Findings, Suggestions and Conclusion

The sixth chapter is intended to summarises the findings that emerged from the analysis and interpretation of data. This chapter includes, summary of research, findings of the study, tenability of the hypotheses, discussions on findings, suggestions and recommendation, suggestions for further research and conclusion.

6.1 Brief Summary

College libraries at the undergraduate level play a major role in developing information literacy skills among its users for self and independent learning. It fulfills the objectives of parent institution by satisfying information requirements of users through its varied information services. The extent of usage of college libraries is to be evaluated periodically to measure the effectiveness of the system. The investigator has conducted a survey among the final year undergraduate students of Arts and Science colleges in Kanyakumari district. Questionnaires were administered among 1200 respondents using stratified random sampling techniques by giving due importance to all categories of the variables under the study. Out of 1200 respondents, only 1069 were returned the questionnaire complete in all aspects and hence the response rate is 89 per cent. The data collected from the respondents of the study are analysed based on the predetermined objectives using statistical package for social science version 22.0 and interpreted appropriately.

6.2 Findings of the Study

Findings on non-use of college libraries and its services by the undergraduate students of Arts and Science colleges are arranged under the following sub-headings.

1. Demographic Variables of the Respondents
2. Reading Habits of Undergraduate Students
3. Classification of Undergraduate students based on Usage
4. Information seeking Behaviour of Non-Users
5. Reasons for Non-usage of College Libraries
6. Barriers in Accessing College Libraries by Undergraduate Students
7. Information Literacy of Undergraduate Students
8. Perception of Undergraduate Students on Library and its Services
9. Attitude of Undergraduate Students towards Uses of Internet
10. Suggestions to maximize the Use of College libraries

6.2.1 Demographic Variables of the Respondents

The demographic variables of the respondents of the study are follows:

1. Majority of the respondents (65.7 per cent) of the study are females and the remaining 34.3 per cent belong to male category.

2. Age-wise distribution of respondent shows that 42.6 per cent of the respondents are less than 20 years of age, 41.2 per cent of the respondents are those belonging to 20 and 21 years and 16.3 per cent of the respondents are greater than 21 years.

3. Majority of the respondents (51.4 per cent) belong to urban areas and the remaining 48.6 per cent belong to rural areas.

4. Discipline wise distribution of respondents reveals that 36.5 per cent respondents are from Science discipline, followed by Arts (32.0 per cent) and Social Science (31.5 per cent).

5. Majority of the respondents (56.1 per cent) belong to Co-education colleges and the remaining 43.9 per cent belong to Women’s colleges.

6. Majority of the respondents (60.9 per cent) belong to aided courses and 39.1 per cent of students belong to self-supporting courses.
7. Majority of the respondents (71.8 per cent) belong to first graduate students and 28.2 per cent belong to other category.

8. Paternal education of the respondents reveals that 29.7 per cent of the respondents have SSLC, 26.8 per cent have below SSLC and 14.5 per cent have Plus Two as their father’s education level. 18.0 per cent and 10.9 per cent of the respondents have respectively degree and post graduate degree as the level of paternal education.

9. Similarly, maternal education of the respondents reveals that 48.6 per cent have SSLC as mother’s education level, followed by Plus Two (19.7 per cent) and Degree (4.7 per cent). However, mothers of 26.9 per cent of the respondents have education below SSLC.

10. Occupation of the parents reveals that 41.0 per cent of the respondents are wards of farmers, followed by wards of daily wages or Coolies (23.2 per cent), employees of private sectors (16.3 per cent), government employees (15.4 per cent) and other (4.1 per cent).

11. Similarly, the monthly parental income reveals that 42.6 per cent have parental income between Rs.10,001 – Rs. 20,000; 37.4 per cent have income less than Rs. 10,000; 14.8 per cent have income between Rs. 20,001 – Rs. 30,000 and the remaining 5.2 per cent have income above Rs. 30,000.

12. Marks scored by the respondents in the qualifying examination shows that 42.6 per cent of the respondents scored marks between 61% -70%, 37.4 per cent scored between 37.4 per cent, 14.8 per cent of them scored between 71% - 80% marks and 5.2 per cent of them secured marks between 81% - 90 %.

13. Majority of the respondents (52.5 per cent) of the study have no accessibility to public libraries in their locality.
14. Only 42.2 per cent of the respondents have membership in public libraries in addition to membership in college libraries.

6.2.2 Reading Habits of Undergraduate Students

Findings related to reading habits of undergraduate students, preferred books for reading, utilization of leisure time, purpose of using college libraries and motivating factors to use college libraries of Arts and Science colleges are listed as follows:

1. Only 34.9 per cent of the respondents have leisure time between 1-2 hours per day. However, 26.6 per cent of them have one hour per day and 21.4 per cent have leisure time between 3-4 hours per day.

2. Majority of the undergraduate students spend their leisure time with Smart Phone (70.0 per cent). It is followed by reading (57.6 per cent).

3. Undergraduate students prefer non-prescribed books as their preferred choice for reading in their leisure time.

4. Reading areas of interest among the undergraduate students reveals that 23.6 per cent of the respondents preferred stories as their areas of interest, followed by Science and Technology (17.0 per cent), current events (7.4 per cent), literature (5.8 per cent), sports news and events (4.2 per cent) and fiction (4.0 per cent). However, 37.9 per cent of the respondents have no comments on their preferred areas of interest.

5. Forty five per cent of the undergraduate students have no books on their own for reading. However, 44.7 per cent of the respondents have 1-2 books in their own for reading and 10.3 per cent of them have 3-5 books.

6. Only 50.5 per cent of the undergraduate students are aware that they have membership in college libraries.

7. Only 54.1 per cent of the undergraduate students possess membership card.
8. Arrival of undergraduate students to colleges reveals that 29.1 per cent of the respondents reach the college 15 minutes before the commencement of the class, 26.4 per cent of them arrive just before the commencement of the class, and 13.2 per cent of them arrive 30 minutes before the commencement of the class. But unfortunately, 31.3 per cent of the respondents arrive after the commencement of the class.

9. Similarly, departure of undergraduate students from colleges reveals that 22.1 per cent of the respondents leave the institution 30 minutes after the class, 19.9 per cent of them leave 15 minutes after the class, and 19.8 per cent of them leave immediately after the class. But unfortunately, 38.2 per cent of the respondents leave the institution before the schedule time.

10. Only 50.2 per cent of the undergraduate students have accepted the need for college libraries and 49.8 per cent have no opinion on the need for college libraries.

11. Majority of the undergraduate students (65.2 per cent of the respondents) depend on college libraries for works related to the preparation of examinations, followed by preparation of assignments (48.1 per cent), preparation of seminars (47.3 per cent) and project works (38.0 per cent).

12. Frequency of library visits by the undergraduate students shows that 35.9 per cent of them visit college libraries daily, 17.8 per cent visit libraries at least twice or thrice in a week, 6.9 per cent visit at least once in a week and 2.2 per cent of them visit once in a month.

13. Only 19.6 per cent of undergraduate students visit college libraries rarely but 17.7 per cent never visit libraries for their information requirements.
6.2.3 Classification of Undergraduate Student based on Usage of College Libraries

Users and non-users of college libraries are identified based on usage of college libraries. Findings on non-users based on demographic variables of the study are listed as follows:

1. Majority of the respondents (62.8 per cent) of the respondents are the regular users of college libraries and they are grouped under ‘users’ of college libraries and the remaining 37.2 per cent are irregular users and categorized as ‘non-users’.

2. Non-users of college libraries are more among female undergraduate students (23.6 per cent) than male students (13.7 per cent).

3. Non-users of college libraries are more among the undergraduate students of urban (20.2 per cent) than rural category (17.2 per cent).

4. Non-users of college libraries are more among age group 20 and 21 years and users of college libraries more among age less than 20 years.

5. Non-users of college library services are more among the undergraduate students of science discipline (15.4 per cent) and non-use is least among Arts discipline (7.5 per cent).

6. Non-users of college libraries are more among the undergraduate students of co-education colleges than women’s colleges.

7. Non-users of college libraries are more among the undergraduate students of aided courses than self-supporting courses.

8. Non-users are more among the undergraduate students belonging to first graduate students than other category.

9. Paternal education status influences the non-use of college libraries among undergraduate students. 15.9 per cent of the non-users of college libraries belong
to the group that has paternal education up to SSLC level, followed by those with education below SSLC (13.6 per cent).

10. Non-users based on the maternal education reveals that 20.5 per cent of them belong to the group having maternal education up to SSLC, followed by education below SSLC (12.9 per cent).

11. Parental occupation has influenced their perception towards use of college libraries among the undergraduate students.

12. Undergraduate students of low income group become the victims of non-use of college libraries at undergraduate level in Arts and Science colleges.

13. Non-users of college libraries at undergraduate level are more among the students who have secured 60 and less than 60 marks in plus two examinations.

14. Non-users are more among the category who have accessibility to public libraries in their locality than others.

15. Non-users of college libraries are more among other category than who have membership in public libraries or previous experience in using libraries.

**6.2.4 Reading Behaviour of Regular users of College Libraries**

Findings on reading behaviour of regular users of college libraries are as follows:

1. Majority of the regular users of college libraries spent at least 30 minutes per visit for accessing library resources. However, 28.6 per cent of them spend at least one hour in library.

2. Major reasons for using college libraries by the undergraduate students are to write assignments and to prepare for competitive examinations. Least importance is given to access e-resources.

3. Major motivating factors for using college libraries among the regular users of college libraries are location, library timing, arrangements and library facilities.
6.2.5 Information seeking Behaviours of Non-users

Information seeking behaviours of non-users of college libraries by the undergraduate students of Arts and Science colleges are as follows:

1. Majority of the non-users of the college libraries at undergraduate level in Arts and Science colleges used study guides as source to fulfill their information requirements including writing assignments.

2. Non-users among the undergraduate students prefer prescribed text book alone as source for writing assignments, followed by copying from friends (11.8 per cent) and from internet sources (10.8 per cent). However, 35.4 per cent of the respondents opine that they have not submitted assignments.

3. 42.5 per cent of the non-users spent the leisure time by engaging in physical education activities, whereas 39.9 per cent of the non-users spend it through chatting with friends. However, 11.8 per cent of the respondents spend the leisure time by listening the music from smart phone and 5.8 per cent of the non-users by simply sitting in retiring hall.

4. Most of the non-users (45.5 per cent) of college libraries perceived that library as a place for time pass and 39.2 per cent of the non-users perceived college libraries as collection of books.

5. Majority of the non-users (60.6 per cent) of college libraries at undergraduate level in Arts and Science colleges are somewhat familiar with internet and 32.4 per cent of them are well familiar with internet.

6. Nearly fifty per cent of the non-users of college libraries are ‘below average’ in computer literacy.

7. Lack of proper support from the library professionals, inconvenient library hours, non-availability of time to access college libraries, library atmosphere is
uninviting, no need and no motivation to use libraries are the major reasons for non-use of college libraries by the undergraduate students of Arts and Science Colleges.

6.2.6 Barriers faced by the Undergraduate Students in Accessing College libraries

Barriers faced by the users and non-users of college libraries among the undergraduate students of Arts and Science colleges are given as follows:

1. Non-users of college libraries perceived more barriers in accessing library resources than regular users.

2. Undergraduate students of Arts and Science Colleges differ significantly on perceived barriers based on user category and non-users have faced more barriers while accessing resources than regular users($t=57.9; p<0.05$).

3. Non-users differ significantly on perceived barriers based on gender and male students have faced more barriers than their counterparts.

4. Non-users of college libraries do not differ significantly on perceived barriers in accessing college libraries based on locality($t=1.76; p>0.05$).

5. Non-users of college libraries differ significantly on barriers in accessing college libraries based on age. Perceived barriers are more among the students of age above 21 years than other age group.

6. Non-users of college libraries differ significantly on perceived barriers in accessing library resources based on discipline. Non-users of Arts discipline have perceived more barriers than other disciplines.

7. Non-users of college libraries differ significantly based on type of college, barriers are more among the students of co-education colleges than women’s college.
8. Non-users differ significantly on barriers based on type of college \((t = 3.46; \ p<0.05)\), students of self-financing colleges have more barriers than aided colleges.

9. Non-users differ significantly on perceived barriers in accessing college libraries based on user category; first generation learners have more barriers than others.

10. Non-users of college libraries do not differ significantly on barriers in accessing library resources based on access to public library.

11. Non-users of college libraries differ significantly on perceived barriers based on having membership in public libraries.

12. Non-users of college libraries differ significantly on perceived barriers based on marks scored in previous examinations, barriers are more among those who secured more marks in previous examination.

6.2.7 Information Literacy of Undergraduate Students

Information literacy skills of users and non-users of college libraries of Arts and Science colleges at undergraduate level are listed as follows:

1. Non-users of college libraries of Arts and Science colleges have low information literacy skills. Low information literacy among the students leads to non-use of college libraries.

2. Undergraduate students of Arts and Science colleges differ significantly on information literacy skills based on users and non users of college libraries \((t=22.0; \ p<0.05)\).

3. Non-users of college libraries do not differ significantly on information literacy based on gender.

4. Non-users of college libraries differ significantly on information literacy based on locality. Information literacy is lesser among urban students than rural.
5. Non-users of college libraries do not differ significantly on information literacy based on age.

6. Non-users of college libraries at the undergraduate level do not differ significantly on information literacy based on discipline.

7. Non-users of college libraries differ significantly on information literacy and it is more among the non-users of women's college than co-education colleges.

8. Non-users of college libraries of Arts and Science colleges differ significantly on information literacy based on category of college \((t = 12.1; p<0.05)\).

9. Non-users do not differ significantly on information literacy based on user category namely first generation graduate and others.

10. Non-users of college libraries differ significantly on information literacy based on having access facility to public libraries.

11. Non-users of college libraries among the undergraduate students of Arts and Science colleges do not differ significantly on information literacy based on having membership in public libraries.

12. Non-users of college libraries differ significantly on information literacy based marks scored in previous examination \((F = 16.04; p<0.05)\).

6.2.8 Perception of Undergraduate Students towards Library and its Services

Perception of users and non-users of college libraries of undergraduate students of Arts and Science colleges are presented as follows:

1. Undergraduate students have only average level perception towards college library and its services.

2. The mean score on four dimensions of perception towards library namely

   - helpfulness of library staff,
   - physical conditions of the library,
   - ability to find
information, and knowledge of e-resources and related services also shows medium level perception towards various aspects of library perception.

3. The mean score of non-users of college libraries on four dimensions of perceptions towards library and its services namely helpfulness staff; physical conditions in the library, ability to find information and knowledge of e-resources and related services are comparatively low perception than the regular users.

4. Undergraduate students of Arts and Science colleges differ significantly on perception towards libraries and services based on user category. Non-users have negative perception towards college library and its services than the regular users.

5. Non-users of college libraries differ significantly on perception towards library and its services based on gender (t=10.4; p<0.05).

6. Non-users do not differ significantly on perception towards library and its services based on locality, but they differ significantly on knowledge of e-resources and related services dimension of perception (t=2.89; p<0.05) based on locality.

7. Non-users do not differ significantly on perception towards library and its services based on age (F = 2.65; p> 0.05). They differ significantly on ability to find information (F=7.03; p = 0.001) and knowledge of e-resources and related services (F=8.78; p =0.001) dimension of perception based on age.

8. Non-users differ significantly on perception towards library based on discipline. They also differ significantly on perception towards library and its services on its four dimensions with respect to discipline.

9. Non-users do not differ significantly on perception towards library and its services based on type of college.
10. Non-users do not differ significantly on perception towards library and its services based on category of college. But they differ significantly on helpfulness of staff, physical conditions of the library and ability to find information dimension of perception are significant at 0.05 level.

11. Non-users do not differ significantly on perception towards library and services based on student category namely first graduate students and others.

12. Non-users of college libraries differ significantly on perception towards library and its services based on membership in public libraries ($t=3.02; p<0.05$).

13. Non-users do not differ significantly on perception towards library and its services based on membership in public libraries.

6.2.9 Attitudes of Undergraduate Students towards Uses of Internet

Attitude of users and non-users towards uses of internet by the undergraduate students of Arts and Science colleges for their academic purpose are given as follows:

1. Undergraduate students of Arts and Science colleges have medium level attitude towards uses of internet for their day-to-day academic information needs.

2. Undergraduate students of Arts and Science colleges differ significantly on attitude towards uses of internet based on user category. Regular users of college libraries have more attitudes towards the usage of internet than non-users.

3. Non-users of college libraries do not differ significantly on attitude towards uses of internet based on gender.

4. Non-users of college libraries differ significantly on attitude towards uses of internet based on locality ($t=5.36; p<0.05$). Non-users of rural areas have more favourable attitude towards uses of internet than urban areas.
5. Non-users of college libraries differ significantly on attitude towards use of internet based on age. Age less than 20 years and age greater than 21 years are having more favourable attitude towards use of internet than other age groups.

6. Non-users of college libraries differ significantly on attitude towards usage of internet based on discipline. Students of non-users belong to science discipline have more favourable attitude towards use of internet than Arts and Social Science discipline.

7. Non-users of college libraries differ significantly on attitude towards usage internet based on type of college, non-users of co-education colleges have more favourable attitude towards usage of internet than others.

8. Non-users of college libraries differ significantly on attitude towards uses of internet based on category of colleges. Non-users of self-financing colleges have more favourable attitude than aided colleges.

9. Non-users of college libraries do not differ significantly on attitude towards uses of internet based on student category.

10. Non-users of college libraries differ significantly on use of internet based on having accessibility to public libraries in their locality ($t = 5.7; p<0.05$).

11. Non-users of college libraries differ significantly towards uses of internet based on membership in public libraries.

12. Non-users of college libraries differ significantly on attitude towards uses of internet based marks scored in previous examinations. Non-users, who have secured more than 80 per cent of marks in previous examination have more favourable attitude than others.

6.2.10 Suggestions for Effective Usage of College Libraries
Suggestions given by the undergraduate students to minimize the non-usage and maximize the usage of libraries by the undergraduate students are as follows:

1. Majority of the respondents (97.8 per cent) opined that atmosphere of the college libraries are not attractive and should be more inviting nature in order to attract more number of users towards college libraries. It is followed by e-resources access facilities in the college (89.8 per cent); library collections must be updated frequently (88.5 per cent); frequent library orientation programmes (83.5 per cent); location of the library at central and convenient place (83.2 per cent); frequent notification of latest arrivals (66.1 per cent) and lending services during vacation (43.3 per cent).

6.2 Tenability of the Hypotheses

In the present study, the researcher has framed six hypotheses. The tenability of these hypotheses was tested. The details are summarized as follows:

Hypothesis - I

*Non-use and non-users are only at minimum among the undergraduate students of Arts and Science colleges.*

Table 5.27 reveals that 37.2 per cent of the undergraduate students are non-users of college libraries; it clearly shows that one in every three undergraduate students of Arts and Science colleges are non-users. This clearly indicates that non-use of college libraries is comparatively high. Hence, the hypothesis is rejected, non users and non-use of college libraries exists among the undergraduate students of Arts and Science colleges.

Hypothesis – II

*There is no significant difference in perceived barriers in accessing library resources, information literacy, perception towards library and attitude towards*
use of internet among the undergraduate students based on user and non-user of college libraries.

Table 5.55 reveals that undergraduate students differ significantly on perceived barriers in use of library resources based on user category, perceived barriers are more among non-users than users. Similarly, table 5.67 discloses that information literacy of the non-users is low and undergraduate students differ significantly on information literacy based on user category. From table 5.80, it is inferred that undergraduate students differ significantly on perception towards library and its services based on user category namely users and non-users of college libraries. Table 5.91 also reveals that undergraduate students differ significantly on attitude towards uses of internet in terms users and non-users of college libraries.

Hypothesis-II is rejected because it is understood from the above, that non-users of college libraries have perceived more barriers in use of library resources, low information literacy skills, low perception towards library and its resources and low level attitude towards uses of internet.

Hypothesis - III

There is no significant difference in perceived barriers in accessing library resources among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, membership in public libraries and marks scored in previous examinations.

Table 5.56, 5.58, 5.59, 5.60, 5.61, 5.62, 5.64 and 5.86 reveal that non-users of college libraries differ significantly on perceived barriers in use of library resources based on gender, age, discipline, type of college, category of colleges,
student category, membership in public library, and marks scored in previous examination (plus two). However, table 5.57 and 5.63 disclose that non-users do not differ significantly based on locality and accessibility of public libraries in their locality.

Hence, the third hypothesis is partially rejected and partially accepted. It is rejected with respect to the variables gender, age, discipline, type of college, category of colleges, student category, membership in public library, and marks scored in previous examination (plus two). It is accepted with respect to locality and accessibility of public libraries in their locality.

Hypothesis - IV

There is no significant difference in information literacy among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, membership in public libraries and marks scored in previous examinations.

From table 5.69, 5.70, 5.72, 5.73, 5.75, and 5.77 inferences are drawn that non-users of college libraries differ significantly on information literacy based on locality, age, type of college, category of college, accessibility to public libraries and marks scored in previous examinations. However, table 5.68, 5.71, 5.74 and 5.76 reveal that non-users do not differ significantly on information literacy based on gender, discipline, category of students, and membership in public libraries.

Thus hypothesis IV is partially rejected with respect the variables locality, age, type of college, category of college, accessibility to public libraries and marks scored in previous examinations, and accepted with respect gender, discipline, category of students and membership in public libraries.
Hypothesis - V

There is no significant difference in perception towards college library and its services among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, and membership in public libraries.

Table 5.81, 5.84, 5.85, 5.88 reveal that non-users of college libraries among the undergraduate students differ significantly on perception towards library and its services with respect to the variables gender, discipline, type of college, and access to public libraries. Further table 5.82, 5.83, 5.86, 5.87 disclose that non-users of college libraries do not differ significantly on perception towards library and its services with respect to the variables locality, age, category of college and student category.

Therefore, hypothesis – V is rejected with respect the variables gender, discipline, type of college, and access to public libraries; and accepted with respect to the variables locality, age, category of college and student category.

Hypothesis - VI

There is no significant difference in attitude towards uses of internet among the non-users of college libraries at undergraduate level based on gender, age, locality, discipline, type of college, nature of college, category of student, accessibility to public libraries, membership in public libraries and marks scored in previous examinations.

Table 5.93, 5.94, 5.95, 5.96, 5.97, 5.99, 5.100 and 5.101 reveal that non-users of college libraries among the undergraduate students differ significantly on
attitude towards uses of internet based on variables locality, age, discipline, type of college, category of college, accessibility to public libraries, membership in public libraries and marks scored in previous examinations. Table 5.92, and 5.98 reveal that non-users do not differ significantly on attitude towards uses of internet based on gender and student category.

Hence, the hypothesis VI is rejected with respect to the variables locality, age, discipline, type of college, category of college, accessibility to public libraries, membership in public libraries and marks scored in previous examinations. The same is accepted with respect to the variables gender and student category.

6.4 Discussion on Findings

The studies conducted by Stoepel (2012) and Vandreck (2007) have identified that non-users of academic libraries are respectively 20.9 per cent 29 per cent. Lateef, Omotoso and Fagbols(2016) also reported in their study that resources and services of the college libraries are poorly used. Lawal(2002) reported that 82 per cent of the research scholars are not using e-archives when using e-resources. The present study conducted among the undergraduate Arts and Science college students reveals that 37.2 per cent of them are non-users of college libraries and its services. This trend is a very disturbing fact which leads to loss of public exchequer. The overall productivity of the institution and also that of nation are affected due to this.

The present study confirms the findings of the study conducted by Stoepel (2012), who has established that use and non-use of library resources among the students are varied based on courses. The present study also discloses that non-users are more among the Science discipline than Arts discipline.
The study identifies the following as the major reasons for not using college libraries by the undergraduate students. They are lack of support from the library professionals, inconvenient library hours, no time to visit college libraries, atmosphere of the library is uninviting, no need, and no motivation to use libraries. These findings are in conformity to the findings of studies conducted by Borteye, Kojo and Asare-Kyire (2018); and Mary, Stephen and Saravanan (2011).

Ignorance and perceived needs are the major reasons for non-use of library services at hospital as disclosed by O’Dell and Preston (2013). Joo and Choi (2015) have mentioned that usefulness, ease-of-use, resource quality and individual differences are the reasons for use of library services. It clearly shows rigidity, lack of user friendly technology, poor quality and interest of the individual are the major reasons for non-use. The present study also corroborates these findings.

Bhatti and Jumani (2012) has identified unsuitable library hours, distance, non-availability of required materials, atmosphere and lack sufficient places are the problems in accessing resources from the library. Study conducted by Mutshewa, Grand, Totolo, Zulu, Serbina and Jorosi (2010) on information needs and information seeking behaviour of non-users revealed that lack of time, distance and inadequate resources are the major barriers in accessing library resources. Similar inferences are drawn from this study too. Hence remedial measures are to be taken by the planners, policy makers and the implementing bodies to ensure that the library resources are utilized to the maximum possible level.

Bhardwaj and Kumar (2016) and RameshBabu, Kumar and Reddy (2007) reported in their study on non-use of public libraries, majority of the non-users are male. Age factor, occupation, distance of public libraries and sex factors influences the status of non-use. But the present study identifies that non-users are more among female
undergraduate students than male category. The user community of a public library is the local population, where most of the male family-members will be working people with less time at their disposal to use library facility, whereas the female population may have more leisure time to spend in the library. In the academic set-up the female category of students forming the bulk of the enrolment may however find it intimidating to use the library facilities when compared to their male compatriots. Bullying by the male users in the absence of proper supervision could also contribute to more non-users being found among the female undergraduate college students.

The study on non-use of libraries on public libraries conducted by Sin and Kim (2008) revealed that non-use of libraries was influenced by household variables of the respondents. Similar findings are reported by Teoh and Tan (2011) through their study. These findings are confirmed in the present study too. The socio-economic and demographic variables influence the usage and non-usage of college libraries by the undergraduate students.

The present study has identified that non-users of college libraries have perceived more barriers in accessing library resources. These findings are correlated with the findings of Musa (2016), who has investigated the information seeking behaviour of final year undergraduate students.

On information seeking behaviour of undergraduate students, studies conducted by George, et al (2006) revealed that they rely more on internet and online sources to fulfill their information requirements. This study also finds the same behaviour. A study conducted by Ukachi (2015) has established the relationship between information literacy skills and usage of e-resources. Similar studies were conducted among undergraduate students on computer literacy and use of electronic resources by Emwanta and Nwalo (2013), information literacy skills and awareness of e-resources by Ogbuguiyi, Oriogu,
Momoh and Ogbuiyi (2014), ICT literacy and internet usage by Sinha and Bhattacharaya (2013); Sinha (2012); Joshi (2011); and Santhi, Radhakrishnan and Rani (2010). The findings of all these studies are similar to the findings of the present study on information literacy and usage of resources. The present study reveals that information literacy scores of the non-users are very low when comparing with users of college libraries, this shows that information literacy are related with usage of library resources.

The present study reveals that users of college libraries have more perception towards libraries and its services, while the non-users differ themselves on perception towards library. Perceptions are related to helpfulness of library staff, satisfaction towards information services, ability of finding information and knowledge of e-resources. Hence perceptions towards library are closely related to its usage. The study conducted by Mallya and Patwardhan (2018), Mohanthy (2017), Onanuga, Hori, Pelemo and Ogunwande (2017), and Ekere, Omekwu and Nwoha (2017) reflects related aspects of perception towards library and its services and usage of information resources mainly e-resources.

Most of the studies on attitude of undergraduate students are related to the use of internet. Studies conducted by Islam and Hossain (2015), Dehigama and Dharmarsthne (2015) and Rajput and Gautam (2014) have established the positive relationship between attitude towards internet and uses of library resources in various contexts. The present study has also revealed the relationship between attitude of the undergraduate students’ uses of internet and users of college libraries. Non-Users of the college libraries among the undergraduate students have low attitude score towards use of internet and non-users differ themselves on attitude towards uses of internet to fulfill their information requirements based on demographic variables.

6.5 Suggestions and Recommendations
Based on the interpretations of data, personal observations during data collections, interviews and discussion with undergraduate students, library professionals, other academicians, and administrators, the researcher has found lot of implications on these groups. If these suggestions are given serious consideration it will maximize the usage and minimize the non-use of libraries and its services at undergraduate level in Arts and Science Colleges. The suggestions are arranged into various sub-headings as follows:

6.5.1. Undergraduate Students

1. Undergraduate students should make use of the library resources to write assignments, preparation of examinations, etc.

2. The students should take the library orientation programmes, and information literacy programmes more seriously so that the resources are utilized in a better way.

3. Leisure time can be utilized in a better way by spending the time in the library rather than the gadgets like smart phone.

4. Girl students should shed their inhibitions and use the library rather than the study guides alone.

6.5.2 Library Professionals

1. The very demeanor of the library professionals should be pleasing and polite. They should treat the users of the college libraries with empathy. They should provide all necessary assistance to the undergraduate students in the college libraries for information search process for the freshers.

2. Library professionals should provide library orientations and user education programmes periodically to the beginners in college libraries at undergraduate level in-order-to familiarize the fresher’s with the library resources.

3. Proper awareness should be created among the undergraduate students especially
among the beginners on various information sources; scope of services and facilities available in the libraries like automated systems and ICT based information services.

4. Library professionals should provide positive library experiences to the users, which helps to motivate them to visits college library more frequently for their information requirements.

5. Library professionals should equip themselves to cope with latest trends in library and information science at the national and global level.

6. User friendly technology should be adopted in the college libraries so that user can access the library resources without any barriers.

7. Proper signage, bay guides and self explanatory symbols and abbreviations should be used inside the library so that users can approach the information system without any hindrances.

6.5.3 Academicians

1. Faculty members should provide assignments at periodic interval and they have to give their comments based on individual performance and motivate to use library books and online resources for preparation of assignments.

2. Individual seminars and projects works must be assigned to the students to promote creativity, independent and self-learning.

3. The curriculum planners should plan the teaching at higher education level should be library centered.

6.5.4 Administrators

1. The educational administrators have to frame alternative strategies to maximize the usage of college libraries. While planning for a library, the location of the library should be in the centre of the campus so that users can approach the library
for every piece of information.

2. Proper importance should be paid for aesthetics. Physical atmosphere of the college libraries should be more attractive and ambience should be inviting the users to utilise the libraries for their information requirements.

3. Layout of the library building should provide for easy access to the all types of users including the challenged ones. Provisions for proper ventilations and light, seating arrangements and internal arrangements are more attractive and pleasant way to attract more number of students to the college libraries.

4. The timing of the library can be increased so that the students can make use of the facility even after the working hours of the college. Sufficient library staff may be posted to implement such a scheme.

6.6 Suggestions for Further Research

The present study has opened the avenues for further research on non-use of college libraries.

1. The research may be replicated by including more number of samples; geographical area covered by the study may be extended to neighbouring districts to substantiate the findings of the present study.

2. The present study has analysed the non-use of college libraries among the undergraduate students based on selected independent variables. The effect of some more variables on non-uses of college libraries may be studied in order to identify the most influencing factors on on-usage of libraries among the students at undergraduate level.

3. Further comparative analysis may be made on the usage and non-usage of college libraries with respect to Arts and Science colleges and Engineering colleges at undergraduate level, at district level, at university level and so on.
4. The study may be replicated based on the data collected from the gate register and from the library book lending records for identification of non-users and their characteristics.

5. Experimental study may be conducted to study the effectiveness of library orientation and user instruction to minimize the non-use of college libraries among the undergraduate students.

6. The extent of usage and non-usage of college libraries by the post graduate students may further be studied as an extension of present study.

6.7 Conclusion

In the changing library environment of traditional print information sources being replaced by electronic sources, the resources remain unused or underutilized by the undergraduate students of Arts and Science Colleges. Any effort to evaluate the extent of non-use among the undergraduate students must be based on the extent of usage of college libraries. The present study has analyzed the non-use of college libraries and its services by the undergraduate students of Arts and Science colleges based on survey conducted among undergraduate students of Arts and Science colleges in Kanyakumari district. The study has also analyzed reading behaviour of regular users, information seeking behaviour of non-users, barriers in use of library resources, information literacy and perception towards library of users and non-users of college libraries.

The study revealed that 37.2 per cent of the undergraduate students of Arts and Science colleges are non-users of college libraries. This clearly shows non-use of college libraries exists among the undergraduate students of Arts and Science colleges. They depend more on internet sources to fulfill the information requirements than the college libraries. Undergraduate students differ significantly on barriers in use of library resources, information literacy, perception towards library and attitude towards uses of
internet based on user category namely users and non-users of college libraries. Non-users of college libraries have more barriers in use of library resources, low information literacy skills, low perception on college libraries and its services and have low attitude score towards uses of internet for their information needs. Moreover, non-users differ in perceived barriers in use of library resources, information literacy, perception towards library and attitude towards uses of internet based on their demographic variables.

The findings of the study serve as an eye-opener for the college administrators, educationists as well as the librarians. The study gives tremendous responsibility to the librarians. Librarians must not be passive but proactive and always willing to go an extra mile to cater the information needs of the students. Ways and means to extend the library hours well beyond the college working time have to found out by the authorities and the librarians. All the concerned including members of the faculty and library professionals must co-ordinates their activities in such a way that facilities and services of the academic libraries are to be used at the optimum level. Teachers must give innovative assignments and projects, and the learning process should be more library-centered. The ambience of the college libraries should be designed to be more attractive, welcoming and conducive for learning.