



Awareness of Information Sources among School Students: A Study of Senior Secondary Students of Kurukshetra

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Abstract

Awareness of information sources is essential to lead a normal successful life. It becomes more important for school students as they have to begin their career. This study explores the awareness of information sources among 200 senior secondary students (classes 11th and 12th) from four different types of schools in Kurukshetra district: Kendriya Vidyalaya (KV), Navodaya Vidyalaya (NV), Government Model Sanskriti Senior Secondary School (GMSSSS), and University Senior Secondary Model School (USSMS). A structured questionnaire was administered on the students. The study revealed significant differences on certain aspects of different school type, academic stream (Science, Commerce, Arts), and gender. While traditional sources like dictionaries, manuals, and biographical sources were familiar to most students, awareness of authentic URL extensions was inconsistent.

Keywords: Information Sources, Information Literacy, Information Awareness, School Students, Information Literacy Competency.

Introduction

In the present age of technology, students are exposed to many information outlets that greatly influence how they conduct search and learn. These outlets include traditional printed materials like books, magazines, and reference books mainly available through library, and online platforms such as websites, social media networks, and digital academic databases. There is an abundance of information available for senior secondary school students to utilize. The increasing use of the internet among students has revolutionized how they access information, providing immediate access to a vast amount of resources while also raising concerns about the reliability and credibility of the sources they choose.



School libraries endeavor to make students aware of various aspects of print and digital information sources and acquaint them with the techniques of identifying, locating, extracting, and ethically using information from these sources; thus, making the students information literate. Information literacy refers to the skill of recognizing when information is needed and being able to find, assess, and effectively utilize that information (American Library Association, 2000). Students not only need to understand how to locate information but also need to be critical in evaluating the trustworthiness and relevance of their sources. The availability of multiple sources provides both opportunities for continuous improvement and at the same time poses risk of encountering untrustworthy information. The awareness of varied information sources such as textbooks, journals, digital libraries, and reputable internet resources enables students to enrich their academic expertise with precise and thorough knowledge (Julien & Barker, 2009).

An attempt has been made in the present study to assess the awareness of information sources among senior secondary school students of classes 11th and 12th, across several schools. Comprehending students' awareness can provide significant insights into contemporary educational practices and the importance of information literacy in academic achievement. This research is likely to help in resource allocation and the implementation of information literacy programs in schools, thereby fostering students' long-term success in an information abundant society.

Background of the Schools

Indian school education system makes provision for several boards of school education such as school education boards of different states, Central Board of Secondary Education (CBSE), etc. There are 71 members of the Council of Boards of School Education (n.d.) in India. (<https://www.cobse.org.in/recognized-educational-boards-list/>). But the largest number of schools are affiliated to CBSE. Similarly, the management of the schools also has wide variations ranging from local level small societies to state or national level private organisations, to state or central governments. In the present study four different schools- all affiliated to CBSE, but managed by different managements have been included.

P M Shri Kendriya Vidyalaya Mathana, Kurukshetra, established on May 9, 2016, is a part of the Kendriya Vidyalaya Sangathan under the Ministry of Education, Government of India. It primarily serves the children of central government employees, defense personnel, and ex-servicemen, aiming to provide uninterrupted and high-quality education. The library at KV Mathana is a well-equipped resource hub that fosters a love for reading and supports independent learning. It operates from 8:30 a.m. to 3:00 p.m. on school days and features an open-access system with resources organized using the Dewey Decimal Classification system.

PM Shri Jawahar Navodaya Vidyalaya (JNV), Niwarsi, Kurukshetra, is a premier co-educational residential school affiliated to the Central Board of Secondary Education (CBSE). It is managed by the Navodaya Vidyalaya Samiti and offers free education, textbooks, and uniforms to its students. The school caters to classes from 6th to 12th, emphasizing high-quality education



combined with extracurricular activities. For classes 11th and 12th, the school offers the following streams: Science and Commerce. The school has a well-equipped library covering an area of 880 sq. ft. The library supports the educational programmes of the school and encourages development of reading habits among students.

The University Senior Secondary Model School, Kurukshetra, is situated in the campus and managed by Kurukshetra University. The school provides education from first standard to twelfth standard and is affiliated to CBSE. At senior secondary level the school offers programmes in all three streams i.e. Science, Commerce and Arts. The school library is well equipped with educational resources and supports various educational programmes offered by the school.

The Government Model Sanskriti Senior Secondary School, Kurukshetra is situated near Kurukshetra University. The school is affiliated with the CBSE and managed by the Department of Secondary Education, Haryana. At senior secondary level, it offers academic programmes in Science, Commerce, and Arts streams. The school offers educational programmes from Classes 1 to 12 in a co-educational setting. The library of the school supports educational programmes with over 3,083 books.

Literature Review

Information literacy skills of school students have been investigated in different settings. Iriani & Wicaksono (2021) conducted a study to assess students' information literacy skills using the Big 6 Skills model in vocational high schools. The results of the study revealed that 39% of the participants were able to occasionally pinpoint the subject of their information search, with 40% frequently recognizing relevant sources for learning. Additionally, 43% infrequently utilized alternative sources such as magazines or newspapers, while 38% could sporadically identify the information they were looking for. In a study by Muthukumar & Ragavan (2019), the information literacy skills of students from higher secondary schools affiliated with the CBSE in Tamil Nadu, India were evaluated. Surprisingly, 44% of the students relied on friends rather than library staff, teachers, or parents for gathering information. The findings showed that an overwhelming majority of the students, 96%, favored using Google search engine to gather information. Onyeneke & Obichere (2018) investigated the information literacy competency of secondary school students in Owerri West, South East of Nigeria. The response of the students on the use of the library and human information sources reveals that the majority of the students used the library sometimes for their information needs with the mean score of 3.36. Students mainly consulted classmates in preparing class assignments with mean score of 3.33, followed by use of primary and secondary sources (mean score 3.09). In a study conducted by Khongtim & Naga (2017), the information literacy (IL) skills of students in classes VII, VIII, and IX at Phudmuri Presbyterian Secondary School in Shillong were assessed. The findings revealed that textbooks (85%) and teachers (71%) served as the main sources of information. Surprisingly, online resources were not fully utilized, with only 26% of students using the internet for



academic purposes. Dictionaries were highly used information sources (85%) while 68% students were not familiar with "www." Adeyemi (2017) studied the information literacy (IL) skills of senior secondary students in Ilorin, Nigeria and found that 62.5% students consulted libraries for information, while only 18.7% made use of indexes and catalog cards. Yeboah, Dadzie, and Owusu-Ansah (2017) found in their study of the information access and evaluation skills of secondary school students in Ghana, that the respondents made use of a variety of sources to get background information, and 54.2% of respondents from both schools used encyclopedias. Foo et al. (2014) evaluated information literacy skills among secondary school students in Singapore and found that a number of libraries, including school libraries, were underutilised, and students' information literacy skills evaluation was considered inadequate. Over 40% of surveyed students infrequently utilized their school library, while just a small percentage (15%) engaged librarians to fulfill their information requirements. The authors surmised that this may result from the minimal relevance of library resources or the insufficient awareness of pertinent and accessible resources among learners and teachers. Kumar, Ansari & Shukla (2010) conducted a study on Reading Habits of Senior Secondary Students at Allahabad City, in India. The study revealed that 63.86% students used dictionaries; 51.26% encyclopedias, 48.46% year books, whereas 17.09% used maps and globes. Julien & Barker (2009) found in a study of high school students that 59% (66 out of 112) of the identified information sources were derived from the Internet. Students indicated that they utilized the Internet broadly and accessed specific websites, including Wikipedia.

Objective of the Study

The study is intended to know the awareness of various information sources among students of different schools, genders, classes and subject streams: Science, Commerce & Arts.

Research Methodology

The present study was conducted to examine the awareness of information sources among students of classes 11th and 12th across the streams Science, Commerce, and Arts. A structured questionnaire was designed to solicit response from the students.

The study was conducted in four schools of Kurukshetra district: 1. P M Shri Kendriya Vidyalaya, Mathana, 2. P M Shri Jawahar Navodaya Vidyalaya, Niwarsi, 3. Govt. Model Sanskriti Senior Secondary School, Kurukshetra and 4. University Senior Secondary Model School, Kurukshetra.

A total of 200 questionnaires, 50 in each school were distributed to 11th and 12th class students of Science, Commerce, and Arts streams. The data thus collected were systematically analyzed using Statistical Package for the Social Sciences (SPSS).

Although it covered all streams, findings are contextual to the educational settings in these schools and may not be fully generalized to other regions.

Data Analysis and Interpretation

The data analysis shows the awareness of information sources among senior secondary school students. Each question in the questionnaire provided four options, of which only one was correct. The analysis reflects the percentage of students selecting the correct option, along with the calculation of the Chi-square value to test the significance of the results. For this purpose, all the wrong answers were clubbed together, and the difference between correct and wrong answers were tested.

Table 1

Awareness of information sources among students of different Schools

Information Source	KVS	NVS	USSMS	GMSSSS	Value	df	Asymp. Sig. (2-sided)
Synonyms of words	33 66.0%	30 60.0%	36 72.0%	37 74.0%	2.757	3	.431
Place of birth	38 76.0%	26 52.0%	44 88.0%	38 76.0%	17.352	3	.001
Debate Preparation	8 16.0%	13 26.0%	9 18.0%	12 24.0%	2.049	3	.562
Basic facts about the game	18 36.0%	13 26.0%	16 32.0%	16 32.0%	1.182	3	.757
Operate a New Instrument	38 76.0%	39 78.0%	33 66.0%	33 66.0%	3.018	3	.389
Authentic URL Extensions	17 34.0%	20 40.0%	16 32.0%	17 34.0%	.791	3	.852
Full form of NCERT	42 84.0%	42 84.0%	42 84.0%	38 76.0%	1.626	3	.654
Authentic Websites on Textbook	45 90.0%	42 84.0%	44 88.0%	42 84.0%	1.156	3	.764
Incorporating a Quotation	25 50.0%	23 46.0%	30 60.0%	28 56.0%	2.328	3	.507
Events over the past year	22 44.0%	13 26.0%	14 28.0%	8 16.0%	9.888	3	.020



Table 1 presents the analysis of awareness of information sources among students from different schools. The students were given ten multiple choice questions, of which seven were regarding appropriate source to find information on different aspects and three were aimed at testing their knowledge and skills.

Source for Finding Synonyms

The majority of respondents correctly identified the source to find synonyms, with GMSSSS students having the highest percentage (37 students, 74%) and NVS students the lowest (30 students, 60%). Across all schools, 66% of KVS students and 72% of USSMS students selected the correct answer. The Chi-square test result ($\chi^2 = 2.757$, $df = 3$, $p = 0.431$) indicates that the difference in awareness is not statistically significant.

Source for Place of Birth

Students generally identified the correct answer. The highest percentage of correct responses came from USSMS (44 students, 88%), followed by KVS and GMSSSS (38 students each, 76%) and NVS (26 students, 52%). On subjecting the response to statistical test, results ($\chi^2 = 17.352$, $df = 3$, $p = 0.001$) show statistically significant differences, meaning variation in familiarity with biographical sources among students of different schools.

Source for Preparation for Debate

The students of all four schools, were very less aware of the source to consult for debate preparation. However, among participating schools, NVS students (13 students, 26%) were most aware of the appropriate source, followed by GMSSSS students (12 students, 24%), USSMS (9 students, 18%), and KVS students (8 students, 16%). The results of statistical test ($\chi^2 = 2.049$, $df = 3$, $p = 0.562$) reveal that the awareness levels were not statistically different.

Source for Basic Facts about a Game (e.g., Ball Weight, Pitch Length, etc.)

Overall response for this question was also poor. Only 36% from KVS, 32% each from USSMS and GMSSSS, and least number of 26% NVS students correctly identified the appropriate source. The Chi-square test result ($\chi^2 = 1.182$, $df = 3$, $p = 0.757$) indicates no statistically significant difference in awareness among students of different schools.

Source for Learning to Operate a New Instrument

Students demonstrated a relatively high awareness of the correct source, with NVS students showing highest awareness (39 students, 78%), followed closely by KVS (38 students, 76%), and USSMS and GMSSSS with 66% each. The Chi-square test result ($\chi^2 = 3.018$, $df = 3$, $p = 0.389$) confirms that the difference in awareness is not statistically significant.



Authentic URL Extensions

Awareness of the correct URL extension was moderate, with NVS students scoring the highest awareness score (20 students, 40%), followed by KVS and GMSSSS (17 students each, 34%), and USSMS (16 students, 32%). The Chi-square test result ($\chi^2 = 0.791$, $df = 3$, $p = 0.852$) indicates that the difference is not statistically significant.

Full Form of NCERT

The majority of students correctly identified the full form "National Council of Educational Research and Training". Maximum number of 84% respondents from KVS, NVS, and USSMS identifies the correct full form, while 76% from GMSSSS students were able to find correct full form. The Chi-square test result ($\chi^2 = 1.626$, $df = 3$, $p = 0.654$) shows no significant difference across schools.

Authentic Websites for Textbooks

A high level of awareness was observed for the correct website, with KVS students scoring highest (45 students, 90%), followed by USSMS (44 students, 88%). A slightly smaller number of 42 students (84%) from NVS and GMSSSS responded correctly. The Chi-square test result ($\chi^2 = 1.156$, $df = 3$, $p = 0.764$) shows that the difference is not statistically significant.

Incorporating a Quotation into an Assignment

Moderate awareness was seen for correctly quoting from other documents. The highest response was from USSMS (30 students, 60%), followed by GMSSSS (28 students, 56%), KVS (25 students, 50%), and NVS (23 students, 46%). The Chi-square test result ($\chi^2 = 2.328$, $df = 3$, $p = 0.507$) indicates no statistically significant difference.

Source for Events over the Past Year

Awareness of information source on events over the past year was notably low. Less than half of the KVS students (22 students, 44%) responded correctly. Still lesser respondents of other schools USSM (14 students, 28%), NVS (13 students, 26%) and GMSSSS (8 students, 16%) responded correctly. The Chi-square test result ($\chi^2 = 9.888$, $df = 3$, $p = 0.020$) indicates statistically significant difference, highlighting variation in awareness.

The test results show that students of different schools of Kurukshetra differed in the awareness of biographical sources and yearbooks. On remaining eight aspects the response was not significantly different among students of different schools.

Table 2

Awareness of information sources among students of different Genders

Information Source	Female	Male	Value	df	Asymp. Sig. (2-sided)
Synonyms of words	62 66.0%	74 69.8%	.340	1	.560
Place of birth	88 83.0%	58 61.7%	11.486	1	.001
Debate Preparation	20 18.9%	22 23.4%	.618	1	.432
Basic facts about the game	35 33.0%	28 29.8%	.241	1	.623
Operate a New Instrument	79 74.5%	64 68.1%	1.015	1	.314
Authentic URL Extensions	40 37.7%	30 31.9%	.742	1	.389
Full form of NCERT	95 89.6%	69 73.4%	8.878	1	.003
Authentic Websites on Textbook	97 91.5%	76 80.9%	4.847	1	.028
Incorporating a Quotation	59 55.7%	47 50.0%	.641	1	.423
Events over the past year	27 25.5%	30 31.9%	1.015	1	.314

Table 2 presents the analysis of awareness of information sources among students of different genders.

Source for Finding Synonyms

The majority of students correctly identified the source for finding synonyms, with male students having a slightly higher percentage (74 students, 69.8%) compared to female students (62 students, 66.0%). The Chi-square test result ($\chi^2 = 0.340$, $df = 1$, $p = 0.560$) indicates that the differences in awareness between genders are not statistically significant.



Source for Place of Birth

Female students demonstrated fairly higher awareness of "Biographical Source" (88 students, 83.0%) compared to male students (58 students, 61.7%). The Chi-square test result ($\chi^2 = 11.486$, $df = 1$, $p = 0.001$) shows that the difference in awareness is statistically significant.

Source for Preparation for Debate

A low percentage of both female (20 students, 18.9%) and male (22 students, 23.4%) students identified the correct source. The Chi-square test result ($\chi^2 = 0.618$, $df = 1$, $p = 0.432$) indicates that the difference in awareness is not statistically significant.

Source for Basic Facts about a Game

Both genders showed similar awareness levels, with 33.0% (35 students) female students and 29.8% (28 students) male students identifying the correct source. The Chi-square test result ($\chi^2 = 0.241$, $df = 1$, $p = 0.623$) reveals no statistically significant difference in the awareness of male and female students.

Sources for Learning to Operate a New Instrument

The majority of both female (79 students, 74.5%) and male (64 students, 68.1%) students correctly identified the right source. The Chi-square test result ($\chi^2 = 1.051$, $df = 1$, $p = 0.314$) confirms no statistically significant difference in awareness.

Authentic URL Extensions

Awareness of authentic URL extension was moderate, with 37.7% (40 students) female students and 31.9% (30 students) male students selecting the correct response. The Chi-square test result ($\chi^2 = 0.742$, $df = 1$, $p = 0.389$) indicates that the difference among male and female students in the awareness of authentic URL extensions is not statistically significant.

Full Form of NCERT

A higher proportion of female students (95 students, 89.6%) correctly identified the full form compared to male students (69 students, 73.4%). The Chi-square test result ($\chi^2 = 8.878$, $df = 1$, $p = 0.003$) indicates that this difference is statistically significant.

Authentic Websites for Textbooks

The majority of both female (97 students, 91.5%) and male (76 students, 80.9%) students correctly identified the authentic website. The Chi-square test result ($\chi^2 = 4.847$, $df = 1$, $p = 0.028$) reveals that the difference in awareness is statistically significant.

Incorporating a Quotation into an Assignment

Moderate awareness was observed, with 55.7% (59 students) female students and 50.0% (47 students) male students correctly identifying the correct option. The Chi-square test result ($\chi^2 = 0.641$, $df = 1$, $p = 0.423$) shows that the difference is not statistically significant.

Source for Events over the Past Year

Awareness of yearbooks was low across both genders, with 25.5% (27 students) female students and 31.9% (30 students) male students correctly identifying the appropriate source. The Chi-square test result ($\chi^2 = 1.015$, $df = 1$, $p = 0.314$) indicates no statistically significant differences.

The test results of gender-wise analysis of response reveal that awareness of biographical sources, full form of NCERT, and authentic website for school textbooks, was different among different genders and on all these three aspects female students were more aware than male students.

Table 3

Awareness of information sources among students of different Classes

Information Source	Class		Value	df	Asymp. Sig. (2-sided)
	11 th	12 th			
Synonyms of words	77 77.0%	59 59.0%	7.445	1	.010
Place of birth	67 67.0%	79 79.0%	3.653	1	.056
Debate Preparation	18 18.0%	24 24.0%	1.085	1	.298
Basic facts about the game	32 32.0%	31 31.0%	.023	1	.879
Operate a New Instrument	67 67.0%	76 76.0%	1.987	1	.159
Authentic URL Extensions	38 38.0%	32 32.0%	.791	1	.374
Full form of NCERT	78 78.0%	86 86.0%	2.168	1	.141
Authentic Websites on Textbook	88 88.0%	85 85.0%	.385	1	.535
Incorporating a Quotation	47 47.0%	59 59.0%	2.890	1	.089

Events over the past year	29 29.0%	28 28.0%	.025	1	.876
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Table 3 presents the analysis of awareness of information sources among students from classes 11th and 12th.

Source for Finding Synonyms

The majority of students in the 11th class correctly identified the source for finding synonyms, with 77 students (77.0%) providing the correct response compared to 59 students (59.0%) in the 12th class. The Chi-square test result ($\chi^2 = 7.445$, $df = 1$, $p = 0.010$) indicates that the difference in awareness between classes is statistically significant.

Source for Place of Birth

The students of 12th-class demonstrated slightly higher awareness of "Biographical Source" (79 students, 79.0%) compared to 11th-class students (67 students, 67.0%). The Chi-square test result ($\chi^2 = 3.653$, $df = 1$, $p = 0.056$) shows that this difference is not statistically significant.

Source for Preparation of Debate

Awareness of the appropriate source for debate preparation was low across both classes. Among 12th-class students, 24 students (24.0%) selected the correct answer, compared to 18 students (18.0%) in the 11th class. The Chi-square test result ($\chi^2 = 1.085$, $df = 1$, $p = 0.298$) indicates that the difference is not statistically significant.

Source for Basic Facts about a Game

Awareness of "Handbook" was similar across both classes, with 32 students (32.0%) in the 11th class and 31 students (31.0%) in the 12th class selecting the correct response. The response for other incorrect options also varied. The Chi-square test result ($\chi^2 = 0.023$, $df = 1$, $p = 0.978$) indicates that the difference in awareness is statistically not significant.

Sources for Learning to Operate a New Instrument

More than two-thirds of students of both the classes (76 students (76.0%) in the 12th class and 67 students (67.0%) in the 11th class) correctly identified "Manual" as the appropriate source for learning to operate a new instrument. The Chi-square test results ($\chi^2 = 1.987$, $df = 1$, $p = 0.159$) show that the difference in awareness is not statistically significant.

Authentic URL Extensions



Awareness of authentic URL extensions was moderate across both classes i.e. 38 students (38.0%) in the 11th class and 32 students (32.0%) in the 12th class, identified the correct option. The Chi-square test result ($\chi^2 = 0.791$, $df = 1$, $p = 0.374$) indicates that the difference is not statistically significant.

Full Form of NCERT

The 12th class students (86 students) demonstrated slightly higher awareness of the "National Council of Educational Research and Training", as compared to 78 students (78.0%) of the 11th class. The Chi-square test result ($\chi^2 = 2.168$, $df = 1$, $p = 0.141$) shows no statistically significant difference.

Authentic Websites for Textbooks

A high level of awareness was observed in both classes on this issue as 88 students (88.0%) in the 11th class and 85 students (85.0%) in the 12th class correctly identified the authentic website for textbooks. The Chi-square test results ($\chi^2 = 0.385$, $df = 1$, $p = 0.535$) indicate no statistically significant difference.

Incorporating a Quotation into an Assignment

Awareness of how to insert a quotation in an assignment, was higher among 12th class students (59 students, 59.0%) compared to 11th class students (47 students, 47.0%). The Chi-square test results ($\chi^2 = 2.890$, $df = 1$, $p = 0.089$) indicate that the difference is not statistically significant.

Source for Events over the Past Year

Awareness of the source for finding events over the past year was similar across both classes, with 29 students (29.0%) in the 11th class and 28 students (28.0%) in the 12th class selecting the correct response. The Chi-square test results ($\chi^2 = 0.025$, $df = 1$, $p = 0.876$) show that the difference is not statistically significant.

The test results of awareness of various information sources of 11th and 12th class show a high degree of similarity. The 11th class students were more aware of dictionaries than 12th class students.

Table 4

Awareness of information sources among students of different Streams

Information Source	Stream			Value	df	Asymp. Sig. (2-sided)
	Science	Commer ce	Arts			
Synonyms of words	77 72.0%	24 64.9%	35 62.5%	1.718	2	.424
Place of birth	75 70.1%	24 64.9%	47 83.9%	5.094	2	.078
Debate Preparation	20 18.7%	6 16.2%	16 28.6%	2.789	2	.248
Basic facts about the game	34 31.8%	12 32.4%	17 30.4%	.053	2	.974
Operate a New Instrument	88 82.2%	20 54.1%	35 62.5%	13.813	2	.001
Authentic URL Extensions	49 45.8%	9 24.3%	12 21.4%	11.868	2	.003
Full form of NCERT	96 89.7%	28 75.7%	40 71.4%	9.563	2	.008
Authentic Websites on Textbook	100 93.5%	27 73.0%	46 82.1%	11.144	2	.004
Incorporating a Quotation	63 58.9%	19 51.4%	24 42.9%	3.838	2	.147
Events over the past year	34 31.8%	7 18.9%	16 28.6%	2.230	2	.328

Table 4 presents the analysis of awareness of information sources among students of different streams: Science, Commerce and Arts.

Source for Finding Synonyms

The majority of Science students (77 students, 72.0%) identified the correct source for finding synonyms. This was followed by Commerce students (24 students, 64.9%) and Arts students (35 students, 62.5%). The Chi-square test results ($\chi^2 = 1.718$, $df = 2$, $p = 0.424$) indicate no statistically significant difference in awareness of this source among the students of Science, Commerce and Arts.



Source for Place of Birth

On biographical information, highest number of correct responses came from Arts students (47students, 83.9%), followed by Science (75students, 70.1%) and Commerce students (24students, 64.9%). The Chi-square test result ($\chi^2 = 5.094$, $df = 2$, $p = 0.078$) indicates no statistically significant difference in the awareness of biographical sources among the students of different streams.

Source for Preparation of Debate

The highest percentage of Arts students (16students, 28.6%) showed awareness of the appropriate source for preparation for a debate on environmental pollution, compared to Science (20students, 18.7%) and Commerce students (6students, 16.2%). However, the Chi-square test results ($\chi^2 = 2.789$, $df = 2$, $p = 0.248$) indicate no statistically significant difference in awareness among students of different streams.

Source for Basic Facts about a Game

A nearly equal proportion of students from Science (34students, 31.8%), Commerce (12students, 32.4%), and Arts (17students, 30.4%) identified the right source of information. The Chi-square test results ($\chi^2 = 0.053$, $df = 2$, $p = 0.974$) confirm no statistically significant difference in awareness among students of different streams.

Sources for Learning to Operate a New Instrument

Science students (88students, 82.2%) showed the highest level of awareness of the right source, followed by Arts (35 students, 62.5%) and Commerce students (20 students, 54.1%). The Chi-square test results ($\chi^2 = 13.813$, $df = 2$, $p = 0.001$) indicate a statistically significant difference in awareness among students of different streams.

Authentic URL Extensions

Science students (49students, 45.8%) were most aware of ".gov" as an authentic source, compared to Commerce (9students, 24.3%) and Arts (12students, 21.4%). The Chi-square test results ($\chi^2 = 11.868$, $df = 2$, $p = 0.003$) show a statistically significant difference in awareness among students of all three streams.

Full Form of NCERT

The highest number of Science students (96students, 89.7%) were aware of the full form of NCERT, followed by Commerce (28students, 75.7%) and Arts (40students, 71.4%). The Chi-square test result ($\chi^2 = 9.563$, $df = 2$, $p = 0.008$) indicates a statistically significant difference in the awareness of the full form of NCERT among students of three streams.



Authentic Websites for Textbook

The respondents were asked to identify the authentic website for using a textbook. Science students (100students, 93.5%) were most aware of the NCERT website, followed by Arts (46students, 82.1%) and Commerce students (27students, 73.0%). The Chi-square test result ($\chi^2 = 11.144$, $df = 2$, $p = 0.004$) indicates a statistically significant difference among students of different streams, in awareness of authentic website for textbooks.

Incorporating a Quotation into an Assignment

The Science students (63, 58.9%) were most aware of how to incorporate a quotation into an assignment. This was followed by Commerce (19students, 51.4%) and Artsstudents (24students, 42.9%). The Chi-square test results ($\chi^2 = 3.838$, $df = 2$, $p = 0.147$) suggest no statistically significant difference in awareness among students of different streams.

Source for Events over the Past Year

The respondents were asked to show their awareness regarding which source to consult for finding events happened in a neighbouring country last year and the response shows a low level of awareness among students of all the streams. However, among respondents, awareness was highest among Science students (34students, 31.8%), followed by Arts (16students, 28.6%) and Commerce (7students, 18.9%). The Chi-square test results ($\chi^2 = 2.230$, $df = 2$, $p = 0.328$) show no statistically significant difference in awareness of students of different streams.

The awareness of information sources was found significantly different among students of Science, Commerce and Arts streams with regard to manuals, authentic URL extensions, full form of NCERT, and authentic website for textbooks. Regarding all these aspects Science students were more aware than Commerce or Arts streams.

Conclusion

The study highlights significant variation in the awareness levels of senior secondary students regarding different types of information sources. While students demonstrated relatively high familiarity with some traditional sources such as dictionaries, manuals, and biographical sources, their awareness of other sources such as encyclopedias, handbooks, yearbooks and authentic URL extensions was comparatively low. Students of different schools differed in awareness of yearbooks and biographical sources. Female students were more aware of biographical sources, NCERT and authentic website for textbooks, than male students. Interestingly, students of 11th class were more aware than those of 12th class. Students of Science stream were more aware than those of Commerce and Arts, of manuals, authentic websites, NCERT and authentic URL extensions. The results highlight that despite differences on certain aspects, overall awareness of information sources is not encouraging. Well-planned information literacy programmes need to be organized to cope with the new challenges of information environment.



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