CHAPTER - VI
SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction
This chapter provides the findings of the study, suggestions for further research, recommendations and conclusions of the study. The main focus is on the findings that the objectives of the study have made achieved. The major findings of this research are discussed, recommendations, topics for future research are suggested and conclusions are provided.

At the end, bibliographical references are listed, along with appendices.

6.2 Issues studied and analyzed and Methodology adopted for this study
The researcher has conducted a study on use of information resources and services by teachers and students in fashion design institution of South India. The issues studied are purpose of library visits, library resources, library services e-resources, swatch library. For the purpose of data collection, a well structured questionnaire was designed and administrated randomly to the 1007 researchers, out of which 811 filled in questionnaires were received accounting for 80.53% response rate. Random sampling techniques (convenience sampling) were used in administering questionnaires to the researchers and collected information from librarians through interview schedule method and used for analysis.

The collected questionnaires were organized, coded, analyzed and interpreted in the light of the objectives and hypothesis stated in the first chapter. In analyzing and interpreting the data, different statistical measures like factor analysis, correlation ANOVA and T Test were used. Further for the clear understanding of the presentation tables, charts and graphs were used.

6.3 Findings
6.3.1 Demography Profile
A majority (36%) of respondents are from II year students (Table 5.1.1). The highest (62%) percentages of respondents are Assistant Professors (Table 5.1.2). A majority (33%) of the respondents have M.Sc. qualifications (Table 5.1.3). Maximum numbers (72%) of respondents are female (Table 5.1.4). The 20 – 21 (47%) age group
constitutes the highest (table 5.1.5). A majority (11.47%) of respondents are from Vogue Institute of Fashion Technology (Table 5.1.6)

6.3.2 Use of library

A majority (41.43%) of the users visit libraries twice a week (table 5.2.1), A majority (52.15%) of the respondents have good computer literacy (table 5.2.2). A majority 425 (52.40%) of the respondents were not aware of OPAC (Online Public Access Catalogue) (table 5.2.3). A majority (96.89%) of the respondents are aware of OPAC (Online Public Access Catalogue) from Library professional staff (5.2.4)

6.3.3 Access and use of library resources

A majority (62.88%) of the respondents do not access and use e-resources’ (table 5.3.1). A majority of the respondents are ‘accessing library resources’ 271 (90.03%) from library (table 5.3.2). A majority 85 (28.23%) of the respondents are using e-resources from ‘six months to one year’. A majority of the respondents 111 (36.87%) spend 2-3 hours in a week to use e-resources, (table 5.3.4). A majority of respondents 491(60.54%) are ‘aware of swatch library’, (table 5.3.5). A majority of the respondents 268 (54.60%) use swatch library to do assignment ‘Product realization/portfolio development’ (table 5.3.6), and majority of respondents 628 (77.44%) are ‘satisfied with library information resources and services’, (table 5.3.7). A majority of respondents 105 (57.39%) expressed that there is ‘in-sufficient resources in the library’ (table 5.3.8). A majority of respondents 523 (64.49%) opine that they agree to visit to library for borrowing and returning books (table 5.3.9). A majority of respondents 426 (52.59%) opine that they ‘preferred main print materials’ (table 5.3.10). A majority of respondents 467 (57.58%) opined that they are using ‘textbook’ (table 5.3.11). A majority of respondents 461 (56.84%) opined that they use for ‘book lending services’ (table 5.3.12). A majority of respondents 448 (55.24%) respondents opined to that they visit library for education purpose (table 5.3.13) and 488 (60.16%) respondents to read print materials (table 5.3.14). A majority of 510(62.89%) of respondents are satisfied with print reading materials (table5.3.15). A majority of 295(36.37%) of respondents opine that they access full text and bibliographic resources to a great extent from ‘Femina’.

Table 5.4.1 discovered that 'purpose of library visits' achieved the highest mean score of 3.80 and standard deviation is 0.38. 'type of resources used' achieved the highest
mean score of 3.45 and standard deviation is 0.81 'type of resources used' achieved the highest mean score of 2.95 and standard deviation is 0.40 'often use library services' achieved the highest mean score of 2.56 and standard deviation is 0.38 'purpose of using library resources' achieved the highest mean score of 3.20 and standard deviation is 0.61 'type of read resources' achieved the highest mean score of 3.35 and standard deviation is 0.74 'satisfied with the library printed material and e-resources' achieved the highest mean score of 3.15 standard deviation is 1.00

Table 5.4.2 discovered that Factor 1 accounted for about 24% of the total variance, factor 2 about 23%, factor 3 about 12%, factor 4 about 11% and factor 5 about 5% of the total variance. For this task, the cumulative variance extracted is 76%.

Table 5.4.3 discovered that ‘often use resources’ parameter was found to have positive and significant correlations (at 1% level) with 'purpose of library visits' and 'type of resources'. ‘often use services’ parameter was found to have positive and significant correlation (at 1% level) with 'often use resources' and positive and significant correlation (at 1% level) with 'purpose of library visits'. ‘purpose of using’ parameter was found to have positive and significant correlations (at 1% level) with 'purpose of library visits' and 'often use resources' & positive and significant correlations (at 5% level) with ‘type of resources' and 'often use services'. ‘read resources’ parameter was found to have positive and significant correlations (at 1% level) with 'type of resources', 'often use resources' and 'often use services' & positive and significant correlations (at 5% level) with 'purpose of library visits' and 'purpose of using'. ‘satisfaction with library resources’ parameter was found to have positive and significant correlations (at 1% level) with 'type of resources', 'often use resources', 'often use services' and 'read resources'. ‘F 1Main resources and services’ was found to have positive and significant correlation (at 1% level) correlation with 'type of resources' and positive and significant correlations (at 5% level) with 'often use resources' 'often use services', 'read resources' and 'satisfied library resources', and negative and significant correlation (at 5% level) with purpose of library visits. ‘F 2 type of resources used’ was found to have positive and significant (at 1% level) correlations with 'type of resources', 'often use resources', 'often use services', 'read resources' satisfied with library resources and F 1main resources and services, it also had positive and significant correlations (at 5% level) with 'purpose of library visits 'and 'purpose of using'. ‘F 3 purpose of visit and use’ was found to have positive and significant (at 1%
level) correlation with 'satisfaction with library resources' and positive and significant correlation (at 5% level) with 'purpose of library visits' and negative and significant (at 5% level) with F1 main resource. ‘F4 type of resources’ was found to have positive and significant (at 1% level) correlations with 'type of resources', 'often use resources', 'often use services', 'read resources', 'satisfaction library resources', F1 main resources and services and F2 type of resources used, it was also found to have positive and significant (at 5% level) with 'purpose of library visits'. ‘F5 Satisfied library printed materials and e-resources’ was found to have positive and significant (at 1% level) correlations with 'type of resources', 'read resources', F1 main resource and F4 type of resources, it was also found to have positive and significant correlations (at 5% level) with 'often use resources’, ‘often use services’ ‘satisfaction with resources' and F2 type of resources used.

6.3.4 Librarian interview

The table 5.5.1 finds that out of total sixteen institutions NIFT-TEA Institution of Knitwear Fashion has the maximum number of 8058 resource the total collection and Inter National Institute of Fashion Design has the least collection (2158) of resources out of the total 16 institutions and also the table 5.5.2 finds that out of 16 libraries under study only 10(62.5%) of the libraries posses qualified librarians. The table 5.5.3 finds that out of 16 institutions only 10 institution libraries have systematic budget allocation and library advisory committee.

6.3.5 Hypotheses test

Table 5.6.1 discovered that the F value of ‘purpose of library visits’ is 1.28 and significance is 0.27. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.6.2 discovered that the F value of ‘type of resources used’ is 1.65 and significance is 0.16. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.6.3 discovered that the F value of ‘often use library resources’ is 15.78 and significance is 0.00. Since the significance value is lesser than 0.05, the mean
differences existing for this parameter across respondents' age groups are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.6.4 discovered that the F value of ‘often use library services’ is 12.46 and significance is 0.00. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents' age groups are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.6.5 discovered that the F value of ‘purpose of using library resources’ is 180.19 and significance is 0.00. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents' age groups are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.6.6 discovered that the F value of ‘type of read resources’ is 2.72 and significance is 0.03. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents' age groups are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.6.7 discovered that the F value of ‘satisfied with the library printed material and e-resources’ is 1.81 and significance is 0.12. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.7.1 discovered that the F value of ‘F 1 main resources’ is 0.89 and significance is 0.47. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.7.2 discovered that the F value of ‘F 2 type of resources used’ is 0.80 and significance is 0.52. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.7.3 discovered that the F value of ‘F 3 purpose of use’ is 0.62 and significance is 0.65. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.
Table 5.7.4 discovered that the F value of ‘F4 type of resources’ is 1.42 and significance is 0.22. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents' age groups are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.7.5 discovered that the F value of ‘F 5 satisfied library printed materials and e-resources’ is 2.71 and significance is 0.03. Since the significance value is less than 0.05, the mean differences existing for this factor across respondents' age groups are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.8.1 discovered that the F value of ‘purpose of Library visits’ is 0.65 and significance is 0.52. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' educational stages are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.8.2 discovered that the F value of ‘type of resources used’ is 7.82 and significance is 0.00. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents' educational stages are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.8.3 discovered that the F value of ‘often use library resources’ is 0.86 and significance is 0.42. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' educational stages are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.8.4 discovered that the F value of ‘often use library services’ is 1.86 and significance is 0.16. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' educational stages are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.8.5 discovered that the F value of ‘purpose of using library resources’ is 28.39 and significance is 0.00. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents' educational stages are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis accepted.
Table 5.8.6 discovered that the F value of ‘type of read resources’ is 8.52 and significance is 0.00. Since the significance value is lesser than 0.05, the mean differences existing for this parameter across respondents' educational stages are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis accepted.

Table 5.8.7 discovered that the F value of ‘satisfied with the library printed material and e-resources’ value is 2.85 and significance is 0.06. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents' educational stages are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.9.1 discovered that the F value of ‘purpose of library visits’ is 0.39 and significance is 0.82. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.9.2 discovered that the F value of ‘type of resources use” is 3.56 and significance is 0.01. Since the significance value is less than 0.82, the mean differences existing for this parameter across respondents’ educational qualifications are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.9.3 discovered that the F value of ‘often use library resources’ is 2.41 and significance is 0.049. Since the significance value is less than 0.82, the mean differences existing for this parameter across respondents’ educational qualifications are significant at 5% level. Hence, null hypothesis is rejected and alternate hypothesis is accepted.

Table 5.9.4 discovered that the F value of “often use library services” is 0.55 and significance is 0.70. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.9.5 discovered that the F value of ‘purpose of using library resources’ is 0.40 and significance is 0.81. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis is accepted.
Table 5.9.6 discovered that the F value of ‘type of read resources’ is 3.04 and significance is -0.02. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents’ educational qualifications are significant at 5% level. Hence, null hypothesis rejected and alternate hypothesis is accepted.

Table 5.9.7 discovered that the F value of ‘satisfied with the library printed material and ’ is 3.03 and significance is 0.02. Since the significance value is less than 0.05, the mean differences existing for this parameter across respondents’ educational qualifications are significant at 5% level. Hence, null hypothesis rejected and alternate hypothesis is accepted.

Table 5.10.1 discovered that the F value of ‘F 1 main resources and services’ is 4.96 and significance is 0.00. Since the significance value is less than 0.00, the mean differences existing for this factor across respondents’ educational qualifications are significant at 5% level. Hence, null hypothesis rejected and alternate hypothesis accepted.

Table 5.10.2 discovered that the F value of ‘F 2 type of resources used is 1.01 and significance is 0.41. Since the significance value is more than 0.00, the mean differences existing for this factor across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis accepted.

Table 5.10.3 discovered that the F value of ‘F3 purpose of visit and use is 1.13 and significance is 0.35. Since the significance value is more than 0.00, the mean differences existing for this factor across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis accepted.

Table 5.10.4 discovered that F value of ‘F4 type of resources’ is 1.93 and significance is 0.11. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.10.5 discovered that the F value of ‘F 5 satisfied library printed materials and e-resources’ is 0.89 and significance is 0.47. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents’ educational qualifications are not significant at 5% level. Hence, null hypothesis is accepted.
Table 5.11.1 discovered that the t value of ‘purpose of library visits’ 1.86 and significance is 0.06. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.11.2 discovered that the t value of ‘type of resources used’ is -1.19 and significance is 0.23. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.11.3 discovered that the t value ‘often use library resources’ is 1.86 and significance is 0.06. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.11.4 discovered that the t value of ‘often use library services’ is -0.58 and significance is 0.56. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.11.5 discovered that the t value of ‘often use library services’ is -0.58 and significance is 0.56. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.11.6 discovered that the t value of ‘type of read resources’ is -1.30 and significance is 0.20. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.11.7 discovered that the t value of ‘satisfied with the library printed materials and e-resources’ is -1.06 and significance is 0.29. Since the significance value is more than 0.05, the mean differences existing for this parameter across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.12.1 discovered that the t value of ‘F 1 main resources and services’ is 0.61 and significance is 0.54. Since the significance value is more than 0.05, the mean
differences existing for this factor across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.12.2 discovered that the t value of ‘F 2 type of resources used’ is -0.75 and significance is 0.46. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.12.3 discovered that the t value of ‘F 3 purpose of use’ is 1.05 and significance is 0.30. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.12.4 discovered that the t value of ‘F 4 type of resources’ is 1.05 and significance is 0.30. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

Table 5.12.5 discovered that the t value of ‘F 5 satisfied library printed materials and e-resources’ is 0.01 and significance is 0.99. Since the significance value is more than 0.05, the mean differences existing for this factor across respondents’ genders are not significant at 5% level. Hence, null hypothesis is accepted.

6.4 Recommendations

1. Orientation should be primarily concerned with ways of introducing the user to the general techniques of library usage and services available. Hence the study recommends that librarians should conduct frequent orientation programmes/user education programmes to introduce various facilities and services of the library and to guide new students to learn about collections and services provided by the library. This programme will ensure that library users can make use of library resources and services, adequately and to their satisfaction.

2. The study recommends that librarians should take initiatives to computerize all functions of the library as a part of library automation. Library catalogues of books and other reading material can be accessed through library intranet and internet. OPAC is an online material database held by a library or group of libraries. Hence the study also recommends that OPAC facility is an essential
service it a simple electronic version of card catalogue and the gateway to library’s collections.

3. The study recommends that teachers and students of fashion design institute have to be encouraged to evoke the use of e-resources for their academic work as today fashion design is the fastest growing industry in the world and usage of growing information technology is enormous. Embarking on usage of e-resources is generally accepted because of ease of usability, readability, affordability.

4. Students of fashion design institute should be directed to use swatch library (Swatch is a sample piece of fabric cut from bold and sent for inspect in prior to purchasing yards) so as to get knowledge in finding the perfect textile for their project work and reach quicker decisions to find what they need.

5. The management or authority should implement a policy to have library website of each fashion design institute as libraries are important cornerstones of a healthy community. In a website libraries may organise various resources like electronic reference collections and other subscribed databases.

6. The library should provide facilities and services through one platform (integrated search) that offers instant access to scholarly research, iconic images and quality textbook, museum, costume collections, e books, colour images etc.

7. The library should acquire collection development in such way as to provide premier sources of information for all aspects of the design and crafts.

8. There should be fashion windows attached to library because fashion window includes numerous information sources for visual merchandising display, designers information.

9. The study recommends that in the today’s fashion world the fashion academy should be housed with at least with reasonable related collection of resources, the study also recommends that the authority should take initiation for the development of collection especially with print resources as the study finds that users prefer more print resources.

10. Library is an important asset in the society and whereas in academic libraries qualified and well trained staff can handle efficient task of the user needs so the
study recommends that with the increasingly important role of library librarians play a significant role in satisfying today’s’ users need, each and every institution should possess library with well trained qualified staff.

11. The parent institution of fashion design institution or the concerned authority should take initiation in providing fund or budget allocation for the development and management of library and to enhance the efficiency of management, to accomplish the objectives ensuring the availability of materials in a library.

6.5 Suggestions for further study

Following are the further areas of research

1. Use of information resources and services by teachers and students of National Institute of Fashion Technology and National Institute of Design.

2. Use of information resources and services by teachers and students of Karnataka: a study.

3. Users’ attitude towards library resources in fashion design institute.

4. User perception on library services and information resources in National Institute of Fashion Technology.


6.6 Conclusion

Many studies have been carried out on the use of information resources and services in the field of library and information science. But very few works carried out in fashion designing institute libraries. This study provided insight into the use of information resources and services by the teachers and students of fashion design institution of South India. The comprehensive information was obtained through a well structured questionnaire, which involved several aspects of use of information resources and services, purpose of visiting library, use of e-resources, how often they use library resources and services, awareness of OPAC, awareness about Swatch library, e-resources usage purpose and use of library resources and services, satisfaction level of library use. The overall attitude towards the use of information resources and services by students was shown to be very positive. Although the use of
information resources by the teachers and students of south Indian fashion designing institutes under study is well established, there is a need to increase the use of information resources and services. The usage of e-resources is very less by both faculty and students. Further, the usage of these-resources can be increased if users are motivated to use these services in the library by providing them help in searching and downloading the information. Another conclusion is that, a majority of the teachers and students prefer print compare to electronic format of information resources. Thus, the library should continue to provide electronic as well as print version of information resources. With regard to reading pattern, maximum of respondents use print format documents. This survey has served as a benchmark for the use of Information Resources and services by the teachers and students of fashion design institution of South India