

# A Study of Library Use by Teachers of Bharuch District

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## Abstract:

In this research paper, an attempt has been made to find out the attitudes of school teachers towards the library and their opinions and problems regarding its use, and to shed light on how these can be resolved.

## Introduction

"One who reads thinks, and one who thinks develops.". This idea has a unique importance of reading. One important aspect of the foundation of sustainable development is reading and reading interest. Reading is the driving force for the development of new ideas. The sustainable development goals (SDG) given by UNESCO include quality education. For quality education, there is a best education system and the best human resources working in it. For that, the education system as well as educationists, teachers and policy makers have an important role. Only when these stakeholders of education are rich in knowledge, understanding and reading, can they provide quality education. One class of these stakeholders of education is the teacher. The foundation of quality education of the country is the teachers and students of primary education and secondary education of the country. Because tomorrow's citizen is today's student, today's youth. According to the Kothari Commission, "the future of the country is being shaped in the classrooms". Our enlightened thinker Dr. Gunwant Shah says that teachers have to cultivate consciousness. Classrooms run on the basis of teachers. If these teachers want to bring about cultural change in the student world, then they themselves, i.e. teachers, should be sincere and knowledgeable. There is a saying in Gujarati - "If it is in a well, it will come in the wind" meaning that teachers have to become a well and satisfy the curiosity of students. Just as a well full of water produces abundant crops in the field through its water and irrigation, similarly if a teacher becomes a well of knowledge, a well of understanding and imparts knowledge through love and affection towards the students, then surely there will be quality education.

To achieve this goal, i.e. to provide quality education, the interest in reading among teachers should be at a very high level. With this idea, the topic of the research- "Study of the use of school libraries by teachers" was selected. Dr. S. R. Ranganathan, while showing the importance of libraries, has noted that **"libraries are not mere storehouses; they are rich springs from which knowledge flows out to irrigate the wild fields of education and culture"**. Reading for the purpose of becoming knowledgeable is essential for the upliftment of human life. Considering the importance of books, it has been said that the attitude of "ज्ञानायपेत्य वा वृत्तिः सा विनाशयति प्रजाः" i.e. the attitude of being averse to knowledge destroys the people. But a good conscience is also necessary for what to read and what not to read. One thing should be kept in mind that we should "Read to Live not Live to Read" i.e. we should read to live or live to read. There is no point in just passing time or purposeless reading. After reading,

we should also contemplate and adopt the noble thoughts that arise from it. Along with this, as our enlightened thinker Gunwant Shah says, ‘One should read less and think a lot’

### Research Subject:

Based on the above analysis and ideas, the research subject-

**"A Study of Library Use by Teachers of Bharuch District-Gujarat"** was kept.

### Objectives:

The main objective of this research is to analyze the attitude and situation of teachers in the use of libraries and to get guidance in a better direction to further enhance the quality of education.

1. To identify the method of library use by school teachers
2. To know when, how and for what type of material the library is used by teachers
3. To develop an understanding of teachers' awareness of library use and approach to use
4. To suggest solutions and improvements for teachers for more positive and effective use of the library.

Specific Types and Barriers To shed light on some of the challenges and obstacles faced in the use of libraries such as lack of availability of libraries, lack of time and lack of materials.

### Methodology:

A survey was conducted for this research study in which teachers of schools in Bharuch district were asked to fill out a questionnaire through a google form. The questionnaire asked methodological questions to know the frequency of teachers' library use, effectiveness and their experience. And for this research, the responses of the teachers were collected through survey method.

### Study Sample:

For this research study, teachers of different primary and secondary schools of Bharuch district were selected through random sampling. In this, responses of about 100 teachers of Bharuch district were obtained. Out of 100 teachers sampled, 86.8% were from government schools and 13.2% were from grant-in-aid schools.

### Data Analysis:

1. 92% of the teachers indicated the availability of a library, which is a positive sign for ensuring quality education, but for 7.9%, the absence of a library still indicates the need for improvement in some schools.
2. Most of the schools (37.7%) have low availability of books, which indicates the need for improvement. In about 27.3% of the schools, the number of books is sufficient for good and quality education. Only 3.7% of the schools have access to good quality books. These figures show that proper availability of books in schools is important, and it affects the quality of education. Therefore, it is very imperative for the school level to pay more attention to the collection of books and increase the collection.
3. How often do you use the library? 7 (9.2%) teachers use the library daily, 38 (50%) teachers use the library once a week, 13 (17.1%) teachers use the library once a month, 18 (23.7%) teachers use the

library when needed. Based on these figures, if the frequency and use of the library by various teachers is to be increased, the availability and facilities of the library should be increased. The library collection should be developed keeping in mind the demand and need of the teachers.

4. 84% (63) teachers spend 30 minutes in the library every day: This indicates that most (84%) teachers spend some time in the library every day, which means that they are not busy in terms of using the library resources, but spend a little less time. 10.7% (8) Teachers allocate 1 hour daily: This indicates that 10.7% of teachers allocate 1 hour daily for the library, which may be idle time where they are prepared to make more use of the library resources. 5.3% (4) Teachers allocate more than 1 hour daily in the library: This indicates that for some (5.3%) teachers, the library is very important, and they spend more than one hour here. Based on this figure, the ideal time of library usage may be one to one and a half hours, which is attended by ten percent of the teachers. For quality education, this percentage should be increased to 50% of the teachers. Awareness training program should be conducted to make them use the library more. Time should also be given. And the time of keeping the library open should be increased.
5. 97.4% of teachers issue books, which shows that a large proportion of these teachers are also very active in using the library. The figure of 2.6% of teachers not issuing books indicates that there may be some reasons for a number of teachers, such as work policy or other reasons. This situation shows that most of the teachers are very active in using library resources and issuing books.
6. 18.4% of teachers help students in selecting books. 23.7% of teachers use the library for their own studies. 55.3% of teachers help students in finding information for projects or courses. From this it is clear that the main use of the library is for the academic development of students and project-based studies, as well as teachers use it for their own studies.

It is essential to have rich reading literature in the library, both curricular related and extra-curricular

7. 61.8% of teachers read magazines in the school library, which indicates that they find it useful for educational information. 38.2% of teachers do not read magazines in the library, which indicates that they do not find it equally useful or may rely on other sources. This situation shows that magazines are important for many teachers, but some do not feel the need to use them. Most teachers prefer to stay updated with new educational topics, research, and activities by using the library magazines and consider the library as an important source of educational material and information. Magazines, which shed light on new discoveries, research, and educational journeys, are very important for teachers. They help in the ideological and academic development of teachers. Which is a good aspect for quality education. Subscription to magazines should be increased as per the demand of teachers.
8. Most (48.6%) teachers focus on skill development, which is important, as these teachers promote the skill development of students. 31.1% teachers provide additional material for values and ethics, which are important for the moral and social development of students. 17.6% teachers emphasize on personality development, which is important for the inner development of a human being. This situation shows that teachers are providing additional material for the personality, skill ability, and value-based approach of students from different perspectives. Therefore, more budget should be provided in the school library for reading literature for skill development, values and ethics and personality development, so that such literature can be available and the use of the library can be increased.

**Findings:**

1. To encourage teachers and students to visit the school library frequently, the school library should be enriched with reading material. The space of the library should be spacious and there should be a separate reading facility for interested readers. The design of the library should be attractive and the arrangement of books should be attractive. The furniture and furnishings should also be such that the reader enjoys it.
2. In addition to the books related to the curriculum, books on personality development, biographies, general knowledge and development, reference books, magazines, newspapers and children's literature should be included in the reading material of the library. Books that can build character should also be included.
3. In the era of ICT, the library should develop with ICT.
4. Teachers or principals are seen visiting the library infrequently. We can only imagine what kind of results this indifference of teachers will give. Which directly affects the students, that is, the absence of their role models and their teachers in the library also motivates them to do so. Teachers should also read for their teaching profession. They should visit the library.
5. If there is a school library, a librarian should be recruited in it and a good budget provision should be made for reading materials. If a trained librarian is recruited, he will maintain and manage the library properly and also manage knowledge. It is imperative that the librarian makes efforts to encourage reading by undertaking activities that cultivate the interest of reading in the school readers through various activities.
6. It is very important that reading culture is instilled in primary and secondary school children. This culture can be changed into a habit at this age. Which is very essential for their life development. Here, it is a matter of not getting bored at the ripe old age, so the culture of reading should be instilled at this age and for this, the cooperation of both teachers and parents is needed.
7. If we want to instill a culture of reading in children, then the development of libraries and their activities in secondary and primary schools should be developed and awareness should be created. This step is essential for the quality of education.
8. Creating a conducive environment for reading in the library, such as comfortable seating arrangements, lighting, a clean and beautiful interior design, and an attractive arrangement of books, along with essential library services, motivates users to visit the library frequently.
9. In order for reading to turn into contemplation, both teachers and students should conduct experiments. For this, teachers should be given autonomy.
10. Library is an excellent place for enrichment of ideas and expansion of knowledge. Teachers should make maximum use of the reading material available in the library and give the benefit of that knowledge to the students. If time can be arranged for reading, it is very good, but the time for reading is stolen to take advantage of it and the thirst for reading should be awakened.

**Conclusion:**

The demand of today is that to take the students out of the notebook culture and divert them towards the library culture, if students and teachers go to the library, they will see something and after some time they will definitely be free to read. The activity and efficiency of the teachers are indispensable in drawing the students to the library. In this regard, the teachers will also have to come out of the notebook culture and adopt the library culture.

The library is an indispensable part for the development of education. It is like the heart of the institution, just as the heart has a place in the body, it is very essential to develop the library knowing that the library has a place in the institution. The development of the library is also the development of the teachers and children of the school. Children are the citizens of tomorrow and the future of the country can be made bright by the citizens of tomorrow. Without a knowledge-based society, knowledge-based economic and social reasons are not possible. Without establishing the capabilities of the younger generation, our development plan cannot be strategized. In the absence of culture, reading and knowledge, we cannot cultivate social awareness, a tolerant society with strong family values and a sense of national identity. A reading-oriented society imbibes cultural values. A reading-oriented society has the intellectual capacity to lead development in our multicultural world.