

A Study on Information Literacy Skills among Higher Secondary Students in International Schools of Tamil Nadu

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ABSTRACT

In the digital age, Information Literacy (IL) has emerged as a critical competency for students, enabling them to effectively access, evaluate, and utilize information from print and electronic sources. The study examined the level of information literacy skills among higher secondary students in international schools of Tamil Nadu, focusing on their socio-demographic profiles, library visit patterns, and information-related competencies. The research adopted a descriptive survey, targeting Class XI and XII students from 14 international schools. A total of 700 students were selected using a two-stage sampling method initially through convenience sampling for school selection, followed by random sampling of students. The data was gathered through a questionnaire, with a response rate of 87.28%.

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The data was analyzed using descriptive statistics, t-tests, and Chi-square tests to determine gender, class, and stream-based variations in IL competencies and library usage. The findings revealed a balanced representation of gender, academic class, and study streams among respondents. Most students, irrespective of gender, class, or stream, preferred visiting the library during library periods, with no significant association observed between visit frequency and socio-demographic factors. Female students were significantly more inclined to borrow books and use the library for reference, while male students showed higher tendencies to read magazines and use the Internet. Class-wise analysis indicated significant differences in visit purposes, with Class XII students borrowing more books and Class XI students using the Internet more frequently. Stream-wise, Science students demonstrated higher awareness and usage of library resources compared to Commerce and Humanities students. Overall, over 80% of respondents accurately understood the concepts of information and literacy, and more than 60% displayed high proficiency in essential information literacy sub-skills. However, no significant differences were found in information needs assessment competency based on gender or class. The study concludes that international school students in Tamil Nadu possess a commendable level of IL skills. However, there is a need for strategic improvements. Recommendations include formal integration of IL into the curriculum, enhancing library infrastructure, promoting voluntary library usage beyond library hours, and introducing targeted IL training tailored to academic streams. The study highlights information literacy as a vital academic skill and a foundation for lifelong learning in a complex information environment.

Keywords: *Digital Resources, Information Literacy, Lifelong Learning, Reading Habits, School Libraries, Secondary Education, Tamil Nadu, India*

Introduction

Information Literacy (IL) is a set of skills, attributes, and behavior that support students' learning in the digital age. In this information age, IL is a fundamental component in the education of children who must be equipped to evaluate information competently. This evaluation includes accessing and using the information in electronic and print forms. School libraries and librarians play a fundamental role in promoting IL and reading for information and inspiration. IL skills help students prepare for competitive examinations, offer test-taking strategies, and guide teachers in prioritizing the lessons to be learned. Promoting IL skills is increasingly important as it is an essential component and a key characteristic of lifelong learning, which is important for higher learning. Educational reforms and restructuring make IL skills essential as students seek to construct their knowledge and develop their understandings. IL enables a person to use the information effectively to make decisions and solve problems.

Information is an indispensable resource for all humans and vital to technological and scientific change. Information is a resource with varied definitions according to the format and media used to package or transfer it and the discipline that defines it. In modern times, information is an important source based on a country's economic, social, industrial, educational, and political development. Luenberger (2006) defines information as “the meaning that a human assigns to data through conventions used in their presentation (p. 9).” In other words, information is the processed data given shape to the higher secondary students.

Statement of Problem

The greatest challenge for society in the 21st century is keeping pace with the knowledge and technical expertise necessary to find, apply, and evaluate information. It is acknowledged that we live in an information-rich society where the amount of information in the world doubles every three years. Therefore, it has become necessary in the 21st century to incorporate IL into educational curricula. IL makes the students beyond the role of passive listener and note-taker, allowing them to take some directions and initiative during classes. The primary purpose of including IR in the education system is to direct the students, allowing them to discover the resources and share with fellow students to understand the curriculum. By gaining skills through the education system, the students participate in activities like reading, writing, project assignments, discussion, and co-curricular activities. So, the researcher attempted to evaluate the information literacy level and reading habits of higher secondary students in international schools in Tamil Nadu.

Objectives of the Study

The study's key objective is to evaluate the level of IL skills among the higher secondary school students at the International Schools in Tamil Nadu. The following are the research questions considered to achieve the study's primary objective.

- To trace out the socio-demographic profile of the respondents.
- To find out the frequency and purpose of library visits among the respondents
- To measure the extent of the IL Skills of the respondents

Hypotheses

H₀: Male and female respondents do not significantly differ in their information needs and assessment competency.

H₁: Male and female respondents significantly differ in their information needs and assessment competency.

Scope of the Study

IL is important for today's learners as it promotes problem-solving and analytical thinking skills. The school libraries are the hubs of all intellectual activities and should space stimulate intellectual access to the world of information by providing necessary resources to the students. The school library is where students can interact with the world of knowledge. The present study aims to examine the IL skills among senior secondary school students in international schools in Tamil Nadu.

Literature Review

Rinzin (2024) conducted research focusing on fostering a love for reading among 9th-grade students at Gomtu Higher Secondary School. The study emphasized the importance of teacher guidance, peer influence, and structured school-level interventions such as library activities and reading competitions. Further, it has been concluded that creating a supportive environment and promoting reading as a collaborative activity could significantly enhance students' interest in reading.

Wangchuk (2023) investigated the impacts of Facebook usage on the reading habits of higher-secondary students. The study revealed that while social media often distracts students from academic reading, it can also serve as a platform for sharing and discussing educational resources. The research

stressed the importance of balancing digital engagement and traditional reading habits, with recommendations for incorporating digital literacy into educational curricula to help students better use online tools for academic purposes.

In their study, Mushtaq, Soroya, and Mahmood (2021) examined the reading habits of Generation Z students in Pakistan and their implications for school library services. The study highlighted the shift from traditional reading mediums to digital platforms, emphasizing the need for school libraries to adapt to changing preferences. The findings revealed that students preferred short, interactive, and visual content over lengthy traditional texts. The authors suggested reevaluating library policies and incorporating digital tools to engage students effectively and enhance their reading experiences.

Aulia, FicaRizky, and Rachman (2019) explored the influence of reading material preferences and family support on the reading interests of children from farming communities. The study found that family involvement and access to appealing and relevant reading materials were critical in fostering a reading culture among children. The authors recommended community-based initiatives and school programs to increase access to suitable reading materials and promote family engagement in children's literacy development.

In their study, Chanchinmania and Verma (2018) attempted to assess IL skills among research scholars at Mizoram University. IL is recognizing information needs and locating, evaluating, applying, and creating information within cultural and social contexts. The study revealed that the research scholars had adequate skills in handling information for their basic needs. The study results showed an urgent need for the inclusion of IL

programs in the course curriculum, and more awareness is required among students, which will make the students more information literate.

Foo and Chang (2017) mainly focused on understanding and proficiency in basic IL skills, such as defining information tasks, selecting information sources, seeking information from sources, and synthesizing and using information. The survey suggested an urgent need to review IL education in the Singapore school system, revisit policies and priorities, and assess the relevance and effectiveness of the IL curriculum, practical hands-on classes, and interventions currently employed in schools. The study concluded that cultivating students at a young age and building the proper foundation of literacies, skill sets, and competencies are essential, important, and highly challenging.

Prabhu and Kumar (2015) pointed out that the beginning of the 21st century has been called the Information Age because of the explosion of information output and sources. IL equips them with the critical skills to become independent lifelong learners. IL is important; it promotes problem-solving approaches and analytical thinking skills, finding information, evaluating sources, making decisions, and fostering successful learners, effective contributors, confident individuals, and responsible citizens. It is suggested that IL programs must be implemented mainly by library staff in schools, colleges, universities, and public libraries to achieve library goals and convert their users into lifelong learners and critical thinkers.

Smitha, Elayadom, and Thirunavukkarasu (2015) disclosed the importance of IL in library staff. IL has an important role in the lives of librarians and information seekers. After the invention of printing, many technologies have emerged. All the changes in society are seen and reflected in libraries also.

Internet and other communication technologies have helped the community to access information even remotely. Hence, librarians must acquire new technical skills in collecting, storing, processing, and disseminating the required information. Without information literacy, librarians may not provide quality services to their clientele. IL equips them with the critical skills to become independent lifelong learners.

Wu and Lin (2014) analyzed the relationship among reading habits, learning strategies, and academic achievement of secondary school students in Taiwan. The study concluded that students with consistent and purposeful reading habits were more likely to employ effective learning strategies, positively impacting their academic performance. The authors advocated holistically integrating reading and learning strategies into school curriculums to improve academic outcomes.

Methodology

Population

The population of the present study includes class XI and XII (Senior Secondary) students from international schools in Tamil Nadu.

Sample Size and the Sampling Technique

A two-stage sampling process was employed to select the sample. Initially, 14 international schools were chosen using the convenient sampling technique based on accessibility and willingness to participate in the study from Tamil Nadu. Subsequently, 50 students were randomly chosen from each selected school, resulting in a total sample size of 700 students. This number significantly exceeds the minimum recommended sample size in Krejcie and Morgan's Table. According to the Krejcie and Morgan Table, for

a population size of 100,000 or more, a minimum of 384 respondents is sufficient. Additionally, the 2025 online sample size calculator by Calculator.net suggests a sample size 385 for an unlimited population at a 95% confidence level. Since the actual population size was not precisely known, a larger sample was purposefully selected to ensure the reliability and generalizability of the findings.

Profile of sample unit

Sl.No	Name of the International School
1	Akshar- Arbol International School - West Mambalam, Chennai
2	APL Global School, Thoraipakkam, Chennai
3	Boston International School, Alwarpet, Chennai
4	St. Joan of Arc International School, Adhavathur, Trichy
5	Chinmaya International Residential School – CIRS, Coimbatore
6	St. Assisi World School, Madurai
7	Kodaikanal International School – KIS, Kodaikanal
8	JSS International School, Ooty
9	Rasi International School, Namakkal
10	SCAD World School, Palladam, Tiruppur.
11	The GeeKay World School, Vellore
12	Good Shepherd International School, Ootacamund
13	Hebron School, Ootacamund
14	Oyster Learning Initiative School, Thiruvarur

Research Instrument

A structured, self-administered questionnaire was used as the primary research instrument for data collection in this study. The questionnaire was carefully designed to gather information on the demography of the

participant, frequency and purpose of library visits, the use of library services and resources, patterns of computer and internet use, and the respondents' level of IL skills. The IL skills component was developed based on the standards of the American Association of School Librarians (AASL) to ensure the instrument's relevance and validity. Prior to data collection, consent was obtained from the principals of the selected international schools in Tamil Nadu, confirming their willingness to participate in the research. Additionally, parental consent for each randomly selected student respondent was secured through a command notice circulated by the schools. A total of 700 questionnaires were distributed to the students via the respective school librarians, who also assisted the researcher in collecting the completed responses. Out of these, 611 fully completed questionnaires were returned, yielding a high response rate of 87.28%, which contributed to the reliability of the study findings.

Statistical Methods for Data Analysis

For the analysis of the collected data, a combination of statistical techniques was employed to achieve the research objectives. Descriptive statistics were used to summarize the socio-demographic characteristics of the respondents and to present the distribution patterns of their library visits, purposes of use, and awareness of library resources. To determine the association between categorical variables such as gender, academic class, and stream with library visit frequency and purposes, Chi-square tests were applied. Additionally, independent *t*-tests were conducted to assess whether significant differences existed in information literacy competencies, such as information needs assessment, based on gender and academic class. Furthermore, regression analysis was performed to identify the relationship between socio-demographic variables and the respondents' overall information literacy skill

levels, helping to predict how these factors influenced their competencies. All statistical analyses were carried out using appropriate software tools, and results were interpreted considering standard levels of significance.

Results and Discussion

Table 1 portrays the Socio-demographic profile of the respondents and the frequency of library visits of the respondents on selected variables.

Table 1

Socio-demographic profile of the respondents and the frequency of library visits based on selected variables

Attributes		Only during Library Periods		Both during the library Periods and other Periods		Chi-Square	Sig. Value
		Count	Percentage	Count	Percentage		
Gender	Male	165	60.22	109	39.78	1.94	0.621
	Female	182	54.01	155	45.99		
Class	XI	159	62.11	97	37.89	1.37	0.785
	XII	188	52.96	167	47.04		
Stream	Science	147	55.68	117	44.32	1.19	0.592
	Commerce	119	58.33	85	41.67		
	Humanities	81	56.64	62	43.36		

**: - Significant at 0.01 level, *: - Significant at 0.05 level

The socio-demographic profile of the respondents reveals a balanced representation in terms of gender, academic class, and study stream. Out of the total respondents, 165 (60.22%) were male, while 182 (54.01%) were female, indicating slightly higher participation from females. In terms of

academic class, 159 respondents (62.11%) were from Grade XI and 188 (52.96%) from Grade XII, showing a relatively even distribution between the two grades. When considering academic streams, the majority of respondents were from the Science stream, accounting for 147 (55.68%), followed by Commerce with 119 respondents (58.33%), and Humanities with 81 respondents (56.64%).

This diverse socio-demographic distribution provides a comprehensive overview of the respondents' background, which is valuable for interpreting the study's findings. The gender-wise analysis shows that 60.22% of male and 54.01% of female respondents prefer to visit the library only during library periods. The Chi-square statistics ($p > 0.05$) show that library visits are independent of students' gender. Regarding class-wise analysis, 62.11% of Class XI and 55.68% of Class XII respondents prefer to visit only during library periods. Related to the stream-wise analysis, 55.68% of Science, 58.33% of Commerce, and 56.64% of Humanities stream respondents prefer to visit the library only during library periods. Chi-square statistics ($p > 0.05$) reveal that the library visit is not significantly associated with the gender, class, and stream of study of the respondents.

Table 2 describes the gender-wise distribution of respondents regarding the purpose of their visit to the library. Students were allowed to give multiple answers if they preferred. More than 66% of male and 68% of female respondents stated that visiting the library is to borrow/return books. The Chi-square test ($p < 0.01$) shows that borrowing books is significantly higher among female students than male students. A similar result can be observed for reference. About 51% of female students use the library for reference, whereas only 58 percent of males visit for the same purpose. For reading a magazine, 45% of females and 44% of males, and using the Internet, 35% of

males and 31% of female students visit the library. The Chi-square test ($p < 0.05$) shows significant differences between male and female students regarding the purpose of visiting the library other than other purposes. In short, female students are significantly more likely to visit the library to borrow books and read newspapers and references than males, whereas male students are significantly more likely to read magazines and use the Internet.

Table 2

Purpose of Visiting the Library: Gender-wise Distribution

Attributes	Male		Female		Chi-Square	Sig. Value
	Count	Percentage	Count	Percentage		
Borrowing books	109	66.06	74	67.89	19.451**	0.0011
Reading magazines	95	57.58	56	51.38	11.276*	0.0471
Reading newspapers	72	43.64	49	44.95	2.674*	0.0324
For reference	67	40.61	55	50.46	8.952*	0.0413
Using Internet	58	35.15	34	31.19	7.649**	0.0021
Others	29	17.58	12	11.01	1.428	0.8941

** - Significant at 0.01 level, * - Significant at 0.05 level

Table 3 illustrates the class-wise distribution of respondents about the purpose of visiting the library. Students were allowed to give multiple answers if they preferred. 54.30% of Class XI respondents and 61.41% of Class XII respondents preferred to visit the library to borrow books. 55.21% of Class XII and 49.61% of Class XI stated that they visited the library to read magazines. 46.09% of Class XI and 34.93% of Class XII visited the library for reading newspapers, and 48.44% of Class XI and 51.27 % of Class XII visited the library for reference purposes. 43.75% of Class XI and

27.32 % of Class XII visited the library for internet use. The Chi-square statistics ($p < 0.05$) reveal a significant difference in library visit purposes among Class XI and XII respondents.

Table 3

Purpose of Library Visit - Class-wise Distribution

Attributes	XI		XII		Chi-Square	Sig. Value
	Count	Per cent	Count	Per cent		
Borrowing books	139	54.30	218	61.41	12.327**	0.0012
Reading magazines	127	49.61	196	55.21	14.873*	0.0274
Reading newspapers	118	46.09	124	34.93	17.529*	0.0141
For reference	124	48.44	182	51.27	11.672**	0.0000
Using Internet	112	43.75	97	27.32	15.195*	0.0121
Others	54	21.09	45	12.68	13.542*	0.03514

**:- Significant at 0.01 level, *:- Significant at 0.05 level

Table 4 displays the stream-wise examination of respondents' awareness and use of library resources. Science stream respondents are more aware and use library resources than Commerce and Humanities.

Table 4

Stream-wise Distribution of Respondents, Awareness, and use of Library Resources

Awareness and use of library resources		Science	Commerce	Humanities	Chi-Square	Sig. Value
Collections in the school library	Aware and use	174 (65.91)	132 (64.71)	101 (70.63)	18.289**	0.002
	Aware but not use	58 (21.97)	43 (21.08)	23 (16.08)		
	Not aware	32 (12.12)	29 (14.22)	19 (13.29)		
Magazines and newspapers	Aware and use	146 (55.30)	124 (60.78)	96 (67.13)	19.475**	0.000
	Aware but not use	79 (29.32)	49 (24.02)	27 (18.88)		
	Not aware	39 (14.77)	31 (15.20)	20 (13.99)		
Reference collections	Aware and use	199 (75.38)	129 (63.24)	76 (53.15)	17.523**	0.001
	Aware but not use	37 (14.02)	42 (20.59)	39 (27.27)		
	Not aware	28 (10.61)	33 (16.18)	26 (18.18)		
Library automation and software used	Aware and use	134 (50.76)	114 (55.88)	68 (47.55)	14.217*	0.0311
	Aware but not use	84 (31.82)	54 (26.47)	42 (29.37)		
	Not aware	46 (17.42)	36 (17.65)	33 (23.08)		
OPAC	Aware and use	137 (51.89)	96 (47.06)	64 (44.76)	11.791**	0.000
	Aware but not use	75 (28.41)	61 (29.90)	44 (30.77)		
	Not aware	52 (19.70)	47 (23.04)	35 (24.48)		
Scheme followed (Library Module)	Aware and use	192 (72.73)	143 (70.10)	89 (62.24)	12.169**	0.002
	Aware but not use	43 (16.29)	37 (18.14)	31 (21.68)		
	Not aware	29 (10.98)	24 (11.76)	23 (16.08)		

**:- Significant at 0.01 level, *:- Significant at 0.05 level

Regarding the collections of the school library, awareness of magazines, and newspapers, use of reference collections in the library, Library automation and software used, OPAC, and the scheme followed in the library, the Chi-square statistics ($p < 0.05$) show a significant difference between the three streams. In short, the respondents in all three streams are aware of and use the library resources.

Table 5

Student opinion about the meaning of the “Information”

Sl.No	Information means	Count	Percentage
1	The knowledge received from various sources	61	9.98
2	Data collected from different sources	34	5.56
3	Shreds of evidence learned about something	22	3.60
4	All of the above	494	80.85
Total		611	100

Table 5 reveals the respondents’ opinions regarding the meaning of information. It is known that more than 80% of respondents chose the meaning of information correctly, and the remaining gave different answers. The results show that most respondents have the right idea about the meaning of information.

Table 6

Student opinion about the meaning of the term “Literacy”

Sl.No	Information literacy means	Count	Percentage
1	Ability to read	48	7.86
2	Ability to visit the library	74	12.11
3	Ability to read, write, and do simple arithmetic	489	80.03
Total		611	100

Table 6 divulges that nearly 80% of the respondents correctly identified what literacy means. The results show that most of them understand what literacy means

Table 7

Respondents Information Needs & Assessment Competency

Assessment of Information skill competency	Always		Sometimes		Never	
	Count	%	Count	%	Count	%
Can identify the need	412	67.43	143	23.40	56	9.17
Can formulate questions based on information need	394	64.48	156	25.53	61	9.98
Can identify resources for Information	403	65.96	169	27.66	39	6.38
Can identify different types of resources	387	63.34	177	28.97	47	7.69
Can organize the information related to the problems at hand	362	59.25	181	29.62	68	11.13

Table 7 reveals that the respondents' information skills and related sub-skills were analyzed on a three-point scale. It can be seen that more than 60% of respondents are familiar with the above skills at high levels. The respondents can identify the need for information, formulate questions, identify subject-related resources based on the need, use different keywords, identify different reference sources, and organize information related to the problems.

Table 8 depicts the mean and standard deviation of information needs assessment competency based on gender and class. The independent t-test was used to test whether there is a significant difference in the respondent's skills above. The t-test value (1.57, $p > 0.05$) displays that there is no significant difference between male and female respondents about their information needs assessment competency. Further, it is observed from the t-test value (1.16, $p > 0.05$) that no significant difference was found among Class XI and XII respondents.

Table 8

Comparison of Information Needs Assessment Competency based on Gender and Class of Students

Attributes		Mean	S.D	N	“t”	“p”
Gender	Male	16.231	1.914	274	1.57	0.841
	Female	17.624	1.876	337		
Class	XI	17.269	1.928	256	1.16	0.973
	XII	16.542	1.823	355		

Findings of the Study

The study reveals several insights into students' library usage patterns and information literacy competencies. Gender-wise analysis indicates that 60.22% of male and 54.01% of female respondents prefer to visit the library

only during library periods, while class-wise analysis shows that 62.11% of Class XI and 55.68% of Class XII respondents share this preference. Stream-wise, 55.68% of Science, 58.33% of Commerce, and 56.64% of Humanities students prefer visiting the library only during library periods. Over 66% of male and 68% of female respondents stated that their primary purpose for visiting the library was to borrow or return books, while 58% of males and 51% of females visited for reference purposes. In terms of class differences, 54.30% of Class XI and 61.41% of Class XII respondents visited the library mainly to borrow books. Additionally, 55.21% of Class XII and 49.61% of Class XI students used the library to read magazines, while 46.09% of Class XI and 34.93% of Class XII used it for reading newspapers. Moreover, 48.44% of Class XI and 51.27% of Class XII students visited for reference purposes, whereas only 43.75% of Class XI and 27.32% of Class XII students used the library for Internet access. Chi-square statistics ($p < 0.05$) indicate a significant difference among the three academic streams regarding awareness of library collections, use of magazines, newspapers, reference materials, library automation, OPAC, and classification schemes. Furthermore, more than 80% of respondents correctly identified the meaning of “information,” and nearly 80% demonstrated an understanding of “literacy.” Over 60% of respondents showed high familiarity with essential information literacy skills such as identifying information needs, formulating questions, selecting subject-related resources, using relevant keywords, and organizing information effectively. Finally, the t-test results ($t=1.57$, $p > 0.05$) indicate no significant difference between male and female respondents in information need assessment competency, and similarly, no significant difference was found between Class XI and XII students ($t = 1.16$, $p > 0.05$).

Limitations

1. The study has been conducted among higher secondary school students in international schools in Tamil Nadu.
2. The study focused only on the IL Skills of higher secondary school students and not on other classes and other aspects of information literacy.

Conclusion and Recommendation

Conclusion

The study's main objectives are to evaluate the IL skills of the respondents and to measure the extent of IL skills of the students of the senior secondary stage. The data collected from the respondents from the selected international schools in Tamil Nadu show a clear picture of information literacy skills. The study's findings revealed that librarians in international schools impart IL skills to students, which were assessed through five major skills, and the majority of the IL skills and sub-skills are familiar to the students. They apply these skills whenever they need it. Hence, higher secondary students in international schools are better users of all types of resources available in the library. They know how to access, locate, use, evaluate, synthesize, and communicate information efficiently and effectively. Presently, in the educational context, students depend on various types of resources (print and e-resources for their daily use, either for their academic board exams, competitive exams, etc.) and non-academic co-curricular activities, competitions, etc.). Information environment has become more complex, and users are faced with abundant information available in print and electronic forms. Hence, the students need to develop IL and computer literacy competency to handle the information needs of the

21st century and to use IT resources and utilize them effectively. Before developing various IL skills among the students in this technological era, it is a must to study the existing capabilities of the students. Therefore, this study is significant in that extent that the investigator conducted this study to identify the IL competencies among senior secondary school students.

Recommendations

1. Reinforcing the need for Information Literacy:

The study confirms the critical role of IR in shaping students into independent learners capable of navigating the information-rich digital age. It is recommended that IR be formally integrated into the curriculum across all streams, as it empowers students with essential skills in locating, evaluating, and effectively using information.

2. Strengthening School Libraries as Learning Hubs:

School libraries are central to students' exposure to diverse information sources, so they should be transformed into vibrant learning commons. Investment in infrastructure, digital tools, and trained library professionals is necessary to promote an Information-Centric Environment.

3. Encouraging Library use beyond Library Periods:

The findings suggest that most students only use the library during designated periods. There is a pressing need to encourage a culture of voluntary and purposeful library use by introducing engaging activities such as IL skill workshops, reference hunts, reading challenges, and digital literacy sessions.

4. Gender-Neutral Approach to IL Training:

Since there is no significant difference in IL competency based on gender or class, IL promotion strategies can be implemented uniformly, ensuring all students receive equal opportunities to enhance their competencies regardless of demographic factors.

5. Focus on Reference and Digital Resource Use:

A relatively lower percentage of students use libraries for Internet access and reference purposes. This low use indicates a gap in awareness or availability. Schools should ensure better access to digital infrastructure and train students in using e-resources for academic tasks.

6. Targeted Interventions for Stream-Specific Needs:

The stream-wise differences in awareness of library resources and automation tools indicate a need for customized IL instruction tailored to the academic requirements of Science, Commerce, and Humanities students.

7. Ongoing IL Assessment and Reinforcement:

Since over 60% of students demonstrate familiarity with key IL skills, it is important to build on this foundation with regular assessment and reinforcement strategies. Formative assessments, project-based learning, and cross-disciplinary IL integration are recommended.

8. Promoting Lifelong Learning Values:

IL is a school-level requirement and a cornerstone of lifelong learning. Introducing IL from the secondary school level builds a foundation for higher education and professional development, equipping students to engage with information in varied real-world contexts critically.

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