Issue (36),2020

ISSN: 2617-9563

LEARNING RESOURCE CENTRES (LRC) SERVICES AND READING MOTIVATION AMONG SECONDARY SCHOOL IN SULTANATE OF OMAN

AZIZA AHMED HILAL AL-TOUBI

LRC specialist

E-mail: nizwa31@gmail.com

DR. SHARIFAH NUR AMIRAH BINTI SARIF

Department of Library and Information Science

, IIUM University

E-mail: drive-shares-noreply@google.com

Abstract

This research was conducted to measure the current status of the learning resource centres (LRCs) services at the secondary stage in Sultanate of Oman, appraise the reading motivations of students at the secondary stage, and then examine the relationship between the learning resource centre services and the factors that influence reading motivation among students. This study applied the survey method which involved 375 male and female students from grade 11 and 12. The sample for this study was chosen through stratified random sampling. The results tabulated highlight the students' satisfaction at the secondary level with the current status of the learning resource centres services. From the results gathered, there is a need of support for the Internet service and the provision of printers to students and electronic information sources at LRCs. The results of the study indicated that intrinsic reading motivation has a deeper impact on reading motivations among high school students, compared to the extrinsic motivation. The findings also revealed that there is a positive relationship between current state of the learning resource centres services and the intrinsic and extrinsic reading motivation. The evidence from this study has shown the positive impact in continuous development of learning resource centres so they can create a reading community.

Keywords learning resource centres, learning resource centres services, reading motivation



خلاصة البحث

تم إجراء هذه البحث لقياس الوضع الحالي لخدمات مراكز مصادر التعلم في المرحلة الثانوية في سلطنة عمان ، وتقييم دوافع القراءة لدى الطلاب في المرحلة الثانوية ، ومن ثم فحص العلاقة بين خدمات مركز مصادر التعلم و العوامل التي تؤثر على دوافع القراءة بين الطلاب. طبقت هذه الدراسة أسلوب المسح الذي شمل ٣٧٥ طالباً وطالبة من الصفين الحادي عشر والثاني عشر. وقد تم اختيار عينة هذه الدراسة من خلال أخذ العينات العشوائية الطبقية.

تسلط النتائج المحدولة الضوء على رضا الطلاب في المرحلة الثانوية عن الوضع الحالي لخدمات مراكز مصادر التعلم. من النتائج التي تم جمعها ، هناك حاجة لدعم خدمة الإنترنت وتوفير الطابعات للطلاب ومصادر المعلومات الإلكترونية

في مراكز مصادر التعلم. وأشارت نتائج الدراسة إلى أن الدافع الداخلي للقراءة له تأثير أعمق على دوافع القراءة لدى طلاب المدارس الثانوية ، مقارنة بالدوافع الخارجية. وكشفت النتائج أيضاً أن هناك علاقة إيجابية بين الحالة الحالية لخدمات مراكز مصادر التعلم ودوافع القراءة الداخلية والخارجية. أظهرت الأدلة من هذه الدراسة التأثير الإيجابي في التطوير المستمر لمراكز مصادر التعلم حتى يتمكنوا من إنشاء مجتمع قارئ.

الكلمات المفتاحية: مراكز مصادر التعلم ، خدمات مراكز مصادر التعلم ، التحفيز على القراءة.



1. INTRODUCTION

The Sultanate of Oman has been interested in the field of education and its development to keep abreast of everything new in the field of education and information technology. The interest has been discussed since the application of the basic education system in the Sultanate's schools in 1997/1998. During the 2001/2002 school year, the basic education system for middle and high school schools began to face a transformation and changes such as the transition from school libraries to learning resource centres took place. Books are no longer the only source of information and set up centres to take account of individual differences among students and achieve self-learning (Al-Farsi, 2008).

The Learning Resource Centre (LRC) is one of the important facilities in the school in shaping the student's thinking, and its objectives are to promote and encourage reading habits of the learners, develop and improve students' ability to learn and to become independent learners through the services and activities provided by the Centre for students and teachers (Oriogu 2015; Al-Oqaili, 2018).

Reading is essential in developing and improving the mind. It is a process of restoring the dignity of man in facing societal challenges. It adds value to life and provides access to culture and cultural heritage. Reading helps directly to raise the students' cultural level and enables them to think properly and speak tactfully (Oriogu, 2015). Because of the importance of reading in life, it was necessary to encourage and motivate students to read and study the motives that enable them to reach the love of reading and make it habitual. The factors affecting the motivations of reading are important to be recognised.

Therefore, based on the influence of motivation in human behaviour, in this research, the study seeks to know the relationship between the current state of Learning Resource Centre Services (LRC) and the reading motivation in secondary students in OMAN.



1.1 Significance of The Study

This study will contribute to enriching the scientific content in the field of learning resource centres in terms of knowledge of the impact of learning resource centres services on reading motivation of secondary students while exploring students' view about the current state of Services in Learning Resource Centres as they are the largest group benefiting from the LRC. On the other hand, this study guiding students towards the importance of a reading culture.

1.2 Research Objectives

The research objectives are as follows:

1. To study the current state of (LRCs) servies in a secondary school in OMAN.
2. To appraise the factors of reading motivation among secondary school students in OMAN.
3. To examine the relationships between learning resource centres servies and reading motivation in secondary schools of OMAN

2. THE CONCEPT OF LEARNING RESOURCE CENTRE

A school site that provides services to schoolteachers and students and administers them. It contains a variety of information sources and provides services such as the Internet, vocational training and educational devices, managed by specialized staff in the field of libraries and information to provide an educational environment that serves the beneficiary Al- Shahry (2015).



Overall, most of the definitions agreed that learning resource centres are an educational environment that serves students, teachers, and administrators at the school by providing diverse sources of information and services.

2.1 THE IMPORTANCE OF LEARNING RESOURCE CENTRE SERVICES

LRC is an important cultural resource in the educational process, and it is the primary source for the teacher and student to take information from their sources because the centre provides an environment conducive to the learner not provided by normal school environments (Al-Farisi, 2008; Al-eibri, 2103; Al-Aqili, 2018).The LRC provides a range of services that benefit the beneficiary and contribute to the service of education and knowledge. In some studies, the services of the Centre are mentioned in the centre's functions and eventually lead to the same meaning. Table 2.1 provides information regarding the basic services offered by LRC.

	The service	The definition
1-	Circulation	The process of making available the Centre's holdings of information sources and educational devices according to a specific system.
2-	Responding inquiries	The specialist responds to the queries of the beneficiaries and helps them get what they want, whether books or other materials.
3-	Photography and copying	Copies of the references are allowed to copy the required part using the copier.
4-	Current awareness	Inform the beneficiary of everything new in the Centre in different ways.



5-	Training of beneficiaries	Training the beneficiary on how to use the Centre's holdings from sources of information, devices and etc.
6-	Use of technology	Internet to facilitate the beneficiary's access to more information, integrating technology into education using modern equipment available in the centre (Afifi, 2014)
7	Reading programs	Among the programs and activities implemented by the Centre to support and strengthen the reading of the beneficiaries: Implementing various cultural competitions that push the student towards reading and research. (Ministry of Education2011), Implementation of class in the centre to read and discuss the available resources to open the knowledge horizons of the beneficiary and encourage him to read, Issue bulletins and magazines containing articles and tips that motivate the beneficiary to read. (Al – Aqili,2018) .

2.2 READING MOTIVATION

The link between motivation and reading is important and has been established through a group of studies of all manner of students and learning environments (Hedges, 2016; Marinak & Gambrell, 2008). According to Gambrell and Marinak (2008), the most important thing needed to read is motivation. Motivation is the main driver that drives a person to read, so there are students who spend more time reading at the same time, while some students lack the motivation to read and they will try to avoid reading.

Alhamdu (2015) Irvine, J. (2018) supported in his study that the motivation of reading is divided into two parts; internal and external motives, and each type of motivation has its



characteristics distinguishing it from the other. Intrinsic motivation is the desire to engage in behaviour for enjoyment, challenge or interest (Llopis & Foss, 2012).

Extrinsic motivation is the desire to engage in behaviour and accomplish it for tangible benefits (Eccles & Wigfield, 2002). This type of motivation has a connection to the external source such as the teacher, or the management of the school, parents, or even peers that the learner is able to learn in order to gain admiration.

Overall, from previous studies, it is found that external motivation has a non-prolonged effect in reading, unlike the internal factor, so it is crucial to take care of internal and external motivation. When meditating on educational literature on reading motivation, it is clear that several factors affect them, some of which are relevant to the same individual, such as gender, academic level, literacy abilities, self-confidence, and tendencies, literacy, reading trends, and other environmental factors.. This study examined the dimensions that fit the subject of this research.

3. RESEARCH METHODOLOGY

This study used a quantitative research design by using survey method. Data were collected on the target group through the survey. The basic advantage of using the survey as a data collection method is that it provides a quantitative description of the part of the population and it will help the researcher to achieve generalisation of finding from a sample of responses to a population (Cresswell, 2012). The survey drew students' views toward the LRC services and its impact on reading motivation.



3.1 Sampling and sampling size

The sample was chosen in this study through stratified random sampling. Stratification means specific characteristics of individuals (e.g., gender—females and males) are represented in the sample, and the sample reflects the true proportion in the population of individuals with certain characteristics (Creswell, 2014). The purposive sampling technique was a selection from four male schools and four female schools randomly after ensuring the availability of Internet service in schools. The study sample was taken from schools as closest numbers as possible due to the convergence in numbers between males and females, which the number of females in the 11th and 12th grades exceeds males by a small margin. According to the population of the student in secondary school, the sample of the study consisted of 375 students by using Krejcie and Morgan (1970) table to choose a sample size from the eleventh and twelfth grade, male and female who were randomly selected in cooperation with the learning resource specialist.

4. RESULTS AND DISCUSSION

4.1 Result of the Current State of Services in LRC In Secondary Schools in Oman

The results in this study from table of responses of the respondents in the current state of services stated that the effectiveness of services in the learning resource centres should be taken into consideration since it has higher agreement among the students from aspects such as circulation loan, current awareness, and reading activities.



These items are attributed to the resource specialists' interest in activating the LRC services and their endeavour to meet the needs of students, as stated by Al-Farsi (2008). This result is consistent with the results from Al- Badia (2017), Al-Rakidi (2017), and Al-Farsi (2008) which highlighted the strength of the services provided by the LRC. The result noted that some services in the LRC need more support such as internet service, e-reading, photocopy service, and common reading programs between the student and family. The result is aligned with the result from Al-Afifi (2014) and Al-Enezi (2014).

4.2 4.2 . Factors of Reading Motivation Among Secondary School Student in Oman In

This study has shown that there exists the intrinsic reading motivation among secondary school students since the results from this reflected that the students' intrinsic motivation is high. The existence of such motivation can be seen from the scores tabulated from the Likert scale items on the factors of intrinsic motivations, especially curiosity and the importance of reading. Students read because they are motivated to read and interested in what they read (De Naeghel, Van Keer, Vansteenkiste & Rosseel, 2012). The result in this study found that the students' intrinsic motivation has a great effect on motivating the students to read and to enjoy reading. Studies stated that the high students' self-efficacy would increase the intrinsic motivation towards any behaviour, including reading. Banfield (2014), Becker et al. (2010), and Marinak and Gambrell (2008) confirmed in their studies about the positive effect of intrinsic motivations on students' reading motivation.

The results from this study collected that the intrinsic motivations of secondary school students in the Sultanate of Oman are stronger than the extrinsic motivation, and they have a strong impact on the students' reading motivation. This can be explained by the depth of the influence of intrinsic motivation dimensions on students' reading motivation.



Agreement rates on intrinsic motivation items are higher than from the dimensions of extrinsic motivation. This finding is consistent with most studies that have been conducted on the area of the motivations that influence reading motivation (Schaffner, Schiefele, & Ulferts, 2013; Schiefele et al., 2012; Alsaqayra, 2019) which their results confirmed the positive effect of intrinsic motivations from extrinsic motives

4.3 Relationship Between LRC Services And Reading Motivation in A Secondary School

In Oman

The findings revealed that there was a positive relationship between the th current state of learning resource centres services and the intrinsic and extrinsic reading motivation, and it is statistically significant. When the level of the current state of the serviceces in LRC is higher, then the level of reading motivation is also higher among students, which has been supported by Al-Nassar (2006) and Alhamdu (2015) in their studies.

5. FINDING, RECOMMENDATIONS AND FUTURE RESEARCH

In light of the findings of this study, the study recommends a set of recommendations that may benefit the field of learning resource centres in the Sultanate of Oman:

- Supporting students' use of electronic information resources by participating in institutions that provide this service, and thus increasing students' reading rate.
- Supporting the Internet service at learning resource centres, as the results of this study confirmed the need for this service to be given more support.



- Organising reading programs that involve participation from students and their families to enhance the culture of reading and raise the level of reading motivation for students.

Among the results of the current study, the study suggests future research on the following topics:

- The current state of learning resource centres and reading motivation in other regions in the Sultanate of Oman and the comparisons between regions by using a different research methodology from the current study for further verification and benefit.
- Implementation of a reading program for secondary school students to motivate their motivation towards reading and the effect of the program on a sample of students.

6. CONCLUSION

This quantitative research studied the current status of services in learning resource centres and reading motivation among secondary school students in the Sultanate of Oman, using the survey method. This study included students from grades 11-12 who provided their views on the current status of services in learning resource centres at the secondary level, their motivating factors for reading,



www.mecsj.com/

Multi-Knowledge Electronic Comprehensive Journal For Education
And Science Publications (MECSJ)

Issue (36),2020

ISSN: 2617-9563

and their perceptions which demonstrated the positive relationship between the current status of learning resource centres services and students' motivation for reading by using Pearson correlation coefficient to investigate the type of relationship. The results confirmed that the availability of the services important to advocate students' reading motivation. Apart from that, the study also found out that there is a need of support on matters such as the internet service, providing electronic resources of information to open the horizons of research and reading for students, and the implementation of reading programs for students This study finalised the impact of internal motivations on the students is more significant than external ones. This is worth noting that both intrinsic and extrinsic motivation can help to encourage students and document their relevance to reading. Future research can benefit from the results of this study and apply them in other studies by using different stages of students, location, and by utilising different research methodologies.

Finally, the interest in learning resource centres services and the activation of their role, and interest in reading motivations among students can contribute to the production of a reading generation which will help the next generation to acquire educational skills that can prepare the students for the next phase of their life.



7. REFERENCES

- Al- Badia, Azza Bint Khalfan Bin Amer, (2017). The reality of controlling the quality of information services in learning resource centers in schools in the Northern Al Batinah region in the Sultanate of Oman in light of international standards (Doctoral dissertation, Sultan Qaboos University).
- Al- Shahry, Abdullah Khazem, Marghalani, & Mohamed Amin Abdel-Samad. (2015). Factors affecting knowledge sharing behaviors of a learning resource center specialist in Saudi Arabia., dar almandumah Publishing, N.14 p.40-148
- Aleibri, Eabdalfthah. (2013). *Electronic management of learning resource centres experiences an electronic inventory model.* Ministry of Education, Sultanate of Oman.
- Al-Enezi. (2014) Sultan bin Mohammed, The reality of learning resource centers in the secondary stage in the city of Rasa from the point of view of educational supervisors, teachers and the specialist of learning resource, Umm Al-Qura University: Master Thesis
- Al-Farsi, Badr bin Salem bin Mohammed & Al-Amri, Akram Mahmoud. (2008). *The reality of the learning resource centres in the basic education schools in the Dhahirah region in the Sultanate of Oman from the point of view of the teachers.* Yarmouk University, Jordan.
- Al-fifi, Mohamed Kamal, & Al-Gu, Abdel-Moneim Bin Mohammed. (2014). A proposed scenario for the development of learning resource centers in the schools of the Eastern Region in Saudi Arabia in the light of the entrance of the system, Banha University, V25.N98
- Alhamdu, A. (2015). INTEREST AND READING MOTIVATION. *Psikis: Jurnal Psikologi Islami*, 1(1), 1-10.



- Al-Nassar, Saleh bin Abdul Aziz, Salem & Abu Hashem (2006). Motivation to read and its relationship to some personal and cognitive variables among middle school students, Ain-Shams University, Journal of the College of Education, N30.V4
- Al-Oqaili, Nasser Saleh. (2018). The extent to which LRCs achieve their objectives from a point of view in Riyadh city. *Journal of reading and knowledge*, 195, pp. 93-13
- Al-Rakidi, Maimouna Abdulaziz . (2017). A Proposal for activating the role of LRCs in the secondary orbit in light of the requirements of the knowledge society, Qassim University, Master Thesis.
- Alsaqayre, M. s. M., & Maha Saleh Mohamed. (2019). The level of motivation of a sample of secondary school students towards free reading in the light of some variables from their point of view. *Journal of Scientific Research in Education*, 20 (Part One), 1-36.
- Banfield, J., & Wilkerson, B. (2014). Increasing student intrinsic motivation and self-efficacy through gamification pedagogy. *Contemporary Issues in Education Research (CIER)*, 7(4), 291-298.
- Becker, M., McElvany, N., & Kortenbruck, M. (2010, November). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773-785.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Creswell, J. W., & Creswell, J. D. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). New Delhi, India: Sage.
- De Naeghel, J.; Van Keer, H.; Vansteenkiste, M., & Rooseel, Y. (2012). The relation between elementary students' recreational and academic reading motivation,



- reading frequency, engagement, and comprehension: A self-determination theory perspective. *Journal of Educational Psychology*, 104(4), 1006-1021
- Eccles, J.S., and Wigfield, A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, 53, 109-132.
- Hedges, J. L., & Gable, R. (2016). The relationship of reading motivation and self-efficacy to reading achievement
- Irvine, J. (2018). A Framework for Comparing Theories Related to Motivation in Education. *Research in Higher Education Journal*, 35
- Llopis Córcoles, Ó., & Foss, N. J. (2012). Revisiting the link between cooperative climate and knowledge sharing: the role of job autonomy and intrinsic motivation, DRUID society, CBS, Copenhagen, Denmark,
- Marinak, B. A., & Gambrell, L. B. (2008). Intrinsic motivation and rewards: What sustain young children's engagement with text? *Literacy Research and Instruction*, 47(1), 9-26.
- Oriogu, C. D. (2015). Catch Them Young: Developing and Improving School Libraries and Reading Habit of Secondary School Students in Nigeria. *Journal of Education and e-Learning Research*, 2(4), 60-63. Pearson's Research Reports, p1-44
- Schaffner, E., Schiefele, U., & Ulferts, H. (2013). Reading amount as a mediator of the effects of intrinsic and extrinsic reading motivation on reading comprehension. *Reading Research Quarterly*, 48(4), 369-385. doi:10.1002/rrq.52
- Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, 47(4), 427-463. doi:10.1002/RRQ.030