Chapter - V

CONCLUSION
<table>
<thead>
<tr>
<th>CHAPTER-V</th>
<th>CONCLUSION</th>
<th>Page no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Summary of Findings</td>
<td>226</td>
</tr>
<tr>
<td>5.2</td>
<td>Suggestions</td>
<td>233</td>
</tr>
</tbody>
</table>
An attempt has been made in this chapter to summarize the findings of the study based on data collected and analyzed from the Post Graduate students of Sri Venkateswara University and Manonmaniam Sundaranar University regarding their Information-seeking behaviour.

The study population consists of Post Graduate students of Sri Venkateswara University and Manonmaniam Sundaranar University. A total of 831 students were selected to be included in the sample from these universities on stratified random sampling method. 630 students responded with a response rate of 75.81%. The final sample consists of 325 students from Sri Venkateswara University, Andhra Pradesh and 305 from Manonmaniam Sundaranar University, Tamilnadu.

The Post Graduate students of the two universities are from disciplines representing Humanities (19.0%), Social Sciences (39.4%) and pure Sciences (41.6%).

The students covered in the study belong to the universities of S. V. University and M. S. University. Male and female respondents covered in the study are of almost in equal proportion.

5.1 SUMMARY OF FINDINGS

The significant findings of the study are given below:

- Majority of the respondents are in the age group of 20-25 years (86%) and only 13% of students are in the age group of 26-30 years and 1% are above 30 years of age.
• Nearly 64% of respondents hail from rural areas and the rest from urban areas.

• Majority of students’ parents are economically not strong as their annual income is below Rs. 50,000.

• Nearly half of the respondents’ parents’ occupation is agriculture followed by government service and private service.

• About 68% of respondents, irrespective of region and language, pursue their studies with English as the medium of instruction, which reveals the popularity of English medium over regional languages.

• Among the Post Graduate students in a university setup, nearly half of them have the tendency to have their personal library collections.

• About four-fifth of the students have a knowledge of computers, while the remaining 20% are not aware of computer use and access.

• All the respondents are in the habit of using the library and more than half of them visit the library everyday and one fifth visit the library every alternate day and a very negligible portion do not use the library.

• The main purpose of visiting the library is preparing for examinations, followed by preparing for competitive examinations and dissertation work.
• Educational information is the pre-dominantly used information-need for the respondents useful for their academic and research activities followed by employment and job related information.

• An academic library is the most preferred type of information center consulted by the respondents for their educational needs and is followed by visit to public library and personal collection of family and friends.

• To update their knowledge in their respective subject, the respondents consult friends, colleagues and peer groups, reading literature and book reviews and library and catalogues in that order.

• All the respondents of the study undertake information searching on their own to meet their desired educational needs.

• Friends and internet technology have been great sources of information to the respondents in satisfying their information-needs.

• More than half of the respondents have undergone formal training in information searching.

• Two-third and one-fourth of the respondents agree and strongly agree that they need instruction on how to use information sources in their subject areas for effective use of library.

• Majority of the respondents make use of encyclopaedias for searching background information.
The content page and subject index are the two popular methods employed by the respondents for searching background information from encyclopaedias.

The major reasons for not using encyclopaedias are mainly that the respondents are not interested and also the lack of time.

Majority of the respondents are using books to support their curriculum and examinations needs of the course accounting to 94.6%. Thus books remain a popular source of information to the Post Graduate students in for their academic course and for curriculum support.

Library catalogue and indexes of the books are the preferred methods of searching books in the library by the students.

Subject catalogue and author catalogues are the type of library catalogues used for searching books in the library.

Among the Post Graduate students not using books, the reasons for not using are, lack of sufficient number of copies of books and non-availability of latest editions of books.

About four-fifth of the respondents are using dissertations/theses and nearly 85% are using journals for their educational support, which is a bit less as compared to use of books.

Contents page reference is the most popular method used by respondents for finding information in the journals.

The major reason for not using scientific journal is the non-availability of needed journals, lack of time and awareness among the respondents.
• Use of abstracting sources is less among Post Graduate students as compared to use of books, journals and dissertations in that order.

• The major method adopted by the respondents for searching information in abstracting sources is subject index and main reasons for not using abstracting sources is that they are not aware about abstracting sources and feel that it is not useful.

• Almost all the respondents use internet technology for their academic and research activity.

• The main purpose of using internet is for research project than for communication and downloading programmes.

• Majority of the Post Graduate students are using internet for the last 1 to 5 years and only 5.3%, while 7.1% have been using internet from 6-10 years and above 10 years respectively and thus, major proportion of respondents are using internet between one and five years.

• Browsing websites and search engines are the most preferred methods for finding information on the internet.

• E-reference books and e-journals are the types of electronic information sources browsed on the internet by the respondents.

• Major reasons for not using internet are mainly the fact that, respondents are not interested in accessing internet and feel lack of training in browsing the internet.

• Majority of the respondents are of the opinion that information resources in the university library are adequately stocked.
• The respondents 'daily' and 'weekly' refer other libraries for getting the information and about one-third moderately refer other libraries.

• Among the various information services, reference service is the 'daily' used service when compared other library services. The library services in general used 'weekly' and 'monthly'. It is almost the same for the Inter-library loan, reference service, photocopy service, CD-ROM search, book reservation- circulation and bound periodicals over night service. However, more than half of the respondents indicated that they never use inter-library loan, reference service, photocopy service, CD-ROM search, book reservation- circulation and bound periodicals over-night service.

• More than four-fifth of the respondents indicated the availability of adequate books on competitive examinations.

• There is an association between the discipline of the students and frequency of using library, purpose of collecting information, type of information centers consulted, purpose of using internet, information resources browsed on internet, availability of sufficient books on subject, referring to other information centers and information services and thus null hypothesis framed has been rejected.

• There is no association between the discipline of the students and information searching undertaken by the respondents and thus the null hypothesis is accepted.

• There is an association between the university of the students and frequency of using library, purpose of collecting information, type
of information centers consulted, purpose of using internet, availability of sufficient books on subject, referring other information centers and information services and thus null hypothesis framed has been rejected.

- There is no association between the university of the students and information searching undertaken on their own and information resources browsed on internet and thus the null hypothesis is accepted.

- There is an association between the gender of the students and frequency of using library, purpose of collecting information, purpose of using internet, information resources browsed on internet, availability of sufficient books on subject, referring other information centers and information services and thus null hypothesis framed has been rejected.

- There is no association between the gender of the students and type of information centers consulted and information searching undertaken by the respondents of the study and thus the null hypothesis is accepted.

- There is an association between the domicile of the students and frequency of using library, purpose of collecting information, purpose of using internet, information resources browsed on internet, availability of sufficient books on subject, referring other information centers and information services.

- There is no association between the domicile of the students and type of information centers consulted and information searching undertaken by respondents.
• There is an association between the annual income of parents of the students and frequency of using library, purpose of collecting information, type of information centers consulted, purpose of using internet, information resources browsed on internet, availability of sufficient books on subject, referring other information centers and information services.

• There is no association between the annual income of parents of the students and information searching undertaken by the respondents.

• There is an association between the occupation of parents of the students and frequency of using library, purpose of collecting information, type of information centers consulted, purpose of using internet, availability of sufficient books on subject, referring other information centers and information services.

• There is no association between the occupation of parents of the students and information searching and information resources browsed on internet.

5.2 SUGGESTIONS

Information-seeking is widely used in information sciences to encompass the entire process from recognizing the need for information to finding and using it. It focuses on interaction between the information seeker and information resources. In fact, it is a cyclic or interactive process by nature and is more than simply gathering information, encompasses posing and identifying the question, exploring available information; coming back to
refine the question, gathering and evaluating further information, and synthesizing and using it. This cyclic process of gathering, sorting, evaluating and refining may be carried out a number of times.

A holistic view of Information-seeking process comes near to ideas of inquiry learning. They both emphasize an iterative question-driven process of finding, managing and evaluating information. An additional aspect of inquiry learning is its collaborative nature, which gives rise to a challenge of arranging collaborative situations of Information-seeking with heterogeneous groups of students. A naive way of students' Information-seeking process emerged through empirical studies. Instead of being a holistic process, it manifests itself in the form of information gathering only, and uncritical acceptance of information. When learning activities are focused on information gathering, such important phases as refining the question, evaluating and synthesizing information, is easily neglected.

The results of the study emphasize the need for better orientation about library resources and services and user-training workshops especially in using and searching skills for journals, abstracting sources (abstracting databases) and internet to support learning, teaching and research. There is a need to organize user-workshops in educating and training regarding the various information sources available that includes primary, secondary and tertiary information sources both print and e-format. Further, the information services extended by university library need to be strengthened as a majority of them are not using the information services extended by the library to an optimal extent.
Using new technological devices merely for copy-pasting information is simply not enough. Instead, a new pedagogical culture, which is supported by technology, has to be carefully designed and put to use for developing students' information-seeking skills. In addition, it is important that new pedagogical models, which emphasize higher order Information-seeking activities do not become an unmanageable additional cognitive load. The library plays a significant role in promoting the better use of information sources and services, but at the same time, the teacher plays an important role in coordinating and scaffolding students' learning activities towards a comprehensive inquiry process. In addition to supporting students, it is also necessary to offer teachers new conceptual devices for understanding the potential and challenges of collaborative inquiry learning and to provide support for practical pedagogical implementation. The starting point for effective information-seeking with technological support is thus embedded in a sound theoretical understanding of the Information-seeking process, as it is intertwined with meaningful pedagogical practices.