CHAPTER VI

FINDINGS, CONCLUSION AND SUGGESTION

6.1 INTRODUCTION

In the previous chapter, detailed discussion on the analysis of data collected from the faculty members of selected universities which taken for this study regarding information seeking behaviour of them has been presented. In this chapter, the major findings, observations and suggestions based on the outcome of the Chapter-V are highlighted to prove the hypotheses and fulfil the stated objectives in Chapter-I.

6.2 FINDING OF THE STUDY

The findings and observations has been classified under appropriate headings with reference to the concerned table and figure numbers.

6.2.1 Sample

i. Out of 850 questionnaires distributed, a total of 663 faculty members have responded (Table 5.1), the response rate is 78%.

ii. Among the 663 respondents, 440(66%) are male, 223(34%) are female; 133(20%) are Professor, 158(24%) are Associate Professor, 170(26%) are Assistant professor(Senior Scale) and 202(30%) are Assistant Professor. 198(30%) are in the age group of 25 to 35, 248(37%) in the age group of 36 to 45, and 217(33%) are belong to 46 to 60. (Table 5.2).
6.2.2 Visit to the Library

i. The majority of the respondents 22.78% (151) of them visiting ‘twice in a week’, and 13.12% (87) are visiting ‘Rarely’. From ALU, 43.75% (42) of the respondents visiting ‘Once in a week’ and 8.33% (8) visiting ‘Once in a month’. In the case of AU, 45.14% (65) are visiting ‘Twice in a week’, and similarly 6.25% (9) are visiting ‘Every day’. 47.27% (52) of faculty members from BDU visit to the library ‘Every day’ and 7.27% (8) visit ‘Rarely’. Similarly 42.35% (36) of MKU faculty members visit ‘Every day’, and 12.94% (11) of them visit ‘Rarely’. 32.35% (33) of the faculty members of MSU visit ‘Twice in a week’ and 11.76% (12) of them visit ‘Rarely’. The faculty members of UM 36.51% (46) visit ‘Once in a month’ and 7.14% (9) visit to the library ‘Rarely’ (Table 5.3).

ii. 42.11% (56) of the Professors visit the library ‘Once in a week’, and 4.51% (6) going to the library ‘Twice in a week’. 33.54% (53) of Associate Professors visit ‘Every day’ and 8.23% (13) visit to the library ‘Twice in a week’. Assistant Professors (Senior Scale) 34.71% (59) visit ‘Once in a month’, and 3.53% (6) of them visit ‘Every day’. The Assistant Professors 36.63% (74) visiting the library ‘Twice in a week’, and the 5.45% (11) of them visiting ‘Once in a month’ (Table 5.4).

iii. Male faculty members 24.55% (108) of them visiting the library ‘Once in a week’ and the 12.5% (55) of them visiting the library ‘Twice in a week’. 43.05% (96) of the female faculties visit ‘Twice in a week’, and 9.87% (22) of them visiting ‘Rarely’ (Table 5.4).
6.2.3 Times Spent on Library

i. The faculty members from the ALU, 38.54%(37) are spending ‘3-4 hours’ in the library and 7.29%(7) spending ‘1-2 hours’. The users from AU, 36.11%(52) are spending ‘2-3 hours’, and 5.56%(8) of them spending ‘less than an hour’. BDU faculty members 32.73%(36) of them spending ‘More than 4 hours’ and the 12.73%(14) are ‘2-3 hours’ in the library. 40%(34) of the users from MKU spend ‘More than 4 hours’ and 11.76%(10) are spending ‘3-4 hours’. The users in MSU, 32.35%(33) of members spend ‘1-2 hours’ and the rest 9.8%(10) of the user in the university are spending ‘More than 4 hours’. The respondents from UM, 41.27%(52) of them ‘1-2 hours’, and the 6.35%(8) of them spending ‘More than 4 hours’. (Table 5.5)

ii. 32.33%(43) of Professors are spending ‘2-3 hours’ in the library and 11.28%(15) of them spending ‘1-2 hours’. 27.85% (44) of Associate Professors are spending ‘3-4 hours’ and rest of the respondents 6.96%(11) spending ‘less than an hour’ time spending. 50.59%(86) of Assistant Professors(Senior Scale) are spending ‘1-2 hours’ and 5.29%(9) of them spending the ‘More than 4 hours’ of quantum of time in library. 37.13%(75) of Assistant Professors are spending the quantum of time in the library is ‘less than an hour’ and 5.45%(11) are spending ‘2-3 hours’ in the library(Table 5.6)

iii. The male respondents 25.91%(114) are spending less than 4 hours, and only the 11.82%(52) of them spending ‘1-2 hours’. The female respondents 45.74%(102) spend ‘1-2 hours’, 2 and the 8.07%(18) are spending ‘More than 4 hours’(Table 5.6)
6.2.4 Purpose of Seeking Information

i. It is found that the respondents of MSU take the first position with respect to overall purposes of seeking information. The second position to UM, third to ALU, fourth to AU, fifth to MKU, and Sixth position to BDU(Table 5.7).

ii. The Professor take the first position with respect to their overall purpose of seeking Information. The Associate Professor in second position, the Assistant Professor(SS) in third position and the Assistant Professor in fourth position.(Table 5.9)

iii. Male respondents take first position and female respondents take second position.(Table 5.9)

6.2.5 Sources of Finding Digital Resources

i. The ‘Digital library collections’ are used by 220(33.18%) faculty members almost all the time. 189(28.51%) are using often, 123(18.55%) are sometimes using, 74(11.16%) are rarely and 57(8.60%) of them never prefer the digital library collections. The ‘Online journals’ are preferred almost all the time by 202(30.47%), often by 128(19.31%), sometimes by 182(27.45%), rarely used by 86(12.97%) and never used by 65(9.80%)(Table 5.11).

ii. The least preference given to ‘Media sites’, so the eleventh position given to this(Table 5.11)
6.2.6 Mode of Learning Internet

i. ALU faculty members 37.50%(36) of them learned internet ‘From Faculty and Experts’ respondents from AU 45.14%(65) learned ‘Through Friends’, 30%(33) of the members from BDU also learned ‘Through friends’ 50.59%(43) from MKU learned ‘From faculty and expert’, from MSU 54.90%(56) of them also learned through ‘From Faculty and Experts’ and from UM 43.65%(55) of them learned by ‘Self-learning’. (Table 5.19)

ii. The Professors 34.59%(46), Associate Professors 50%(79), 32.94%(56) of the Assistant Professor(Senior Scale) learned internet ‘From Faculty and Experts’, 30.20%(61) of Assistant Professors learned internet ‘Through Friends’, (Table 5.20)

iii. 42.50%(187) of the male faculty members learned ‘From Faculty and Experts’, and The female faculty members 45.74%(102) of them learned internet ‘Through Friends’ (Table 5.20).

6.2.7 Preference of Search Engine for Information Seeking

i. 7.2%(48) of the respondents from ALU, 9.0%(60) of them from AU, 8.1%(54) of them from BDU, 4.2%(28) of them from MKU, 5.9%(39) of the respondents from MSU preferring the ‘Google’ search engine for information seeking. From UM 6.8%(45) of them preferring ‘Yahoo’ as the search engine. (Table 5.21)

ii. The Professors 8.0%(53) of them prefer ‘Google’ search engine for information seeking, Associate Professors prefer 9.7%(64) ‘MSN’
search engine, Assistant Professors (Senior Scale) 17%(113) of them prefer ‘Yahoo’ Assistant Professors 25.3%(168) of them preferred ‘Google’(Table 5.22).

iii. Majority of the male respondents 21.7%(144) and female respondents 18.6%(123) of them prefer ‘Google’ as their search engine for their information seeking.(Table 5.23)

6.2.8 Benefits of using Digital Resources

6.2.8.1 In General Points of View

i. The respondents from ALU and MSU given first preference to ‘Digital resources integrate primary source material into the course’. AU, MKU and UM respondents given the first preference to ‘Digital resources provide access to resources’. The respondents from BDU given the first preference to ‘Digital resources are available throughout the world’. (Table 5.24)

ii. The first preference given by professor to ‘Digital resources integrate primary source material into the course’. Associate Professors, Assistant Professors (Senior Scale) and Assistant Professors given the first preference to ‘Digital resources provide access to resources’. (Table 5.25)

iii. The male respondents of universities gave the first preference to ‘Digital resources integrate primary source material into the course’ and the female to ‘Digital resources provide access to resources’ (Table 5.26).
6.2.8.2 In Student’s Points of View

i. Universities faculty members given first preference to the benefit of using digital resources in students point of view, ALU faculties to ‘Digital resources provide students a context for a topic’, AU members to ‘Digital resources enable students expect more technology’, BDU members given to ‘Digital resources provide students with both good and bad examples of different kinds of scholarship’, MKU faculties to ‘Digital resources allow students to be more creative’, from MSU to ‘Digital resources provide students with both good and bad examples of different kinds of scholarship’ and respondents from UM to ‘Digital resources enable students expect more technology’ (Table 5.27).

ii. The Professors given first preference to ‘Digital resources provide students a context for a topic’, The Associate Professors to ‘Digital resources enable students expect more technology’ the Assistant Professors (Senior Scale) to ‘Digital resources allow students to be more creative’ and Assistant Professors to ‘Digital resources enable students expect more technology’ (Table 5.28)

iii. The male respondents given the first preference to ‘Digital resources enable students expect more technology’ and the female respondents to ‘Digital resources provide students a context for a topic’ and ‘Digital resources enable students expect more technology’ (Table 5.29).
6.2.8.3 In Teaching Point of View

i. The faculty members have given first preference to the benefits of using digital resources in their teaching point of view. The faculties from ALU given to ‘Digital resources teach information literacy’, from AU to ‘Digital resources teach information literacy’, in BDU TO ‘Digital resources make very comfortable with the new technologies’, at MKU first preference to ‘Digital resources teach critical thinking skills’, respondents from MKU to ‘Digital resources teach information literacy’, and the respondents from UM given first preference to ‘Digital resources teach information literacy’, (Table 5.30).

ii. The Professors first preferred the ‘Digital resources allow to stay up-to-date with colleagues’ Associate Professor had preferred first ‘Digital resources teach information literacy’. The Assistant Professor (Senior Scale) to ‘Digital resources teach critical thinking’, The Assistant Professor had given first preference to ‘Digital resources teach information literacy’ (Table 5.32).

iii. The male respondents the first preference given to ‘Digital resources teach information literacy’ and the female respondents, first preference given to the ‘Digital resources teach information literacy’ (Table 5.34).
6.2.9 Perception in using Digital Resources

i. 35.7%(237) of the respondents agree for ‘Lack of time to use digital resource’, and 28.8%(191) for ‘Inadequate course management software’. (Table 5.36).

ii. The university wise the respondents have given their perception in using digital resources. The first preference to ‘Lack of time to use digital resources’ second to ‘Irrelevant results from Search engines’, third to ‘Non availability of relevant materials’ and the least given to ‘Difficulty in location of all online materials’ (Table 5.39).

iii. The designation wise the respondents given their perception in the order of ‘Lack of time to use digital resources’, ‘Irrelevant results from Search engines’, ‘Non availability of relevant materials’ and finally given to ‘Difficulty in location of all online materials’ (Table 5.41).

iv. The gender wise the respondents given their perception in using digital resources. The male respondents perception order is ‘Lack of time to use digital resources’, ‘Irrelevant results from Search engines’, ‘Non availability of relevant materials’ and finally given to ‘Difficulty in location of all online materials’. The female respondents perception order is ‘Lack of time to use digital resources’, ‘Lack of reliable access to all databases’, ‘Irrelevant results from Search engines’ and the least to ‘Frequent disconnection of internet’ (Table 5.43).
6.2.10 Problems on using the Digital Resources

i. In the overall respondents the problems facing while using the digital resources has been short out. The problem faced by them in the order of ‘Duplication of same information in many websites’, ‘Difficult to present original context’, ‘Unsuitability of available software in integrating audio & video into the course program’, and the last problem is ‘Difficulty in organizing digital resources’ (Table 5.45).

ii. The university wise the respondents facing the problems in the order of ‘Difficulty in organizing digital resources’, ‘Lack of reliable access to physical resources in the classrooms’, ‘Unsuitability of available software in viewing and displaying digital images’, and last rank to ‘Duplication of same information in many websites’ (Table 5.48).

iii. Designation wise the respondents arranged the problems faced while using digital resources. The order is ‘Difficulty in organizing digital resources’, ‘Lack of reliable access to physical resources in the classrooms’, ‘Unsuitability of available software in viewing and displaying digital images’, and lastly ranked the ‘Duplication of same information in many websites’ (Table 5.50).

iv. The male respondents ranked the problems faced while using the digital resources in order of ‘Unsuitability of available software in viewing and displaying digital images’, ‘Unreliability of websites’, ‘Lack of reliable access to physical resources in the classrooms’ the last rank given to ‘Difficult to present original context’. The female respondent has ranked as ‘Difficulty in organizing digital resources’,...
‘Lack of reliable access to physical resources in the classrooms’, ‘Unsuitability of available software in viewing and displaying digital images’ and ‘Duplication of same information in many websites’ was lastly ranked. (Table 5.51).

6.3 FINDINGS IN RELATION TO HYPOTHESES

The following hypotheses were formed based on the objectives.

1. There is a significant inter Institutional variation with respect to the respondent’s frequency of library visit and quantum of time spent in the search of information.

2. There is a significant variation among the Designation, sex status with respect to the respondent’s purpose of seeking information.

3. There is a significant variation among the respondents with respect to the respondent’s source of finding digital resources and mode of learning Internet.

4. There is a significant association between the Designation and sex status of the respondent’s with respect to the preference of search engine for information seeking.

5. There is significance Inter Institutional variation with respect to the respondent’s views on the benefits using of ICT in information seeking.

All the hypotheses thus taken up for the study has been proved in the study.
6.4 SUGGESTIONS

Few suggestions based on the findings are given below:

- INFORMATION SERVICES

It would be a profitable approach for libraries to design information service and sources that support the research practices and the information habits of humanists. The library needs to provide both printed and electronic working environment that will support traditional research practices and will adopt existing information technologies to the scholars information need.

The study suggests that the libraries should encourage the faculties in use of library by providing Current Awareness Services (CAS) in general and selective dissemination of information service in particular.

It is felt that the library should conduct ISB studies at regular intervals to develop effective user-centered library and information services.

- TYPES OF INFORMATION

When a person needs to gather and use information to resolve the problem, meeting of his /her information needs depend on various factors. These are the factors involved on seeking information in seeking process. These are the factors,

- Job kind of the information seeker
- The gender of the seeker
- The age of the seeker
- Availability of time for seeking information
The cost of the resources
The place of the resource available
Depends on their level of awareness in the subject
The background and personality of the seeker
Mind setting on access

ROLE OF INFORMATION

Now the world is changing constantly. The technology is growing well in all the aspect of information and communication technology. Information which helps us to manage the changes appears in the society. It is the basic elements for the development of the society. It penetrate in human life and leads to social change. It has bound the human with the society. It is making interaction between the human being and the society. The society is being adopted by the human being with the help of the information. Motivation and expectation of men are being changed by information.

Information plays an important role on individual’s personal life and offers a place to acquire knowledge. The decision and action of a person are depending his well-informed knowledge. It increases cognitive process and an intellectual capability, common sense, imaginative power, sharpens our thinking power and understanding capacity. Correct decision cannot be taken unless otherwise the person who aware fully the situation and the factors affecting the information. All the matter can be resolved with the proper and sufficient information, as the information helps us to analyze various situations. As, the information is being developed every day in order to achieve the learned society, lifelong learning is the essential things in everybody life in the world.
• USAGE OF INFORMATION

Mainly the usage of information is keeping up-to-date. Every day information are created by the people who might be learned person doing research in the field. Information created through the study of research only.

The generated information cannot just float about in air – just as water is contained in a vessel, so too is information contained in different sources. Information finds its way into the following types of sources:-

Primary sources such as periodicals, research reports, conference proceedings, patents, standards, trade literature and theses.

Secondary sources such as-indexing and abstracting periodicals, reviews of progress, reference books (encyclopedia, dictionaries, handbooks, tables and formularies), treatises, monographs and textbooks. Tertiary sources such as yearbooks and directories, bibliographies, guides to literature, lists of research in progress, guides to libraries and sources of information and guides to organizations. There are also audio – visual sources such as filmstrips, slides, video and audio – tapes. Most of the printed sources are also available in online now. Further, these sources are found in bookstores, libraries and information centers.

• DIGITAL INFORMATION

In this digital world all the information can be stored in digitalized format in electronic storage devices like CD, DVD. These stored digitalized information can be shared and accessed with the help of an important electronic channel like internet.
Internet is one of the most familiar and useful communication tool, which plays an important role on seeking and sharing the information. There are many tools available in internet for sharing the information, they are:

1. E-Mail: This is an asynchronous communication tool which is used to share the information between individuals.

2. Listserv: This is an asynchronous communication tool to send information to a large numbers of subscriber via E-Mail.

3. File Transfer Protocol(FTP): This tool helps to transfer the file between two computers.

4. Web: This is an important tool for providing various information contents. Hyper Text and Multimedia tool for authoring and publishing contents and for accessing information in various forms.

5. Blog: This is a web-based diary on a particular subject and maintained by a blogger. The blogger will be a person/organization.

6. Wiki: This is a web based collaborative tool in this the user can create, remove and edit the content.

7. Instant message: This is a real time communication tool using text chat, voice and video between individuals.

6.5 DIRECTIONS FOR FURTHER RESEARCH

The following are the directions for further research.

1. The depth study on Information seeking behaviour may be extended to the particular domain of the institutions.
2. The Information Seeking Behaviour and Information use pattern study may be extended to other professionals too such as doctors, engineers etc.

3. Study may be extended to Research and Development institutions.

4. The study on Information use pattern may be extended to Universities at National level.

6.6 CONCLUSION

Information Seeking Behaviour requires a focus on more than simply the transfer of the specific information to the users. Instead, many of the activities to be undertaken need to focus on structuring and implementing the arrangement in a way that bridges both existing and potential relationship issues, and examining the form and location of the information to ensure its complete transfer. In other words, while the activities used, such as document exchanges, presentations, etc., are important, overcoming the factors that can impede, complicate and even harm information internalization are equally important in determining the ultimate results of a information use pattern effort. The success of the information seeking behaviour and information use pattern depends on several factors. This is primarily between people, process and technology. This has five components such as learn, share, innovate, reuse and collaborate.