CHAPTER - I

INTRODUCTION

1.1 PREAMBLE

Education is the most effective media for social and economic development. Education is directly related to all facets of life. An important source of gathering information is academic library. Libraries are indeed intertwined with education, knowledge and development; there is hardly any academic activity where libraries do not play their role. Academic libraries are the backbone of the education system. The primary goal of the libraries in colleges is to maintain and enhance high standards of teaching and research, activities.

Education is a comprehensive concept which comprises the knowledge obtained through newspapers, magazines, radio, television and other means, in addition to the formal education provided in educational institutions and colleges. The word education has its origin in the Latin word ‘educatum’ which is composed of two terms ‘E’ and ‘Duco’. ‘E’ implies a progress from inward to outward while “Duco” means developing or progressing. In its most literal sense, therefore education means becoming developed or progressing from inside to outside. Education thus, is the process of developing the inner abilities and powers of an individual. The term is also often connected with the Latin ‘educere’, meaning propulsion from the internal to the external. This Latin term means to educate through a change brought about by the practice of usage. In this manner, education implies some kind of changes for the development in a person.1

Education is a unique investment in the present and the future. It is the process of bringing desirable change into the behaviour of human beings. It can
also be defined as the process of acquiring knowledge and habits through the study. Education comprises of instruction, teaching, information gathering, knowledge gathering and transmittance, study and reflection, discussion, demonstration and the formulation of pilot programmes. Several forms of education in which one individual confronts another or several others, or in which an individual is placed face to face with a book, film, museum or experiment, are the means of acquiring knowledge or information.

As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social and other development should be passed on to the new generations, or to the people who need this knowledge. The accepted customs, norms, values, skills which are required to be preserved, need to be passed on to successive generations. It is the need for education that gradually gives rise to a philosophy of education.²

1.2 SIGNIFICANCE OF TEACHER EDUCATION

Enlightened, emancipated and empowered teachers lead communities and nations in the march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher value in life and nature and show empathy for the fellow beings. Teachers are the torch bearers in creating unity national integration and a learning society.

Dr. Kothari, the chairman of the Indian Education Commission (1964 - 1966) pointed the importance of education thus: “The destiny of India is now being shaped in classroom. This, we believe, is no more rhetoric. In a world based on science and technology, it is education that determines the level of property, welfare and security of the people”³
Teacher educators are the main pillars of teacher education. They are not merely the lectures, reactors or professors of education but are essentially the architects or builders of a nation. Teacher educators are the teachers of teachers. They ought to carry not alone the burden of their own but the teachers, the students and the society. Role of the teacher educators does not end in classrooms itself; but passes on to the generation after generation. Mind style and the aesthetic attitudes of teacher educators mould their identity and ultimately get activated in the future generations too.

Teaching is effective only with proper training and the teacher is eminent with high level of education, training in teaching techniques, problem solving ability deep knowledge in curriculum and organizational support. The teaching methods differ based on the various levels such as primary, secondary and higher levels of education. The problems of training teachers in India arose only when the British government set up the department of education; as the ancient “educands” were taught the art of teaching by their teacher himself.

Different levels of training are required for teaching “educands” at different levels of education, and for this purpose different institutions are required. In India teachers concerned with teaching at the primary level and middle schools, are trained at normal training schools. Teachers for the high school level are trained in training colleges. In universities, B.Ed. and M.Ed. classes are intended to train individuals for teaching and functioning as principals in high schools and intermediate colleges. Nowadays teaching standards are developed due to this aspect; teacher educators earn more respect and relevance in the modern educational scenario.
1.3 TEACHER EDUCATION IN INDIA

The study of Indian Education goes back to about 4000 years or even more during when India evolved different systems of education in accordance with the changing needs of time. There were direct and close contacts between the teacher and pupils and thus the way the teacher taught his students determined the teacher training in the period. The system recognized and remained as a monitoring system which functioned both in the Buddhist and Islamic periods. They were in the nature of informal approaches to the problems of making available an adequate supply of teachers for the indigenous educational institution. Its principles of mutual instruction and institutions for regular education and training of teachers were in vogue when the British rule was established in the country; the missionaries did covetable service in the establishment and progress of the teacher preparation programme in India in the 18th and 19th centuries.

In the eve of independence the need for teacher education received a wide recognition, and now it gets differentiated into programme for primary and secondary school levels and grows into a network of a variety of institutions normal schools, training institutes, training colleges (the present colleges of teacher education and Institute of Advanced Studies in Education) and departments of education in some universities. Pedagogic inputs were at the core of the training programme. The normal school of the past had changed in its organization, methodology, and content, although not in nomenclature.

1.4 NATIONAL COUNCIL FOR TEACHER EDUCATION (N.C.T.E)

The National Council for Teacher Education was setup by the government of India with effect from 17th August, 1995 with the statutory responsibility of ensuring planned and co-ordinated Development of teachers’ education and
maintenance of norms and standards in the teacher education system. The establishment of N.C.T.E as a statutory body was the result of long standing and persistent demand of the large community of teachers, teacher educators and educationists, who envisaged a central body with adequate power to regulate the teacher education system that prevents commercialization of teacher education and work for quality enhancement of teachers’ education. The mandate given to N.C.T.E Act covers all these regulatory and professional responsibilities.

The National Council for teacher Education recognizes teacher education programme at different levels, such as primary, secondary, higher secondary and higher education. The secondary teacher education course has long established the uniformity in curriculum. The entrant’s qualifications have significantly improved over recent years due to natural competition and more acceptance of the secondary teacher education programme by the state and central government and the public at large.

1.5 TEACHER EDUCATION IN TAMIL NADU

The modern form of teacher education in Tamil Nadu began only in the beginning of twentieth century. The Tamil Nadu Government enacted Act No. 33 of 2008 for the establishment and incorporation of teachers Education University in the State of Tamil Nadu. The Act became effective since 1.07.2008 by a gazette Notification issued in G.O.M.256, Higher Education (K2) Department, dated 25.06.2008.4

1.6 USER

‘Use’ is the key purpose and ‘User’ is the key and dynamic component of any library and information system.’ User is a person who uses a library. The users are the ultimate recipients of information in the communication cycle. The user is
an important part in an information system. A user may belong to a user group with identifiable interests and environment. It is important that the user is informed the new directions of education system. The individual as a user may vary in relation to attitudes, behaviour, communication, experience, habit and cultural background. User attitude towards information varies according to the intended use, although the users’ in particular working environment may have common view points and often share the same priorities in the value of information. Use is what an individual actually uses. A use may be a satisfied demand, or it may be the result of borrowing or a chance. Individuals can use only what is available in library and Information service. 5

The term ‘User’ in the context of information chain may be at the end. The generator of information, who comes in the beginning of the chain may also be an ‘end – user’ of information.6 In college library environment the users are the last link or the recipients of the information in the communication cycle. The user continuously interacts with the information units. In fact, the very existence of an information unit owes to its users. Information must be provided in a usable form to the right user at the right time. The user continuously interacts with the information unit. The collection of various sources of information caters to the needs, attitudes, and demands of the users.

1.6.1 Types of Users

The users vary based on the use of information, service and the type of library. Users can be classified depend upon the approaches to information, characteristics of the users and the size of library.

Following are the few categories of users.
1.6.1.1 Users Classified on the basis of information Services

1.6.1.1.1 Potential User

One who needs information which can be provided by specific services.

1.6.1.1.2 Expected User

One who is known to have the intention of using certain information services.

1.6.1.1.3 Actual User

One who actually uses an information service regardless of whether he derives the benefits from it or not

1.6.1.1.4 Beneficiary User

One who derives a measurable advantage from the information services.

1.6.1.2 Users classified on the basis of Characteristics

1.6.1.2.1 Nature of work

The users use the information depends upon the nature of the work like decision making. Policy makers, managers, industrial workers, research scholars, are some of this category.

1.6.1.2.2 Psychological criteria

Meak users with superiority complex, with inferiority complex, selfish, abnormal, normal etc.

1.6.1.2.3 Nature of activity

Study, research, specialization, level of education and responsibility etc. the ordinary citizen.
1.6.1.3 Users Classified on the basis of the access to the types of library

1.6.1.3.1 Public Library

The users in a public library are heterogeneous. The users of a public library come from a wide range of cross section of citizens. They are Children, women, students, teachers, workers, professionals, researchers, retired people, physically handicapped etc. The user uses the information generally.

1.6.1.3.2 Academic Library

In an academic library the users are homogenous. The users of academic library come under the categories of students, teachers and researchers who are the frequent users of the libraries. Users’ use mainly concerned with the subject information.

1.6.1.3.3 Special Library

The Users in a special library are special in nature. The users of special library come under the categories of hospital patients, visually challenged, children and other disabled persons. Library of Indian Institute of Forest Management, Bhopal, Library of Indian Institute of Petroleum is the few examples of special library.

1.6.2 User Study

The user study is a research inquiry about users including potential users with a view to understand their characteristic features, need, preferences, practices, opinions, attitudes, behaviours, evaluations etc., with respect to library and information services that are offered or likely to be or needed to be offered. The aim is to help in designing, altering, evaluating and improving the efficiency and effectiveness of the library and the information systems in meeting their predetermined goals. “A study which is focussed on users to understand directly
and indirectly their information needs, use behaviour and use pattern is usually called user study”. It is understood that this is the process of transferring the information from the generators to the ultimate users.

The possible and easy analysis of individuals is made to enlist their characteristics, attitudes and the behaviours. These are clearly established; otherwise the results will be conflicting. “To attempt to isolate each environmental element seems hopeless, but awareness of the variety of environments may lead to potentially useful hypotheses”.

The effectiveness of a library information system is based on the extent to which the system characteristics correspond with the users and the possible access to the number of potential users. Characteristics may also be classified as sociological, demographical, psychological, personality, organisational, professional oriented and so on. Some specific characteristics of interest in user studies are age, experience, gender, educational level, performance, field of research, discipline, productivity, creativity, motivation, emotional stability, temperaments, interests and other activities and status of the users.

Today a modern library is such a system that it demands suitable user study for its users. Information is new, and exists as a result of rapid developments in science, technology and the arts, leading to an expansion in the sum total of human knowledge. New technology has also provided new ways of presenting strong data. User study is the process whereby potential users of information or those concerned with the creation of national information policies, are made aware of the value of information in specialised fields of activity and in everyday life, positively motivated to seek information and to develop its sources.
The ultimate aim of the library or an information system is to satisfy information requirements of the users. A comprehensive data about the users, their information needs, their approaches to information and their practices in using the acquired information is rather a pre – requisite of a successful library and information service. These are the various reasons for conducting the user studies. (i) To identify the levels and kinds of user needs (ii) To identify the limitations or problems which seem to discourage the use of the library (iii) To identify the educator and students preference of library resources and services (iv) To identify the user approaches and attitudes in finding, locating and obtaining the information (v) To identify the professional orientation, motivation and other individual characteristics.11

1.7 ATTITUDE

Attitude is a tendency to act or react in a certain manner when confronted with certain stimuli. It is an object or a person who is in a state of readiness to think, feel about and act towards the object in a certain way. It is not subjected to direct observation. It denotes the inner-feelings of a person towards a particular psychological object. It is develops through situation and experience involved in the psychological objects concerned with the various images, concepts, feelings, emotions and behaviour patterns, physical and social contacts and interactions result in the establishment of cognitive structures, conscious and involuntary adjustments and reaction tendencies. The belief, feelings and response tendencies packed up in an individual constitute his or her attitude towards a particular object. As the individual acquires more and more stable attitude for his improvisations, fresh examinations, his actions and reactions tend to become stereotyped, predictable and consistent. It is a relatively stable predisposition or readiness to
react in a specific way to an object, idea or situation, complex products of learning, experience, situational and emotional processes and include enduring preferences and prejudices. Attitudes have a positive influence in the related behaviour.

Attitudes are expressed in speech or behaviour when an object is perceived. Like other components of behaviour, attitude is an abstraction and hence it is difficult to directly measure attitude. One has to infer attitude from an overt behaviour. Attitudes are often related to feelings and emotions. It has a positive influence in the related behaviour.

Thurstone and Chave define attitude as a generalised reaction for or against a specific psychological object. The object may be a person or a group, a kind of objects or living things, concepts or values, events or situation, institutions or systems.\textsuperscript{12}

Attitude is a learned predisposition. It is a hypothetical construct or an implicit response, not directly open to observation, but inferred from verbal expression. It is anticipatory and mediating with reference to patterns as a result of previous learning. It is important for the individual as it describes, evaluates and advocates action.

Attitude is an emotional belief in its cognitive base and action on its cognitive side. An attitude as the degree of positive or negative effect associated with some psychological aspects. Psychological aspects means any symbol, phrase, slogan, person, instinct or idea towards which people can differ with respect to positive or negative effect. Attitude is also defined as ‘an enduring association of motivational, emotional, perceptual and cognitively process with reference to some aspects of the individual’s world’.
The aspects of responses which define the attitude or tendencies with respect to learned stimuli identified as goal objects to approach or avoid them is to regret them favourably or unfavourably and to experience pleasant or unpleasant effect associated with them over a wide range of response intensity. These characteristics of attitude namely, (a) approach avoidance direction of effects with reference to learned goal object (b) effective content and (c) intensity inferred from the nature of response. The degree of generality of an attitude is inferred from the class of stimuli to which common responses are made. Attitudes colour the overt behaviour of the individuals. They determine, to a large extent, what an individual perceives and how he behaves.

Attitudes of the users towards the usage of information would reveal and explain that how far the users are psychologically favourable to the process of using information sources through the use of library materials. Attitude is a predisposition or readiness towards a certain area of action and examination of various factors including personal and psychological attributes which are related to favourable attitude towards information. This would facilitate in better understanding of the information behaviour of the users.

1.7.1 Components of Attitude

Attitudes have three components namely cognitive, affective and behavioural. Cognitive component refers to the individuals’ knowledge of the attitude with varying degree of certitude about what is true or false, desirable or undesirable. Affective or feeling component is central to the attitude, because under suitable conditions the belief is capable of arousing feeling of varying intensity around the object of belief or other objects taking a positive or negative position with respect to the object of belief. Behavioural component includes all
the behavioural readiness associated with the attitude. If an individual holds a favourable attitude towards a given object he will be disposed to support the object, act favourably towards it. Thus if one has a favourable attitude towards information one will have a tendency to seek it out either through frequency use of bibliographic sources of the non – bibliographic ones.

Attitude is conventionally conceptualised as a single bipolar attribute with ‘positive’ and negative or ‘favourable’ and ‘unfavourable’ directions or sides, which means it would not be found simultaneously at both ends of the dimension, though like ‘love – hate relationships’ in common parlance, a unified structure and compromised position where positive and negative thoughts and feelings would be possible. A variety of such positional combinations along the continuum from extreme positive to extreme negative positions lead to the concept of a ‘neutral attitude’ falling in the middle range. The presence of both ‘favourable’ and unfavourable’ elements relating to the different features of the same total object in the composite attitude is its ambivalence. Intensity of attitude refers to the strength of feeling.13

1.7.2 Measurement of Attitude

Attitudes are not subject to observation or measurement; they can be inferred from the individual’s behaviour and immediate experience. Attitude can be measured indirectly as they are not themselves responses but “state of readiness to respond” and so the nature of effect whether positive or negative is inferred from various dimensions of which it is concerned.

1.7.2.1 Types of instruments to measure attitude

Campbell14 has distinguished four types of instruments to measure attitudes
1.7.2.1.1 Non – disguised – structured

The classical attitude tests of Thurstone, Likert, Guttman etc

1.7.2.1.2 Non – disguised – non – structured

Including the free response interview and questionnaire approaches, the biographical and essay studies.

1.7.2.1.3 Disguised – non – structured

The typical projective techniques such as thematic apperception test (TAT), sentence completion etc.

1.7.2.1.4 Disguised - structured techniques

The test which approximates the objective testing of attitudes like information tests, estimation of group opinions and social norms, etc.

The most often used techniques of attitude measurement are the non – disguised structure methods. Attitude literature shows that direct tests uniformly have higher reliability coefficient to indirect tests.

The structured attitude scales are the combinations of many items measuring the evaluation towards the same object in order to obtain a reliable score.

1.7.3 Methods of attitude measurement

There are a variety of methods for inferring and measuring attitudes. The methods vary from the central tendency of a group as a whole to psychological methods which give the relative attitudes of the individual in the group, with considerable accuracy, some of the common methods and techniques of measuring attitudes are:

14
1. Interview method or direct questioning
2. User opinion polls
3. Direct observation of behaviour
4. Projective Scales
5. Attitude Scales

1.7.3.1 Interview method or direct questioning

It seems logical to assume that direct questioning may indeed be a satisfactory method to know real feelings about a psychological object. The direct responses to our questions will enable one to classify the individuals into three groups: those with favourable attitude, those who are doubtful or undecided about their attitudes and those with unfavourable attitude towards the object.

It is not common that responses, given to the questions may be altogether different when the responses of the same questions are called for by the method of ‘secret ballot box’. One possible objection to the method of direct questioning is favourable attitude, that some individual may not be aware of their feelings towards a given psychological object. Another objective is unfavourable attitude that we may have both positive and negative effects associated with some psychological object and doubtful or undecided attitude. It will be difficult for us to evaluate two opposed effects without significant subjectivity.

Good interview requires professional qualification and professional training. Interview is planned, executed and recorded well; it is relatively a more flexible tool than any written inquiry forms as it permits explanation, adjustment and variation according to situation. It is a much superior tool because people are more interested in talking than specking, especially on confidential topics.
1.7.3.2 User opinion poll

User opinion poll represents a method of measuring attitudes. This is a typical method used in user opinion polls concerned with libraries (user) and user programme. User opinion polls usually make use of only one direction which presents the respondents with a set of fixed choices, regarding other dimensions. There is little information and the conclusions drawn out from this may be misleading.

Questions calling for opinions will have lower reliability than question calling for facts. Even the reliability of opinions and questions vary considerably. If the question represents matters where opinion has been well crystallized, the answer may be expected to have high reliability.

1.7.3.3 Direct observation of Behaviour

In this method, the investigator observes the behaviour of the individual with respect to psychological object rather than to ask direct questions about how he feels about the object to study the attitude of the individual.

Direct observation of behaviour has been developed as a research tool due to recent developments in child research, significant aspects of personality which express themselves in behaviour which could be studied directly through observation.

1.7.3.4 Projective Techniques

All measurements of attitude are, in sense indirect methods under certain conditions the subject may stress their attitudes more truthfully, if they do not realise that they are expressing attitudes. Hence attitudes can be more validly measured by disguised methods. Psychologists generally make use of projective techniques in assessing one’s personality which includes one’s attitudes as well.
The projective technique used in the study of personality like Rorschach and Murray’s Thematic Apperception Test can be used to measure the attitude indirectly. These techniques are specifically used in the study of attitudes which are not accessible to indirect questioning. The method is most useful in the hands of psychologists who have some clinical training.

1.7.3.5 Attitude scale

The demand for more objective and systematic means of measuring attitudes that could be used with large groups has led to the development of various types of attitude scales. The attitude scale assigns an individual’s a numerical value somewhere between the extremes. It is designed to tell not only whether an individual is for or against something but how he compares with others in degree.

1.7.4 Construction of Attitude Scales

Attitude scale consists of a set of statements where agreement or disagreement can be expressed, and the resulting scores distribute the test population along the attitude continuum. The following are some of the scales devised for attitude measurement.

1.7.4.1 Thurstone’s Scales (Differential Scales)

The name of L.L. Thurstone is associated with differential scales which have been developed using consensus scale approach. Under such an approach the selection of items is made by a panel of judges who evaluate the items whether they are relevant to the topic area and unambiguous in implication. The detailed procedure is as follows,
a. The researcher gathers a large number of statements, usually twenty or more, that express various points of view toward a group, institution, idea, or practice (i.e., statements belonging to the topic area).

b. These statements are then submitted to a panel of judges, each of whom arranges them in eleven groups or piles ranging from one extreme to another in position. Each of the judges is requested to place generally in the first pile the statements which he/she thinks are most favourable to the issue, in the second pile to place those statements which he thinks are next most unfavourable and he goes on doing so in this manner till in the eleventh pile he puts the statements which he considers to be the most unfavourable.

c. This sorting by each judge yields a composite position for each of the items. In case of marked disagreement between the judges in assigning a position to an item, that item is discarded.

d. For items that are retained, each is given its median scale value between one and eleven as established by the panel. In other words, the scale value of any one statement is computed as the median position to which it is assigned by the group of judges.

e. A final selection of statements is then made. For this purpose a sample of statements, whose median scores are spread evenly from one extreme to the other is taken. The statements so selected, constitute the final scale to be administrated to the respondents. The position of each statement on the scale is the same as determined by the judges.

After developing the scale as stated above, the respondents are asked during the administration of the scale to check the statements with which they
agree. The median value of the statements that they check is worked out and this establishes their score or quantifies their opinion. It may be noted that in the actual instruments the statements are arranged in random order of scale value. If the values are valid and if the opinions deal with only one attitude dimension, the typical respondent will choose one or several contiguous items (in terms of scale values) to reflect his views. However, at times divergence may occur when a statement appears to tap a different attitude dimension.

The Thurston method has been widely used for developing differential scales which are utilised to measure the attitudes towards varied issues like religion, society etc. Such scales are considered most appropriate and reliable when used for measuring a single attitude. But an important deterrent to their use is the cost and effort required to develop them. Another weakness of such scales is that of own attitudes. The method is not completely objective; it involves ultimately subjective decision process. Critics of this method also opine that some other scale designs give more information about the respondents’ attitude in comparison to differential scales.

1.7.4.2 Summated Scales (Likert – Type scales)

Summated scales (or Likert – type scales) are developed by utilizing the item analysis approach wherein a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and whose score is low. Those item or statement that best meet this sort of discrimination test is included in the final statement.

Thus, summated scales consist of a number of statements which express either a favourable or unfavourable attitude towards the given object to which the respondent is asked to react. The respondent indicates his agreement or
disagreement with each statement in the instrument. Each response is given a numerical score, indicating its favourableness or unfavourableness, and the scores are totalled to measure the respondent’s attitude. In other words, the overall score represents the respondent’s position of the continuum of favourable – unfavourable attitude towards an issue.

The most frequently used summated scales in the study of social attitudes follow the pattern devised by Likert. For this reason they are often referred to as Likert – type scales. In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreements or disagreements. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways 1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree. Likert Type scale is very flexible and can be constructed easily and quickly. It is likely to be more reliable.

1.7.4.2 .1 Procedures

The procedure for the developing a Likert – type scale is as follow

1. As the first step, the researcher collects a large number of statements which are relevant to the attitude being studied and each of the statements expresses definite favourableness or unfavourableness to a particular point of view or the attitude and that the number of favourable and unfavourable statements is approximately equal.

2. After the statements have been gathered, a trial test should be administered to a number of subjects. In other words, a small group of people, from those who are going to be studied finally, are asked to indicate their response to each statement by checking one of the
categories of agreement or disagreement using a five point scale as stated above.

3. The response to various statements are scored in such a way that a response indication of the most favourable attitude is given the highest score of 5 and that with the most unfavourable attitude is given the lowest score, say 1.

4. Then the total score of each respondent is obtained by adding his scores that he received for separate statements.

5. The next step is to array these scores and find out those statements which have a high discriminatory power. For this purpose, the researcher may select some part of the highest and the lowest total scores, say the top 25 percent and the bottom 25 percent. These two extreme groups are interpreted to represent the most favourable and least favourable attitudes and used as criterion groups to evaluate the individual statements. This way we determine the statements consistently correlate with low favourability and those with high favourability.

6. Only those statements that correlate with the total test should be retained in the final instruments and all others must be discarded from it.

1.7.4.3 Remmer’s Master type scales

Remmers developed generalised or master attitudes towards any one of a class of attitude objects such as school subjects or vocations. The statements are not related specifically to any single attitude object, but if the name of the appropriate object is written in the head of the scale, the statements can be interpreted meaningfully for any representation of the class of objects for which the scale is intended.
The scale values of Remmer’s scales are determined by Thurstone’s equal appearing interval technique. In the Thurstone scale the statements are arranged in random order but in Rammer’s scales they appear in the order of decreasing favourableness. The arrangement generally decreases the time and the labour for scoring without affecting the accuracy of the measurement.

1.7.4.4 The Guttman’s Method

Guttman scale or cumulative scale is strictly not a method for constructing attitude scale. It is a procedure for evaluating sets of statements to determine whether they meet the requirement of a particular type of scale. The prime objective of this method is to determine whether or not the attitude in question is scalable i.e., if sufficiently large proportion of the population is measured, they respond to the scale items in a consistent way. The criteria of consistency are that endorsement of a given item is accompanied by endorsement of all other items that are more extreme. Though this is desirable for ideal situation, it has been observed in adoption to be not necessarily perfect. To add to this, Guttman technique is adoptable only where the hierarchy of feelings are definitely traceable.

1.7.5 User Attitude

An investigation into the attitudes of the users towards the usage of information would reveal how far the users are psychologically favourable to the process of using information sources. An attitude is a predisposition or readiness towards a certain course of action, examination of various factors including personal and psychological attributes which are related to favourable attitude towards understanding the information behaviour of the users. In fact, studies dealing with the psychological constructs of the users vis-à-vis information source
use with a well defined methodology, has been observed to be the direction in which user studies have to develop.\textsuperscript{16}

User behaviour can be studied in libraries and in relation to seeking, gathering, using and communication information. For example, one may attempt to study motives and purposes of seeking information, nature and type of information required, ways and means of acquiring information, sources of bibliography (reference) information used, delegation of information – gathering work, time spent on information – gathering activities, dependency on sources of information, tolerable delay in supplying information, satisfaction about existing sources of information, informal communication network and the communication behaviour, inter – personal information sharing, use of library and user interactions with the library etc.\textsuperscript{17}

User attitude studies are usually conducted to find out the interaction of the user community with the communication system. Information is given to teachers, teacher trainees and researchers according to their needs. So the user pattern and behaviour should be ascertained. This will help to take measures to improve the user services by libraries to provide need -based user service to teachers’ researchers belonging to various disciplines. For this reason user attitude studies are of great significance in the college of education.

1.8 OPERATIONAL DEFINITION

1.8.1 Education

According to Immanuel Kant” Education is the development in the individual of all the perfection of which he is capable.”\textsuperscript{18}
1.8.2 Teacher

According to Rabindranath Tagore-“If a teacher himself does not possess learning, how can he impart it to others? A lamp cannot put light into other lamps if it does not itself burn and sheds light. The teacher who merely represents bookish knowledge mechanically can never teach anything and can never inspire and without proper inspiration, independent, creative faculties can never develop”.

1.8.3 Teacher Education

According to John Dewey – “Every teacher should realise the dignity of his calling. He must be aware of the past experiences of students, of their hopes, desires and chief interests. He can be a guide and director. He can steer the boat, but the energy that propels the boat must come from those who are learning”.

1.8.4 User

According to Whittaker a user may be defined “as a person who uses one or more library’s services at least once a year”.

1.8.5 User Study

According to Cronin “User study is a willingness to relate product or system design to the perceived needs for those for whom the product or system is intend”.

1.8.6 Attitude

According to G.W. Allport “an attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon the individual’s response to all object and situation with which it is related”.
1.9 STATEMENT OF THE RESEARCH PROBLEM

The quality of higher education in any colleges of education is greatly depending upon the Library. The study aims at analyzing the User attitude towards library facilities and Services in Colleges of Education in Tamil Nadu.

1.10 RELEVANCE OF THE STUDY

Teachers often need the latest information for carrying out their works. In developing countries most of the teachers are not aware of the role of teaching activities. Due to lack of competitive situations the teaching environment, teachers in developing countries do not properly use the library facilities. So studying the user attitude towards library facilities to college of education in Tamil Nadu is relevant.

The number of College of Education in Tamil Nadu is 660. These colleges are recognized under National Council of Teacher Education (N.C.T.E) and are spread over urban, rural, regions of Chennai, Coimbatore, Cuddalore, Dindigul, Dharapuram, Kancheepuram, Kanyakumari, Tirunelveli, Tenkasi, Puthukottai, Thoothukudi, Vellore etc. Until now no one has studied the user attitude towards library facilities and services in college of education in Tamil Nadu state.

1.11 DESIGN OF THE STUDY

Research design in the plan of investigation conceived so as to obtain solution to the research problem and to test the research hypothesis. The present study aims at the user attitude towards library sources and services in Colleges of education in Tamil Nadu. It also aims at finding the relationship between demographic variables of the users’ and their user attitude, satisfaction of sources and services and issues in the utilizing of the sources and services.
1.12  **POPULATION OF THE STUDY**

The present study intends to analyse the level of attitude of information sources and services by the colleges of education users. The population of the present study are the students and faculty members of the colleges of education in Tamil Nadu. There are 660 colleges of education in Tamil Nadu, for this among the 660 colleges 78 colleges were identified for the purpose of collecting data from the various disciplines. It includes Physical science, Biological Science, Maths, Commerce, English, Tamil and History selected for this study. The draft scale was administrated to a sample of 1200 Users drawn from colleges of education libraries in Kanyakumari, Tirunelveli, Puthukottai, Chennai District in the Tamil Nadu state. This group of users was a representative sample of the study.

**1.12.1 UNIVERSE OF THE STUDY**

Students and staff of the colleges of education in Tamil Nadu constitute the universe of the study.

**1.12.2 UNIT OF THE STUDY**

The unit of the study includes Students and staff of the Bachelor of colleges of Education.

**1.13 PRE – TEST**

Pre – Test of both the questionnaire and interview schedule was conducted at Bethlahem College of Education, Karungal, Kanyakumari District, based on which the needs of the study, necessary changes were made in the tools, before ingoing for actual data collection.

**1.14 OBJECTIVES OF THE STUDY**

- To find out the opinion of the library users with regard to the adequacy of the sources available in the libraries.
To examine the differences in user attitude towards library sources on the basis of gender and subject specialization.

To identify the attitude of the library users towards the importance of information and library.

To study the association between various independent factors and the importance of information and library.

To evaluate the level of satisfaction among the library users towards various services offered by the libraries.

To determine the relationship (association) between selected independent factors and satisfaction level of library users.

### 1.15 HYPOTHESIS

The following hypothesis was formulated based on the framed objectives

**H_0:** There is no significant variation among the attitude of the respondents towards library sources based on the subject specialization.

**H_1:** There is a significant variation among the attitude of the respondents towards library sources based on the subject specialization.

**H_0:** There is no significant variation among the attitude of the respondents towards the library sources based on gender.

**H_1:** There is significant variation among the attitude of the respondents towards the library sources based on the subject gender.

**H_0:** There is no significant variation among the attitude of the respondents towards the library sources based on the district.

**H_1:** There is a significant variation among the attitude of the respondents towards the library sources based on the district.
H₀: There is no significant variation among the attitude of the respondents towards the importance of information and library based on gender.

H₁: There is a significant variation among the attitude of the respondents towards the importance of information and library based on gender.

H₀: There is no significant association between the district of users and overall satisfaction level of library services

H₁: There is significant association between the districts of the users and overall satisfaction level of the library services

H₀: There is no significant association between the students and the staff and their level of satisfaction towards the services of libraries.

H₁: There is a significant association between the students and the staff and their level of satisfaction towards the services of libraries

H₀: Satisfaction level of library services is independent of gender.

H₁: Satisfaction level of library services is associated to gender.

1.16 METHODOLOGY

The investigator has visited selected the colleges of education in 4 districts of Tamil Nadu and conducted informal discussion with the library professional and administrated the questionnaire. The questionnaire Survey method was selected in order to reach many library users at the same time. The survey questionnaire includes the library sources, services and attitude of the users. The survey questionnaire was distributed to 1300 users from the subject of physical science, Biological science, Maths, Commerce, History and Tamil. 1200 filled up questionnaires are analysed thoroughly for processing data.
1.17 SAMPLING TECHNIQUES

A Sample is a set of items or individual selected from the larger aggregate or population. The population for the study is users who are highly heterogeneous in nature having known strata such as male – female. While drawing a representative sample in such situations. The study was conducted to find the user attitude towards library facilities and services in Tamil Nadu. There are 660 B.Ed colleges in 32 districts of Tamil Nadu states. Out of 32 District only 4 districts were taken for the study by multiple -stage sampling technique. They are 1.Kanyakumari District, 2. Tirunelveli District, 3. Puthukottai District and 4. Chennai District. Multi-sample technique is used to the present study.

1.18 COLLECTION OF DATA

In administering the tools a uniform procedure is adopted throughout the programme and the rules and conditions prescribed in the test manuals were strictly observed. The investigator has personally visited the college of education libraries and has met the users who explained the significance of the study and beseech their cooperation. They are assured that their response and personal information will be kept confidential and used for research purpose only. The tool booklets are presented to them.

As all the necessary instructions for answering were given in the facing sheet of each tool, no difficulty was felt by the respondents in making their responses. About 1300 questionnaires were given to them randomly but complete information was received only from the 1200 users of the colleges of Education from Kanyakumari District, Tirunelveli District, Puthukottai District, Chennai District as they were considered as the sample of this study. This group of users was a representative sample of the study.
1.19 DATA ANALYSIS

After collecting the information from the respondents, the data was analysed according to the objectives and hypotheses stated. The entire statistical analysis is done using “Statistical package for Social Science” (SPSS) software release 19.0 on window platform. SPSS provides a statistical analysis and data management system in a graphical environment.

To test the hypothesis, chi square test and ANOVA One Ways Model are applied. In order to measure the user attitude five point scales is applied. The diagrammatic and graphical representations of the data are also made on the requirement of the study.

1.20 SCOPE AND LIMITATION OF THE STUDY

The present study is intended to cover only the faculty and students of colleges of education in Tamil Nadu to examine the attitude towards information sources and Services. The study area is Kanyakumari, Tirunelveli, Puthukottai and Chennai Districts and the researcher visited the libraries for the data Collection than since 2009 to 2013. The present study is not free from certain limitations, and the limitations did not affect the nature and result of the study. The major limitation is that the investigator has limited the study by selecting, sample from Kanyakumari District, Tirunelveli District, Puthukottai District and Chennai District only. The study is only an attempt to elicit and analyse the attitudes of the user. No attempt has been made to conduct the study on student teachers, administrators, non-teaching staff related to the districts.
1.21 ORGANIZATION OF THE STUDY

The study is organized in five Chapters.

Chapter Scheme

The study is divided into five chapters.

Chapter 1

It deals with introduction, need of the study, statement of the problem, objectives of the study, hypotheses of the study, design, scope and limitations of the study and Chapter scheme.

Chapter 11

It deals with the past studies related to User attitude towards libraries, Information sources and services and Satisfaction of information Sources and Services.

Chapter 111

It deals with explain of the profile of Colleges of education and the Information sources and services.

Chapter 1V

It deals with Data Analysis and Interpretation using appropriate Statistical tools and the techniques are elaborated.

Chapter V

It provides the summary of the findings, Suggestions and conclusion. The scope for future research is also included in this chapter.

This thesis ends with bibliography listing all documents related to the topic of this thesis. Next appendix added in the thesis consists of the questionnaire, interview schedule and list of colleges of education in Tamil Nadu for this study. The appendix ended with the publications published by the investigator.
1.22 REFERENCES

4. www.tnteu.in/genesis.html


