CHAPTER - III

OBJECTIVES, HYPOTHESES, SCOPE, LIMITATION AND METHODOLOGY

3.1 Introduction

According to Redmin and Mory, research is a systemized effort to gain new knowledge, where research methodology is a process to solve the research problem systematically. It involves data collection, applications of statistical techniques, interpretations and drawing conclusions about the research data.

3.2 Research design

Research provides an analytical framework for the subject matter of investigation. It establishes the relationship between the different variables, especially the relationship of dependent and independent variables. In the early days of social science research, the positivist model was most commonly used. This research work is fundamentals research by nature. Here, the researcher has to use facts or information already available and analyse these to make a critical evaluation.

Babbie contends that the survey method is the most appropriate design tool to obtain a large sample (Babbie, 1986). The survey method relies on a questionnaire instrument and it is the commonest method used in social science research (Babbie, 1995; Ary et al.,1996), library and information science research (Barnard, 2000), and for studies of use and gratification (Parker and Richard, 2000). Julien (1996) found that 54% of all researchers have used survey research method for their information user studies. According to Ary et al. (1996), surveys are very important in higher education. Many universities have survey research institutions such as the University of Michigan Institution for Social Research and the UCLA Higher Education Research, Institute.

Academic library research has frequently used surveys to collect data because these instruments assess effectiveness, assist in decisions, prioritize services, solve problems, and evaluate user interaction and satisfaction. Surveys also identify user needs and priorities, and define user interests, opinions, attitudes, and characteristics/demographics as well as user priorities in finding information.
(Verhoeven, 1990). Library research is usually performed as user studies for user characteristics, information seeking for user strategies and behaviours, and information skill to discover user skill (Walster, 1996).

Finally, survey method was considered most appropriate for this study because it can measure faculty background and experience and what they know about electronic information and their usage pattern, and it was well-suited to the objectives framed for this study.

### 3.3 Objectives of the study:

1. To study the purpose of visit and usage of library resources
2. To assess the use and awareness of information resources available in fashion technology
3. To know the level of computer literacy of faculty and students.
4. To find out the types of resources used frequently and information resources requirement by users.
5. To investigate the level infrastructure facilities provided by the institution to users
6. To identify the problems faced by users in accessing information resources.
7. To find out the satisfaction level with the-resources and services including special services like internet, swatch library.

### 3.4 Hypothesis of the study

1. There is no significant differences in purpose of library visits across respondents’ age groups
2. There is no significant differences in type of resources used across respondents’ age groups
3. There is no significant differences in often use library resources across respondents’ age groups
4. There is no significant differences in often use library services across respondents’ age groups
5. There is no significant differences in purpose of using library resources across respondents’ age groups
6. There is no significant differences in type of read resources across respondents’ age groups

7. There is no significant differences in satisfied with the library printed materials and e-resources across respondents’ age groups

8. There is no significant differences in main resources and services across respondents’ age groups

9. There is no significant differences in type of resources used across respondents’ age groups

10. There is no significant differences in purpose of visit and use across respondents’ age groups

11. There is no significant differences in type of resources across respondents’ age groups

12. There is no significant differences in satisfied library printed materials and e-resources across respondents’ age groups

13. There is no significant differences in purpose of library visits across respondents’ educational stage

14. There is significant differences in type of resources used across respondents’ educational stage

15. There is no significant differences in often use library resources across respondents’ educational stage

16. There is no significant differences in purpose of using library services across respondents’ educational stage

17. There is no significant differences in purpose of using library services across respondents’ educational stage

18. There is no significant differences in type of read resources across respondents’ educational stage

19. There is no significant differences in satisfied with the library printed materials and e-resources across respondents’ educational stage

20. There is no significant differences in purpose of visit and use across respondents’ educational qualification
21. There is no significant differences in type of resources used across respondents’ educational qualification

22. There is no significant differences in often use library resources across respondents’ educational qualification

23. There is no significant differences in often use library services across respondents’ educational qualification

24. There is no significant differences in purpose of using library resources across respondents’ educational qualification

25. There is no significant differences in type of read resources across respondents’ educational qualification

26. There is no significant differences in Satisfied with the library printed materials and e-resources across respondents’ educational qualification

27. There is no significant differences in Main resources and services across respondents’ educational qualification

28. There is no significant differences in Type of resources used across respondents’ educational qualification

29. There is no significant differences in Purpose of visit and use across respondents’ educational qualification

30. There is no significant differences in Type of resources across respondents’ educational qualification

31. There is no significant differences in satisfied library printed materials and e-resources across respondents’ educational qualification

32. To understand significant differences in various parameters across respondents’ genders

33. To understand significant differences in various factors across respondents’ genders

3.5 Scope and limitation of the study

The investigator intends to take fashion design academic institutions which conduct degree courses only for fashion design. Scope of the studies limited to institution libraries that are engaging in imparting undergraduate degree in the field of fashion
design and excludes institutions that offer post graduate degrees, M Tech, Textile courses and Diploma in Fashion and Apparel Design.

Geographically, the study focuses primarily on the fashion institution functioning exclusively in South India. The states included are Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. The total numbers of institutions are 16 out of which, 10 are in Karnataka, three are in Telangana, and two are in Tamil Nadu and one in Kerala. The study excludes union territory of South India that is Pondicherry.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of the Institution</th>
<th>Acronym</th>
<th>Place</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Army Institute of Fashion and Design</td>
<td>AIFD</td>
<td>Bangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>2</td>
<td>Hamstech Institute of Fashion and Interior Design,</td>
<td>HIFID</td>
<td>Hyderabad</td>
<td>Telangana</td>
</tr>
<tr>
<td>3</td>
<td>Indian Institute of Fashion Technology</td>
<td>IIFT</td>
<td>Bangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>4</td>
<td>Institute of Fashion Technology Kerala</td>
<td>IFTK</td>
<td>Kollam</td>
<td>Kerala</td>
</tr>
<tr>
<td>5</td>
<td>Inter National Institute Of Fashion Design</td>
<td>INIFD</td>
<td>Hyderabad</td>
<td>Telangana</td>
</tr>
<tr>
<td>6</td>
<td>Kalaniketan School of Fashion Art and Design</td>
<td>KSFAD</td>
<td>Davanegere</td>
<td>Karnataka</td>
</tr>
<tr>
<td>7</td>
<td>K.L.E's. Institute of Fashion Technology &amp; Apparel Design for Women</td>
<td>KLEW</td>
<td>Belagavi</td>
<td>Karnataka</td>
</tr>
<tr>
<td>8</td>
<td>KLE Society's S Nijalingappa Institute</td>
<td>KLES</td>
<td>Bangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>9</td>
<td>Lakhotia Institute of Design</td>
<td>LID</td>
<td>Hyderabad</td>
<td>Telangana</td>
</tr>
<tr>
<td>10</td>
<td>LISAA School of Design</td>
<td>LIS</td>
<td>Bangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>11</td>
<td>Madras Institute of Fashion Technology</td>
<td>MFT</td>
<td>Chennai</td>
<td>Tamilnadu</td>
</tr>
<tr>
<td>12</td>
<td>Mangalore Institute of Fashion Technology</td>
<td>MIFT</td>
<td>Mangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>13</td>
<td>National School of Fashion Art and Design</td>
<td>NSFAD</td>
<td>Bangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>14</td>
<td>NIFT-TEA Institution of Knitwear Fashion</td>
<td>NIFT TEA</td>
<td>Tirupuru</td>
<td>Tamilnadu</td>
</tr>
<tr>
<td>15</td>
<td>Shree Devi Institution of Fashion Design</td>
<td>SDCFD</td>
<td>Mangalore</td>
<td>Karnataka</td>
</tr>
<tr>
<td>16</td>
<td>Vogue Institution of Fashion Technology</td>
<td>VIFT</td>
<td>Bangalore</td>
<td>Karnataka</td>
</tr>
</tbody>
</table>
Figure 1: Map indicating the area of sample study
3.6 Methodology

The survey method was considered most appropriate for this study because it can measure teachers and students background, experience and awareness about library information resources and services. It was well suited to the research questions taken up for this study. The data has been obtained by using questionnaires; this data has been standardized for comparison. The questionnaire was designed, keeping in view the objectives of the study for collecting usage data from teachers and students of different fashion design institution. The questionnaire was divided into 4 parts

3.6.1 Primary data

The primary data collection was made by administering questionnaires to teachers and students of fashion design institution of South India. The questionnaire has been the most popular form of data collection used in Library and Information Science studies (Palmquist & Kim, 1998), However, the "directly administered" questionnaire method is effective when a group of people assemble in one place (Ary et al., 1996). The researcher personally administered 1007 questionnaires and collected 811 filled questionnaires.

3.6.2 Secondary data collection sources:

To study the ‘Use of Information Resources and Services by Students and Teachers of Fashion Design Institution of South India: A Study’ following sources was used to collect data

1. Articles of professional journals

2. Proceedings of National and International conference and seminars, media reports and other publications related to the research topic.

3. Institution’ library websites/home pages

4. Library resources and services given to users

5. The writers which were found from all these sources were also systematically analysed for the purpose of gathering additional authentic information on the silent features of the study
### 3.6.3 Research Sample

**Table 3.1 Research Sample**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of the Institution</th>
<th>Distributed questionnaires</th>
<th>received filled questionnaires</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Army Institute of Fashion and Design</td>
<td>120</td>
<td>90</td>
<td>11.10%</td>
</tr>
<tr>
<td>2</td>
<td>Hamstech Institute of Fashion and Interior Design,</td>
<td>69</td>
<td>53</td>
<td>6.54%</td>
</tr>
<tr>
<td>3</td>
<td>Institute of Fashion Technology Kerala</td>
<td>65</td>
<td>55</td>
<td>6.78%</td>
</tr>
<tr>
<td>4</td>
<td>Indian Institute of Fashion Technology</td>
<td>108</td>
<td>81</td>
<td>9.99%</td>
</tr>
<tr>
<td>5</td>
<td>Inter National Institute Of Fashion Design</td>
<td>55</td>
<td>43</td>
<td>5.30%</td>
</tr>
<tr>
<td>6</td>
<td>Kalaniketan School of Fashion Art and Design</td>
<td>50</td>
<td>46</td>
<td>5.67%</td>
</tr>
<tr>
<td>7</td>
<td>KLE Society's S Nijalingappa Institute</td>
<td>35</td>
<td>31</td>
<td>3.82%</td>
</tr>
<tr>
<td>8</td>
<td>K.L.E's. Institute of Fashion Technology &amp; Apparel Design for Women</td>
<td>35</td>
<td>31</td>
<td>3.82%</td>
</tr>
<tr>
<td>9</td>
<td>Lakhotia Institute of Design</td>
<td>40</td>
<td>35</td>
<td>4.32%</td>
</tr>
<tr>
<td>10</td>
<td>LISAA School of Design</td>
<td>40</td>
<td>36</td>
<td>4.44%</td>
</tr>
<tr>
<td>11</td>
<td>Madras Institute of Fashion Technology</td>
<td>59</td>
<td>43</td>
<td>5.30%</td>
</tr>
<tr>
<td>12</td>
<td>Mangalore Institute of Fashion</td>
<td>62</td>
<td>49</td>
<td>6.04%</td>
</tr>
<tr>
<td>13</td>
<td>NIFT-TEA Institute of Knitwear Fashion</td>
<td>64</td>
<td>51</td>
<td>6.29%</td>
</tr>
<tr>
<td>14</td>
<td>National School of Fashion Art and Design</td>
<td>40</td>
<td>32</td>
<td>3.95%</td>
</tr>
<tr>
<td>15</td>
<td>Shree Devi Institute of Fashion Design</td>
<td>50</td>
<td>42</td>
<td>5.18%</td>
</tr>
<tr>
<td>16</td>
<td>Vogue Institute of Fashion Technology</td>
<td>115</td>
<td>93</td>
<td>11.47%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1007</strong></td>
<td><strong>811</strong></td>
<td><strong>80.53%</strong></td>
</tr>
</tbody>
</table>

That is 80.53% data collected from 16 fashion design institute. The total number of respondents was 811. In these 120 Teachers and 691 students were the respondents of this research.
3.6.4 Statistical techniques used for data analysis

The collected data has been analyzed with the help of statistical package for social sciences (SPSS version 18.0). Factor analysis was carried out by the researcher by using SPSS. Other popular Statistical methods like percentage analysis and Factor Analysis, Correlation, T test and ANOVA were used in this research for better analyzing purpose.

3.5.5 Factor Analysis

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. For example, it is possible that variations in six observed variables mainly reflect the variations in two unobserved (underlying) variables. Factor analysis searches for such joint variations in response to unobserved latent variables. The observed variables are modelled as linear combinations of the potential factors, plus "error" terms. Factor analysis aims to find independent latent variables. Followers of factor analytic methods believe that the information gained about the interdependencies between observed variables can be used later to reduce the set of variables in a dataset.

3.6.6 Correlation

The correlation is one of the most common and most useful statistics. It is a measure of the strength of linear association between two variables. Correlation will always be between -1.0 and +1.0. If the correlation coefficient is positive, positive relationship exists between the variables. If it is negative, negative relationship exists between the variables. Correlation is often called bi-variate correlation to designate a simple correlation between two variables.

3.6.7 ANOVA

Analysis of variance is a procedure used for comparing sample means to see if there is sufficient evidence to infer that the corresponding population distributions also differ. One way ANOVAs was used to find out if there was a significant difference in the mean scores of different groups in the same sample.
3.6.8 T test

A T test is an analysis of two population’s means through the use of statistical examination; a T test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known.

3.6.9 Conclusion

This chapter has reported the type of research study, sample for the study, sampling technique used, and development of data collection instrument for the study and data collection procedure followed in survey in detail. The sample size for the current research work was students and teachers of fashion design institution of South India.

Descriptive statistics for the data has been reported in Chapter V. Hypothesis formulated were tested using appropriate statistical tests and the results of these tests have also been reported in Chapter V.
REFERENCE


