

PERCEPTIONS OF SECONDARY
STAGE STUDENTS OF THE ROLE OF
THE SCHOOL LIBRARY IN THE
DEVELOPMENT OF READING AND
WRITING SKILLS IN KUWAIT

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OBJECTIVES

- Explore students' perceptions
- Examine reading support
- Examine writing support

ROADMAP

- Background
- Problem
- Method
- Findings
- Conclusion

Background: why the school library matters

Reading and writing develop through resources, guidance, and regular practice



Key idea: the library becomes valuable when it is connected to students' real learning needs.

Problem chain

The issue is not only whether the library exists, but whether students use it for literacy



Research focus: How do students perceive the library's role in developing reading and writing?

RESEARCH QUESTION?

How do students perceive the school library's role in developing reading and writing skills?

Significance of the study

Who benefits from understanding students' perceptions?

Students

Better reading and writing support more relevant resources clearer access to help

Schools

Stronger library culture teacher-librarian collaboration improved literacy programs

Policymakers

Evidence for staffing, funding, digital resources, and library integration policy

Literature: four recurring themes

Effective school libraries work through people, resources, and integration

Libraries

improve literacy

Librarians

guide learning

Resources

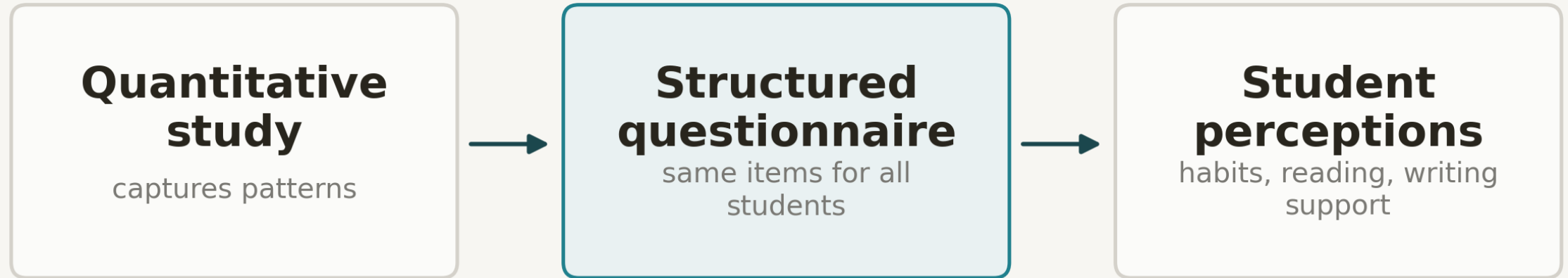
support skills

Integration

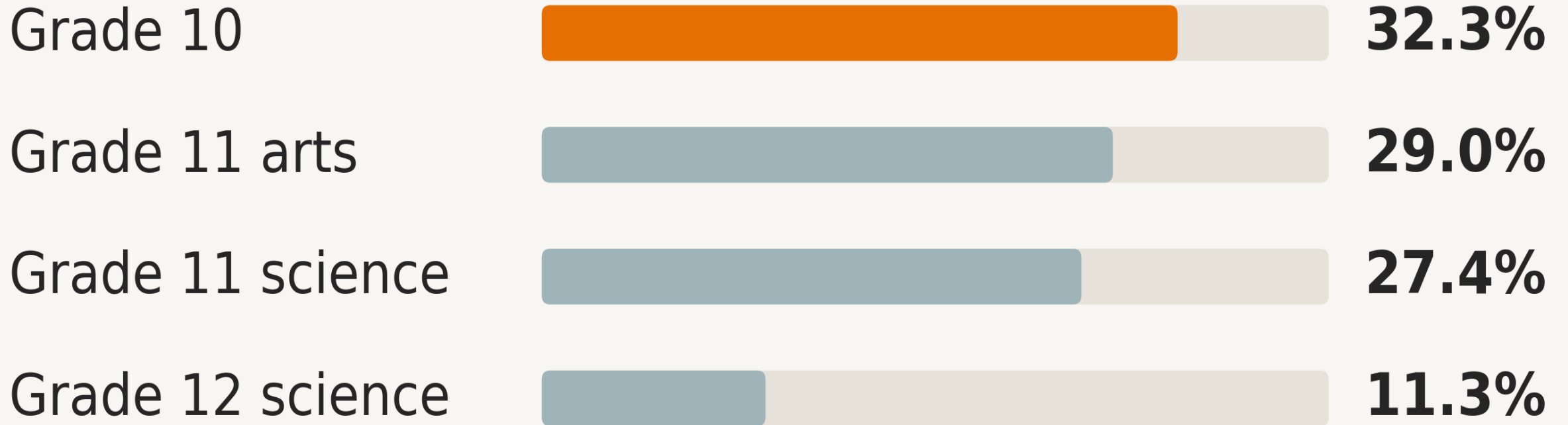
connects learning

Methodology flow

A structured quantitative approach to measuring student perceptions

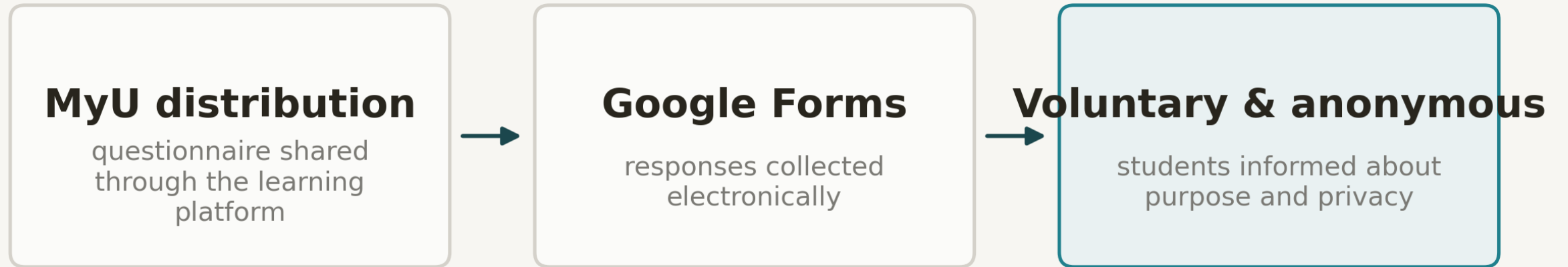


Participants: 62 students



Data collection process

Electronic distribution supported access, anonymity, and efficient response collection



Library habits

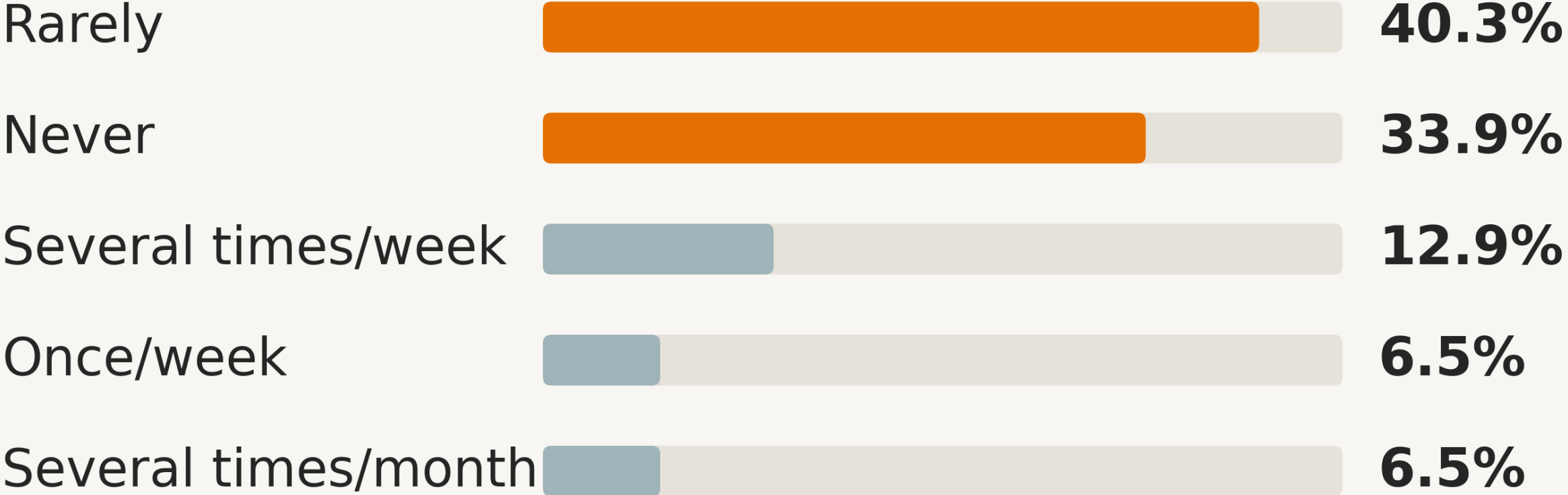
40.3%
rarely visited

33.9%
never visited

59.7%
under 15 min.

Key message: low actual use

Visit frequency



General perceptions are positive

Share who agreed or strongly agreed with selected statements

61.3%

Resources support
academic success

77.4%

Staff help students feel
supported and included

58.1%

Resources are up-to-date
and relevant

Students value reading spaces and recommendations most
Reading support: agree or strongly agree

Reading support



Writing support exists, but visibility can improve
Writing support: agree or strongly agree

Writing support



Key contrast: valued but underused

Positive perceptions do not automatically become regular library use

Positive perceptions

77.4% value staff support
67.7% value book recommendations
66.1% value teacher-librarian collaboration

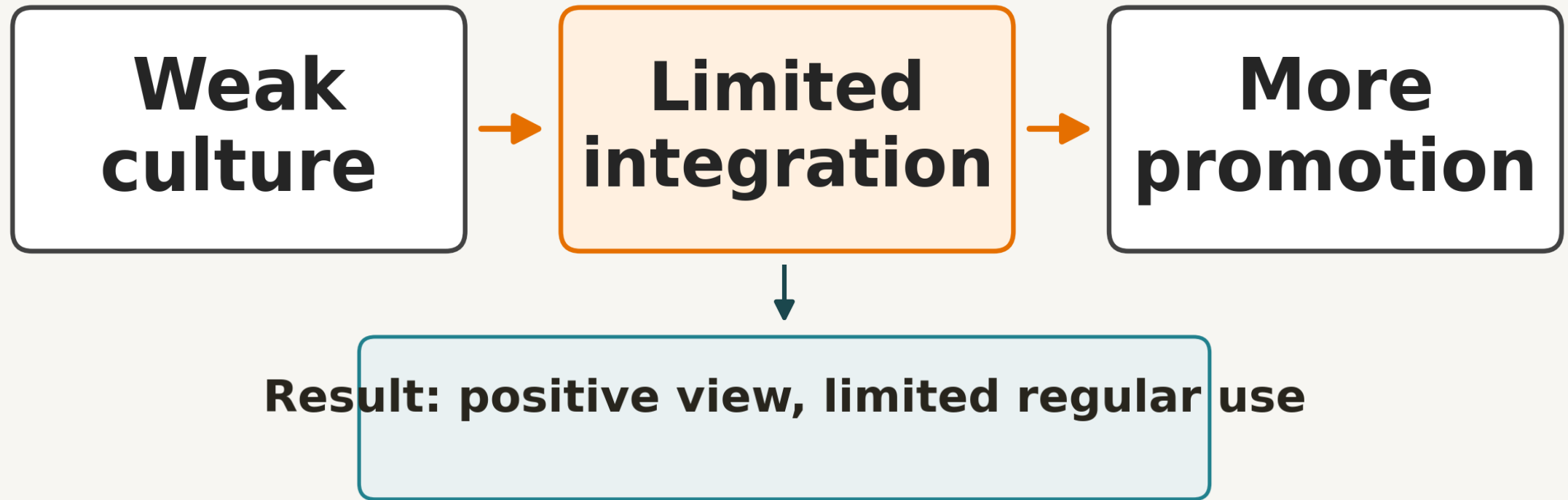
Low actual use

40.3% rarely visit
33.9% never visit
59.7% stay under 15 minutes

Main interpretation: the library's value needs to be activated through visibility and integration.

Discussion: what explains the contrast?

Low engagement points to a weak library culture, not necessarily negative attitudes



Implications: turning the library into an active learning hub

Actions should connect resources to classroom literacy practice

Collaborate

teacher links

Programs

workshops

Visibility

resources

Conclusion: three takeaways

The study shows a gap between library value and library engagement

Value

students recognize it

Usage

still limited

Hub

active learning

FINAL SUMMARY

- 1 Students value libraries**
positive perceptions of resources and support

- 2 Actual use is limited**
rare and short visits reduce impact

- 3 Libraries should be active hubs**
visibility, programs, and classroom integration

**THANK YOU FOR
YOUR ATTENTION**