Pattern of Usage of College Library Resources by Teaching Faculty of R. A. Podar College of Commerce & Economics, Mumbai

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Abstract

This paper identifies the pattern of use of college library resources by the teachers of R. A. Podar College of Commerce & Economics, Mumbai. For the present study, 42 teachers from both Junior and Degree College were selected and administered with questionnaire to collect data from them. The main objectives of the study are to find out how frequently they visit the library, to know the their purpose of visiting the library, how they make use of the various databases and resources, what type of knowledge resources they consult to meet out their information needs and, to know about retrieval system used by them. It also tries to understand the difficulties teachers have faced while making use of library's physical and electronic resources. The questionnaire was designed in such a way that most of the set objectives would be touched upon appropriately. Few open ended questions have been incorporated in the questionnaire to get valuable suggestions from the teachers which help library administration to make and modify existing policies to help teachers and library users most. The study helps to mobilise quality resources and enhance library services from the teachers' point of view. The data collected in this study with the help of survey method is presented in the tabular form and analysed with a simple technique.

Keywords: *Library resources, print resources, e-resources, online databases, Usage Pattern, Teachers.*

Paper Type: *Primary research*

Introduction

In India, university and college libraries are generally meant to cover the various courses of studies undertaken by these institutions. Broadly speaking, all research work, as also higher studies, are concentrated at these learning centers. Hence the libraries attached to these centers are very important reservoirs of printed and electronic resources on the various subjects. The main purpose of college library is to cater to the need of the teachers and students. It is the responsibility of the college library to make them aware about the resources the college library has acquired in various subjects. The library needs to arrange for user training and give a proper orientation so that the teachers and students can use the library resources independently on their own. Use of library is to be maximized by creating conducive environment so that the expenses incurred for acquiring the resources will be justified.

The library of R. A. Podar College of Commerce & Economics strives to create conducive environment and cater to the needs of its teachers and students. It is also believed that a college library is the gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making, and cultural development of the students and the teachers. Focusing upon this important role of the library, the Podar College Library has been growing steadily over the years. The college library, on regular basis, conducts a

training program for teachers and an orientation program for its students. The library believes in providing quality resources and services to its students and teachers to update their knowledge in the subjects that the college has been offering courses in.

Framework of Study

Statement of the Problem

The college library acquires resources required by its readers, especially by teachers. When the resources are acquired and made available to the teachers, we need to see the actual use of these resources by them. To keep pace with the changing environment, libraries subscribe to e-resources. These e-resources need computer skills to browse and filter down the search to get precise information from the databases. For this purpose college library provides training to its teachers as and when required. Sometimes in a group and to the individual teachers on a regular basis. In order to make effective use of physical and online resources, it is necessary to examine teachers' awareness and pattern of use of library resources. Therefore, this study examines teachers' awareness, and pattern of usage of library resources, both in print and online.

Objectives of the Study

The main objective of the study is to understand how teachers of R. A. Podar College of Commerce & Economics, Mumbai make use of the college library. And to assess the awareness about the resources and services available to them. The study was specially designed:

1. To know the usage habits of library resources by the teachers
2. To know what kind of resources are being consulted by teachers
3. To understand the purpose of library visits by teachers
4. To find out what information retrieval system is used by the teachers, and
5. To know the problems faced by the teachers in browsing the library resources.

Methodology

For the present study, the descriptive survey method was adopted to enable the researcher ask a series of questions to the respondents. The justification for the adoption of this design according to Pickard (2013) is that it describes the situation and/or look at the trends and patterns within the sample group that can be generalized to the defined population of the study. The duly defined and designed questionnaire was given to each teacher of the college. In total 47 teachers from junior and senior college responded back by filling up the entire questionnaire. The questionnaire was divided into five sections. Section A was about general information about teachers, section B was about how teachers use the library, section C was dedicated to how teachers find information, section D was dedicated to five point scale kind of questions and the last section E was dedicated to open suggestions from the teachers.

Data Analysis and Interpretation

Data analysis is considered to be the most important step of any research. Data analysis refers to a scientific study of the data gathered through various means. After collection of data, the next step is to analyse and interpret the gathered data logically with the help of statistical tools and techniques. This analysis helps the researcher to come out with an efficient and effective conclusion or recommendations or solutions to problems, if any.

In this part, an attempt has been made to analyse and interpret the data collected from both regular and temporary teachers from both Junior and Degree College. The analysis and interpretation was done with the primary objective of understanding how teachers of R. A. Podar College of Commerce & Economics,

Mumbai make use of the college library and to assess the awareness about the resources and services available to them.

A well-structured questionnaire was circulated among teachers. The questionnaire had 30 questions, out of them the first four questions were related to the teachers' personal information such as, age-group, gender, education and working status. Remaining 26 questions were intended to seek information about the usage of library resources by the teachers.

The total population of teachers from both Junior and Degree College of R. A.Podar College of Commerce & Economics, Mumbai is 70. But at the time of the survey 42 teachers were available. Hence a total of 42 questionnaires were distributed among college teachers and all the 42 questionnaires were received back and hence the response rate was 100%.

Table - 1 : Gender-wise Distribution of Respondents

Sr.No.	Gender	No. of Respondents	Percentage (%)
1.	Male	11	26.20%
2.	Female	31	73.80%
	Total	**42**	**100%**

The table evidently shows that the female respondents are about 3/4th of the total population under study and hence the responses gathered in the study are majorly of female respondents.

Table - 2 : Membership of College Library

Sr.No.	Membership Taken	No. of Respondents	Percentage (%)
1.	Yes	35	83%
2.	No	07	17%
	Total	**42**	**100%**

83% of the teachers have opened the library account to use the library services and these are permanent teachers. 17% of the teachers who have not taken library membership till the study was undertaken, were the teachers who were appointed on a temporary basis in the academic year 2016-17.

Table - 3 : Frequency of Visit to Library

Sr.No.	Frequency	No. of Respondents	Percentage (%)
1.	Everyday	02	5%
2.	Weekly	29	69%
3.	Fortnightly	04	9%
4.	Monthly	07	17%
5.	Quarterly	0	0%
6.	Never	0	0%
	Total	**42**	**100%**

The figures shown in the table-4 are very indicative that the majority of teachers i.e. 69% of the teachers visit the library on weekly basis followed by 17% teachers visit the library monthly and 9% teachers visit the library once in fifteen days and only 2% teachers are using the library on a daily basis.

Table - 4 : Purpose of Visiting the Library

Sr.No.	Purpose	No. of Respondents	Percentage (%)
1.	To prepare for the lecture	16	38.1%
2.	To study for a project	13	31%
3.	To obtain a book/article	34	81%
4.	To read a book on reserve	10	23.8%
5.	To read newspapers	04	9.5%
6.	To issue/return books	30	71.4%
7.	To use online facilities	21	50%
8.	To search information for research	16	38.1%
9.	To use the photocopy facility	23	54.8%
10.	To meet friends for discussion	08	19%
11.	To check availability of books	28	66.7%

(This question was a multiple choice question and hence the percentage cannot be rounded up to 100%)

This table evidently indicates that the main purpose of visiting the library is to obtain a book or article which is responded by 81% respondents. 71.5% said to issue and return of books, which is followed by 66.7% who visit the library to check the availability of books. Many of them varied importance depending on their interests and preferences. Nearly 55% of the teachers visit the library for the photocopy facility. It is also very important that 50% of the population uses online facilities and 38% of the population search information for research purpose. Also 38% respondents use library for preparing their lectures. There are 19% teachers who meet friends in the library for discussion and deliberation.

Table - 5 : Frequency of Borrowing Books/Periodicals

Sr.No.	Borrowing Frequency	No. of Respondents	Percentage (%)
1.	Daily	00	0%
2.	Weekly	09	21.4%
3.	Monthly	17	40.5%
4.	Quarterly	12	28.6%
5.	Do not borrow	04	9.5%
	Total	**42**	**100%**

The pattern of borrowing from the college library shows that a majority of the teachers, 17 (40.5%) borrow books and periodicals once in a month. 12 (28.6%) teachers said that they borrow once in three months and 9 (21.4%) teachers said that they borrow the library items on weekly basis. 4 (9.5%) teachers who are appointed on temporary basis did not borrow any book or periodicals from the library. And there is not a single teacher who borrows on a daily basis.

Table - 6: Teachers Follow Rules and Regulations

Sr.No.	Follow Rules & Regulations	No. of Respondents	Percentage (%)
1.	Always	38	90.5%
2.	Often	04	9.5%
3.	Sometimes	0	0%
4.	Rarely	0	0%
5.	Never	0	0%
	Total	**42**	**100%**

Out of 42 respondents, 38 (90.5%) have said they always follow rules and regulation of the library which are introduced from time to time.

Table - 7: Access to E-resources

Sr.No.	Accessing E-resources	No. of Respondents	Percentage (%)
1.	Yes	17	40.48%
2.	No	14	33.33%
3.	Not aware	11	26.19%
	Total	**42**	**100%**

The electronic resources subscribed by the college are being accessed by 17 (40.48%) teachers and 14 (33.33%) teachers not accessing it. The 11 (26.19%) teachers are not aware of such resources available in the library.

Table - 8 : Types of Resources Consulted by Teachers

Sr. No.	Borrowing Frequency	No. of Respondents	Percentage (%)
1.	Textbooks	19	45.2%
2.	Reference books	36	85.7%
3.	Periodicals	12	28.6%
4.	E-resources	13	31%
5.	Thesis	03	7.1%

(This question was a multiple choice question and hence the percentage cannot be rounded up to 100%)

The figures shown in the table reveal that most of the teachers i.e. 85.7% consulted reference books followed by 45.2% teachers who depend on textbooks. It is evident that 31% teachers are browsing online resources. And there are 28.6% teachers who refer to the print periodicals and only 77% teachers consult the theses available in the library.

Table - 9 : Methods of Searching Information in the Library

Sr.No.	Method	No. of Respondents	Percentage (%)
1.	Check computerised OPAC	21	50%
2.	Scan subject shelves	112	6.2%
3.	Ask the library staff/librarian	28	66.7%

(This question was a multiple choice question and hence the percentage cannot be rounded up to 100%)

The figures shown in the above table clearly demonstrate that most of the respondents i.e. 66.7% depend on the library staff or the librarian to find out information they want. The OPAC is used by 50% respondents and 26.2% respondents scan the subject shelves for getting books from the library.

Findings of the Study

Following are the findings of the study derived from the analysis and interpretation of the data collected from the respondents.

1. It is found that the number of female teachers is more and results derived from the study are dominated by them.

2. It is found that 83% teachers who are permanent teachers have taken library membership and those who have not taken the membership are temporary teachers. It shows that temporary teachers are not keen on updating their knowledge in their subjects.

3. It is also found that most of the teachers i.e. 69% visit the library on a weekly basis and 17% teachers visit the library on a monthly basis. There are only 5% teachers who use the library on a daily basis.

4. It is found that the main purpose of visiting the library by teachers is to obtain books from the library which is followed by the use of photocopy facility. And only 50% teachers visit the library to search online resources for research and project reports. It is inferred from the study that the teachers use physical resources more than that of e-resources for their teaching, learning and research purpose.

5. It is also clearly shown that teachers are not referring to printed journals subscribed to by the college in their subjects.

6. It is found that nearly half of the teachers borrow books on a monthly basis and about 1/3rd teachers borrow books once in three months. It means 79% teachers make use of library with a gap of more than a month. Only 21% teachers make use of library on a weekly basis.

7. The rules and regulations are followed by almost all teachers.

8. It is found that about 40% respondents make use of online resources and about 60% teachers do not use them. By analysing this fact, it can be inferred that a majority of the teachers do not use online resources which are very essential to update knowledge in their respective subjects.

9. It is clear from the study that more than half of the respondents are not able to search for information through online resources and databases provided in the library on their own. Hence they need training for the same.

10. It is found that most of the respondents (about 86%) refer to the reference books whereas about 1/3rd of the respondents access e-resources and print periodicals for project reports and research. By this analysis it can be inferred that teachers are reading more of theoretical books and giving secondary importance to peer reviewed research articles published in both e-journals and print journals.

Conclusions

The present study was conducted with the objective of knowing the pattern of teachers' use of library resources. The purpose of this study has been achieved by stating herewith that it reveals many facts about the teacher's pattern of use of library resources, be it in print form or in e-form. Any college library needs to conduct such a study to know and understand how the library is being used by their students and teachers. With the help of this study we could make out that there are certain resources which are extensively used by the teachers and at the same there are some weaknesses with regard to the e-resources where teachers are not using them to the fullest level. Incidentally it was the teachers who suggested subscription to as many online resources as the college library can to have access to recent research happening at national and international level. But these e-resources are not being used by more than 70% teachers of the college. There are a few reasons as found out in in the study such as computers are of old configurations, the speed of the internet being very low and there are no dedicated computers for teachers. These suggestions and recommendations made by teachers need to be looked into to sort out the issues dealing with problems faced by the teachers.

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