

# Survey and analysis of the current status of teaching support services in county middle school libraries in Zhaoqing city

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**Abstract:** The author sorts out the current status of the research on teaching support services of the county middle school libraries of Zhaoqing City, and then discusses the development of the teaching support services in physical space, teaching resources, teaching services, technical equipment, service satisfaction, advice and recommendations. It is found that the county libraries of Zhaoqing City have the following problems in teaching support services: the degree of attention to teaching support services needs to be improved, the construction of physical space needs to be further improved, the digital teaching resources need to be enriched, the application of modern technical equipment is not sufficient, and the actual service effect still has room for improvement. Finally, in view of these problems commonly exposed in the teaching support services of the county middle school libraries of Zhaoqing City, effective suggestions for promoting the teaching support services of the county libraries of Zhaoqing City are put forward.

**Keywords:** County middle school, Libraries, Teaching support services, Survey and analysis

## 1. Introduction

The "Regulations on Primary and Secondary School Libraries (Rooms)" promulgated by the Ministry of Education in 2018 clearly stated: "In order to strengthen the standardization, scientificization and modernization of primary and secondary school libraries (rooms), implement the fundamental task of cultivating morality and cultivating people, and improve the ability to serve education and teaching, this regulation is specially formulated." "The library is the document information center of primary and secondary schools, an important place for school education and teaching and educational scientific research, an important carrier for school cultural construction and curriculum resource construction, and an important platform for promoting the all-round development of students and the professional growth of teachers<sup>[1]</sup>." This provides a strong policy guarantee for county libraries to carry out teaching support services.

In February 2023, Zhaoqing City held a mobilization meeting to comprehensively promote the "Hundred Counties, Thousands of Towns and Tens of Thousands of Villages High-Quality Development Project" to promote coordinated development of urban and rural areas. The city made every effort to promote the "Hundreds of Thousands of Projects" and put forward the goal of giving priority to strengthening the shortcomings of county, town and village education and promoting the high-quality development of county education. To this end, the education department plans to implement the "County Middle School Development and Improvement Action" to improve the quality of education and school management of county middle schools through measures such as improving the quality of high school education and teaching. This is a favorable opportunity and important development opportunity for the standardization of county middle school libraries and the improvement of teaching support services.

## 2. Research Purpose and Significance

This study takes the county-level general high school libraries in Zhaoqing as the research object, investigates and analyzes the teaching support services they provide, understands the actual situation of their hardware and software facilities, service methods and service evaluation for providing teaching support services, analyzes their existing problems and shortcomings, and puts forward corresponding

suggestions and countermeasures to promote the county-level high school libraries in Zhaoqing to effectively play their due role in ensuring teaching quality and cultivating students' abilities.

### 3. Research content, research object and research methods

Through the previous literature survey, the main contents of the teaching support services of county middle school libraries were determined: physical space, teaching resources, teaching services, technical equipment, service satisfaction, advice and recommendations. With these six aspects as the main survey content, from January to March 2023, teachers and students from Zhaoqing county high schools were invited to fill out electronic questionnaires to conduct a survey on the teaching support services of their school libraries. The author selected 6 public county-level middle schools in Zhaoqing as the survey subjects, including Jiangkou Middle School in Fengkai County, Nanfeng Middle School, Fengchuan Middle School, Guangxin Middle School, No. 1 Middle School in Huaiji County, and Xiangshan Middle School in Deqing. The teaching support services of ordinary high school libraries in the counties of Zhaoqing City were investigated by means of online surveys, questionnaires, telephone interviews, and field research. The questionnaire was mainly distributed online using the "Wenjuanxing" platform. As of March 20, 2023, a total of 250 questionnaires were distributed in a targeted manner. Excluding 23 waste papers from non-surveyed schools and illogical problems, a total of 227 valid questionnaires were collected, and the effective recovery rate of the questionnaire was 90.8%, including 105 questionnaires from teachers and 122 questionnaires from students (see Figures 1 to 2).

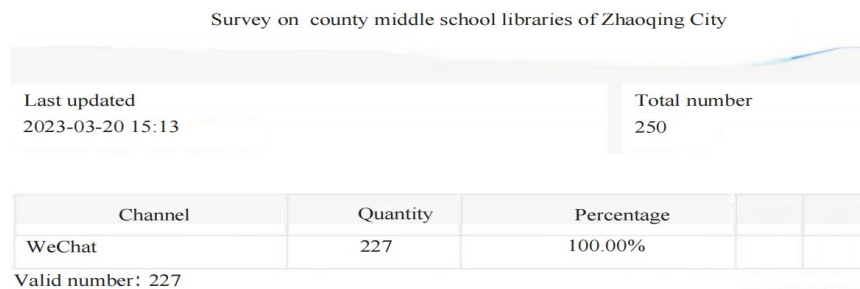


Figure 1: Total number of questionnaires and effective quantity

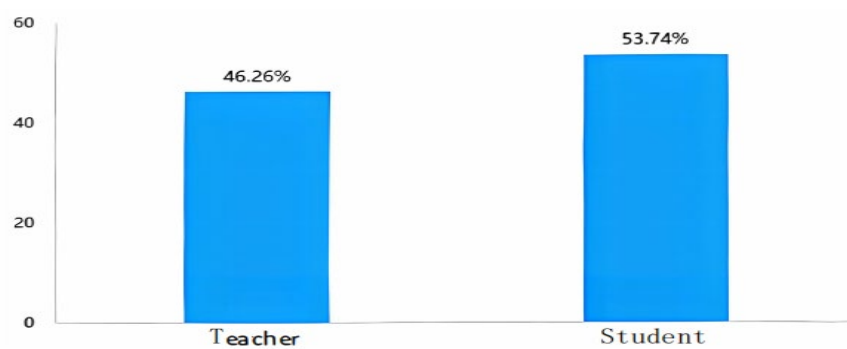


Figure 2: Percentage of respondents' identities

## 4. Survey Results and Problem Analysis

### 4.1. Physical Space and Environmental Support

According to the survey results in Figure 3, the utilization rate of the reading room accounts for 80% of the total number of surveyed users, while the utilization rate of multimedia space, teaching and training space, learning exchange space, and audition space is only about 30%. This shows that the spaces supporting learning set up by county libraries are generally dominated by reading rooms, reflecting that most school libraries still have the traditional library service methods that stick to conventions, which are mainly to meet the needs of students reading books, limited to providing reading functions, and lack of special deep learning spaces and open spaces for teachers and students to learn and communicate. Only nearly 40% of the library users surveyed are satisfied with the learning space, which further shows that the existing learning space in the school cannot meet the needs of teachers and students for discussion,

exchange, display and sharing. When interviewing the staff of the middle school library, many school teachers specifically mentioned the serious shortage of library reading space, lack of sufficient reading tables and chairs, and inability to accommodate students to participate in various activities. This not only restricts teaching support services, but also affects daily reading activities.

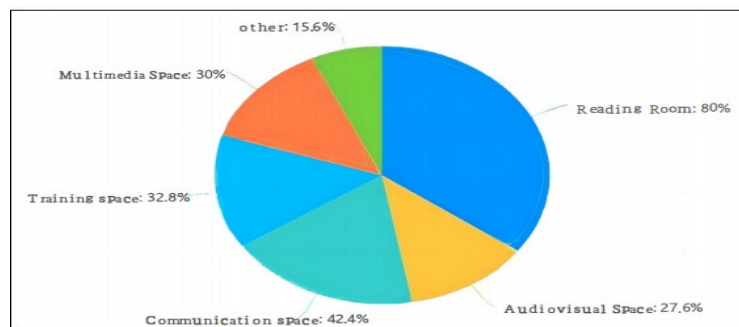


Figure 3: Proportion of types of library study spaces used by surveyed users

#### 4.2. Teaching resource support

The survey results show that 74.45% of the surveyed users use paper books and newspapers as school teaching resources from Figure 4. Teaching electronic teaching materials are resources that directly support teaching activities, accounting for only 46.26%. The proportion of other digital resources such as multimedia teaching resource databases, online electronic teaching materials, and online open course resources does not exceed 50%. These data show that the school's literature resource structure is biased towards traditional paper books and newspapers.

During the interview, it was found that the existing paper books in many middle school libraries could not meet the daily needs of teachers and students. Many teachers reported that a considerable portion of the paper books and newspapers in the school library are old books published a long time ago, which are out of touch with the curriculum teaching in recent years. Even the books purchased in recent years have not fully taken into account the needs of subject teaching, so that although the library collection seems to be quite a lot, there are not many books that can really be applied to current teaching activities and used as teaching references. Comprehensive analysis found that the collection of literature resources in the county library is not reasonable enough. When purchasing literature resources, there is a lack of research on users' teaching needs. The display and elimination of old literature are not timely, resulting in an obvious contradiction between limited literature information resources and the needs of teachers and students, and unable to better provide guarantees for the school's teaching activities.

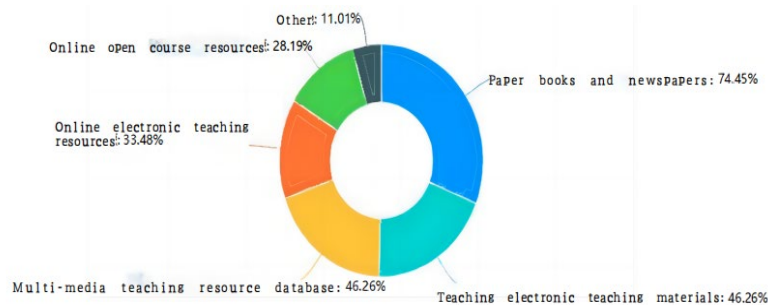


Figure 4: Proportion of various teaching resources used by surveyed users

#### 4.3. Teaching service support

The questionnaire survey shows that more than 50% of the surveyed users have participated in the two teaching services of document retrieval and reading guidance, indicating that most libraries have reached a consensus on providing basic document information services and reading guidance, and regard such activities as an important form of teaching activities. Such activities meet the needs of teachers and students for information literacy and reading knowledge to a certain extent, but there are also the drawbacks of one-size-fits-all and cramming teaching. Special lectures and embedded teaching services can be embedded in the teaching of professional courses in a targeted manner to carry out services related to the course content, which can serve as a powerful supplement to teaching support services, but they

are at the bottom two in the proportion of users surveyed, reflecting that the library is still lacking in actively integrating library resources with teaching work and providing customized services to readers.

During the interview, it was also found that some schools did not offer document retrieval-related courses due to lack of professional personnel, backward library management, and low level of digitization, and reading guidance classes were also in name only. Librarians and teachers of various subjects in the school lack communication and collaboration, and have not developed a detailed reading plan for classroom teaching and examinations. Students read freely in reading classes without special reading guidance. This lack of targeted and planned reading classes has resulted in students gaining little from library reading classes, and their reading problems have not been effectively solved. (See Figure 5)

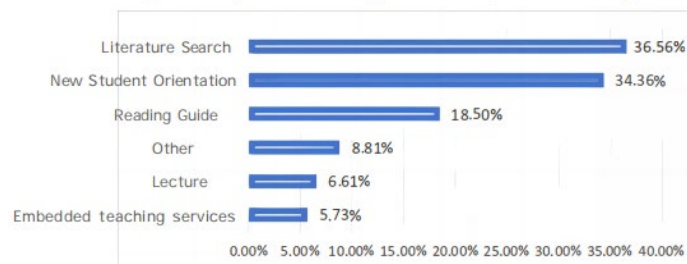


Figure 5: Proportion of surveyed users using various teaching services

#### 4.4. Technical equipment support

According to the survey, the library has been equipped with basic hardware facilities. However, in the interview, teachers and students reflected that there were many problems in the use of equipment, such as the serious shortage of reading tables and chairs and computers; printers and copiers are not intelligent self-service equipment, and generally do not provide services to readers. Even teachers need to operate with the permission of staff; the computers used by students do not have a bibliographic retrieval system installed, and books cannot be found quickly; the software tools on the computer desktop do not receive corresponding guidance, etc. These problems make it extremely inconvenient for readers to use facilities and resources, and the experience is poor.

In addition to basic facilities, with the development of information technology and changes in teaching models and learning methods, middle school libraries also need modern technical equipment to carry out teaching support services, including learning platforms, learning software and digital transformation technologies. The questionnaire survey shows that printing equipment is the most used technical support service by the surveyed users, accounting for 86.78%, and the proportion of other items is relatively low. If the accuracy of the questionnaire survey is taken into account, the proportion of these items can actually be ignored. This shows that there are deficiencies in the application of modern technical equipment in county middle school libraries. The current technical equipment cannot provide support for digital teaching and learning for teachers and students. (See Figure 6)

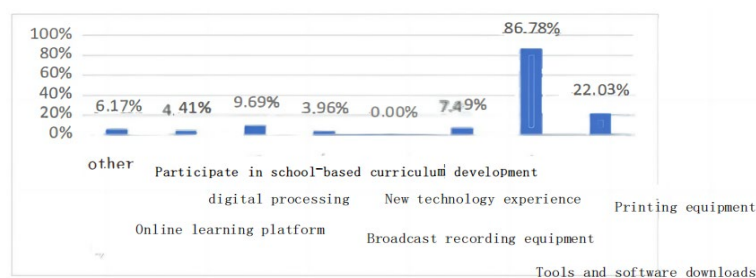


Figure 6: Proportion of various technical equipment used by surveyed users

#### 4.5. Service Satisfaction Survey

This questionnaire set up a satisfaction survey on four dimensions related to teaching support, namely, the library's learning space, the teaching resources provided by the library, the teaching services and the teaching technology support. Overall, the service satisfaction of teachers and students in the four dimensions is generally not high, and the actual use of teaching support services is unsatisfactory. In the context of basic education reform and high-quality development, schools and libraries should seize the

opportunity to think about the development methods and countermeasures to improve the library's service teaching support.

In terms of the evaluation of the teaching support services currently carried out by the library by the surveyed users, teachers and students generally believe that the teaching support services need to be strengthened in terms of space environment, teaching resources, teaching technology equipment and related teaching services, and that the existing teaching support services of the library cannot meet the needs of teachers and students for teaching activities and learning. In sharp contrast to the satisfaction survey is the user's attitude towards the library's teaching support. 91.19% of teachers and students believe that it is important for the library to provide teaching support services, and 97.8% of teachers and students support the provision of teaching support services in Figure 8. It can be seen that although teachers and students are not satisfied with the library's teaching support services, they are actively supportive of the provision of teaching support services. (See Figure 7)

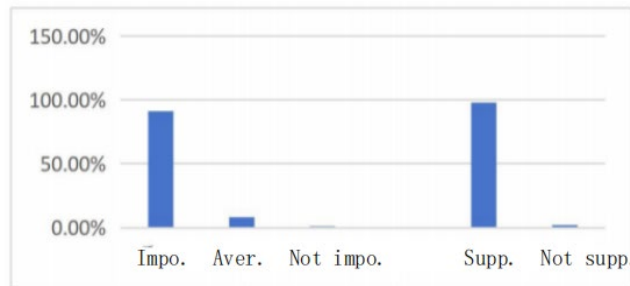


Figure 7: Survey statistics on the attitude of teaching support services

#### 4.6. Survey on opinions and suggestions

The results of the questionnaire survey show that the main difficulties and obstacles for libraries to provide teaching support services are lack of financial support, lack of full-time staff and lack of policy guidance, accounting for 70.93%, 62.56% and 46.7% respectively from Figure 8. This survey result is consistent with the feedback from teachers and students surveyed during field research and interviews.

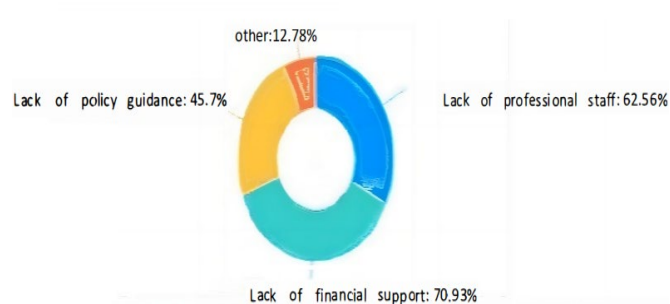


Figure 8: Percentage of the main difficulties and obstacles of teaching support services

### 5. Suggestions on the development of teaching support services in Zhaoqing County Middle School Libraries

After field visits and surveys, it was found that there was a significant gap between the six county middle school libraries in Zhaoqing City and the middle school libraries in economically developed areas in China. To this end, based on the shortcomings of county middle school libraries in terms of space, resources, technology, and services, and on the basis of learning from the successful experience of advanced middle school libraries, combined with the feedback from teachers and students, the research team put forward the following suggestions in order to provide reference for the teaching support services of Zhaoqing County Middle School Libraries.

#### 5.1. Strengthen the understanding of the educational functions of middle school libraries

The library is the document information center of primary and secondary schools, an important place for school education and teaching and educational scientific research, an important carrier for school

cultural construction and curriculum resource construction, and an important platform for promoting the all-round development of students and promoting the professional growth of teachers. With the continuous deepening of teaching reform, government education departments and schools should deeply realize the important role played by libraries in improving school teaching quality and cultivating students' abilities, do a good job in the top-level design of library teaching support services, improve the efficiency of library teaching support services, and strengthen the construction and management of libraries. The support and guarantee of the government's education department is the premise for the construction of school libraries. First, the funding for county middle school libraries should be increased, especially for economically backward county middle schools, and specifically used to improve facilities, expand collections, and introduce and train talents. Second, relevant policies and regulations should be formulated to incorporate the development of libraries into the overall planning of middle school construction, and to coordinate and guide the scale, structure and layout of libraries[3]. At the same time, the library's teaching support services should be included in the overall assessment indicators of library construction to strengthen the management and supervision of libraries and ensure the quality and efficiency of library services.

The construction and management of school libraries require the joint efforts of relevant school leaders and librarians. Objective conditions are the basis, and subjective efforts are the key. School leaders should attach importance to library construction and services, regard it as one of the important tasks of the school, and take relevant measures to improve library management. This includes vigorously introducing professional talents in library and information technology, creating favorable conditions for full-time and part-time staff to participate in training and further studies, and giving librarians and teachers the same rewards, performance and honors. Through various measures, library staff are constantly motivated to enhance their sense of mission and honor and inspire their entrepreneurial spirit.

As the direct implementers of teaching support services, librarians should strengthen their understanding of the educational functions of libraries, change traditional service concepts, and actively understand the reform and development trends of school teaching courses [4]. Librarians who do not have relevant professional backgrounds should actively learn library science knowledge, continuously improve their cultural literacy and professional ability, fully understand the teaching tasks and learning needs of teachers and students, strengthen communication and cooperation with teachers of various subjects, and constantly explore special service methods that are in line with the school and library conditions in terms of auxiliary teaching [2-5].

## ***5.2. Optimizing the construction of collection resources around teaching***

Course teaching is the focus of middle school work and the focus of middle school library teaching support services [6-9]. The library is the school's document information resource center, and rich collection resources are the basis for providing teaching support services. Without a scientific and reasonable collection as support, it is like water without a source and a tree without roots. It is impossible to carry out better teaching support services. Therefore, paper book resources and electronic document resources should be built around teaching to give full play to the function of document support.

Improve the procurement methods of literature resources. On the one hand, the library should take its own collection as the basis, combine the teaching and student development needs, further optimize the resource procurement plan, clarify the specific implementation details, make annual procurement plans and medium- and long-term procurement plans, and make rational use of resource procurement funds. On the other hand, we attach importance to user demand research. We use telephone, mailbox, book recommendation board, etc., or open the "recommended books" function on the school's WeChat public account to widely collect the book purchasing needs of teachers and students, and gradually establish a literature procurement mechanism involving the library and school teachers and students. Specific practices can also refer to the "You choose the book, I pay the bill" activity that has been popular in major libraries in recent years. By improving the implementation methods suitable for the library situation, teachers and students can participate in book selection and purchase activities as a normalized work.

Rationally allocate paper and electronic literature resources and optimize the collection resource structure. With the development of science and technology, electronic resources occupy an increasingly important position in library literature resources and have become an important resource for teachers and students to obtain information in teaching activities. Single paper books and newspapers can no longer meet the teaching tasks and learning activities of teachers and students. The survey found that the collection resources of the library in Zhaoqing County are mainly traditional paper books. Many teachers suggested that the school library purchase more electronic databases related to teaching, teaching

multimedia libraries and other types of electronic resources that are updated quickly and easily. In order to solve the contradiction between the supply and demand of electronic resources, on the one hand, the library should follow the trend of social changes, listen to the voices of teachers and students, strive for more resource purchase fees from the school, and appropriately increase the proportion of electronic resource purchase funds, and increase the purchase of digital resources such as electronic books, electronic teaching materials, databases and learning platforms. On the other hand, the reading promotion of paper books should be increased to improve the utilization rate of paper books. Relying on activities such as "World Book Day" and "Book Festival", a series of reading promotion activities will be held to strengthen the publicity and promotion of library collection resources and activate stock resources. At the same time, the old books should be removed in time, paper books should be updated in time, warehouses for books that have been removed from the shelves should be built or old and new books should be placed in different areas, and the latest purchased books and books with high borrowing rates should be displayed to facilitate teachers and students to consult.

### ***5.3. Improve the overall quality of librarians and enhance the quality of teaching support services***

In the process of providing various services in middle school libraries, the quality of librarians determines the quality of services to a certain extent. Teaching support services are a systematic project, which involves a number of tasks such as collection resource statistics, procurement, publicity and promotion, school-based curriculum development, and embedded teaching. These tasks require librarians to have solid professional knowledge of library science and information science, and be competent for routine work such as book interviews, cataloging, disclosure, promotion, and information literacy education. In addition, they should also have a certain knowledge reserve and knowledge structure, be able to carry out theoretical research, be good at applying theoretical knowledge to work practice, be proficient in using survey and research methods to carry out research, and use statistical tools for data quantitative analysis. Therefore, to improve the quality of teaching services in middle school libraries, it is necessary to put forward higher requirements for librarians and to effectively improve the overall quality of librarians.

In interviews with relevant leaders, teachers and librarians of the school libraries under investigation, it was found that there were many problems with the library staff. The main problems include the unreasonable age structure of the library talent team, with many people over 50 years old, a serious aging problem, and limited ability to accept new technologies; the overall educational level is not high, with many people below bachelor's degree and a low proportion of highly educated people; there is a serious shortage of professional talents in library and information science, and many librarians have basically not received professional education and do not have basic professional management knowledge; many schools do not have full-time librarians, and the school's own teaching teachers or teachers who are about to retire serve part-time, with limited work energy and generally low work enthusiasm. These problems directly lead to the overall weak service awareness of library staff, and the relatively simple service methods and content, which can only carry out simple book borrowing and returning services and book registration work.

Although it is impossible to form a team of highly educated and professional librarians in a short period of time, considering the long-term development of the library's teaching support services and the library, the method of external introduction and internal training can be adopted to comprehensively strengthen the construction of the talent team.

Gradually equip full-time professional librarians. The problem of lack of professional talents should attract the attention of the government's education authorities and school leaders, increase the investment in the library, set up professional and technical positions in the library according to the school situation, reserve quotas, and smooth the channels for the professional title review of librarians, so as to attract outstanding library professionals with favorable conditions and humanistic care.

The business training of on-the-job librarians should be strengthened. During the interview, the librarians reflected that the number of business trainings was small, the form was single, and the business training was more formal, which was not very helpful for carrying out actual work. In response to this problem, the school should provide librarians with various training opportunities and opportunities for learning outside, and should select librarians to participate in various meetings, lectures, and exchange activities related to teaching support services, and continuously optimize the knowledge structure of librarians and improve their business capabilities. The training effect can also be linked to the support assessment to attract the attention of librarians.



Try subject librarian services. Some domestic universities and advanced middle school libraries have set up special subject librarian positions, recruiting librarians with professional backgrounds, strong working abilities and good communication and collaboration skills to provide services for corresponding subjects<sup>[7]</sup>. It is difficult for the existing librarian team of Zhaoqing County Middle School Library to provide subject services, but it can serve as a reference for future library construction.

## 6. Conclusion

In this paper, the author discusses the development of the teaching support services in physical space, teaching resources, teaching services, recommendations et al. Through questionnaire survey and other methods, the author found that that the county libraries of Zhaoqing City have some problems in teaching support services. Based on the problems found in the investigation, the author propose some feasible solutions to the problems.

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