Chapter VI

FINDINGS, SUGGESTIONS
AND CONCLUSIONS

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6.1 Introduction

This chapter provides the summary of findings. Further it lists the suggestions to improve the information search and information literacy skills of faculty members of polytechnic colleges in Karnataka in utilizing information resources. Then suggestions for further research and conclusion.

As we know the job of faculty members is teaching, to teach in a better manner faculty members have to update their knowledge to cope up for the competitive knowledge world. If the faculty members stop learning slowly they gradually become illiterate.

6.2 Summary of Major Findings

The major findings of the study from the analysis of the data are given below:-

1. Out of 1000 questionnaire distributed, 730 questionnaires were received back, the rate of response is 73.0%

2. 365(50.00%) faculty members are from Government polytechnic colleges, followed by 210(28.76%) faculty members are from Aided polytechnic colleges and 155(21.24%) faculty members are from unaided polytechnic colleges.

3. 411 (56.3%) are male faculty members and 319(43.70%) are female faculty members.

4. 127 (17.39%) faculty members are from Civil engineering branch, where as 8(1.09%) faculty members are from Library Science branch

5. 386 (52.87%) faculty members are having qualification of B.E., only 4(0.54%) faculty members have acquired PhD Qualification.

6. 296 (40.54%) faculty members are in the age group of 21-30 where as 65(8.90%) faculty members are in the age group of 51-60.
7. 269 (36.84%) faculty members are having less than five years of teaching experience and 90(12.35%) faculty members are having 16-20 years of teaching experience.

8. 656 (89.86%) faculty members have not published any kind of publication. Only 54(7.49%) faculty members have published research article and the remaining 20(2.75%) faculty members have published book.

9. All the faculty members under study are visiting the library (730, 100.00%)

10. 253 (34.65%) faculty members visit library 3-4 times a week, whereas 82(11.23%) faculty members visit library rarely.

11. 557 (76.30%) faculty members visit the library for the purpose of borrowing books; followed by 476(65.20%) faculty members visit the library for the purpose of reading newspapers. Only 55(7.53%) faculty members visit the library for the purpose of using Internet.

12. Majority of faculty members opined that they find book in the library (697, 95.47%), where as 448(61.36%) faculty members find newspapers in the library. Only 8(1.09%) faculty members find statistical sources in the library.

13. 680(93.15%) faculty members use text books related to subjects in the library where as 75(10.27%) faculty members use standards and specifications.

14. 508(69.60%) faculty members are satisfied with the existing sources available in the library.

15. 440(60.27%) faculty members use library catalogue, services. Only 56(7.67%) faculty members use internet services in the library.

16. 511(70.00%) faculty members are satisfied with the services provided in the library.

17. Only 136(18.63%) faculty members undergo library orientation programme, out of which 72 (52.95%) faculty members undergo library orientation programme once in a year.

18. All the faculty members under study are in need of Information (730, 100%)
19. 641 (87.80%) of faculty members are in need of academic information followed by 583(79.86%) faculty members are in need of general information where as 249(34.10%) faculty members are in need of political information.

20. 657 (90.00%) faculty members have the skills and competency to identify and find variety sources of information.

21. 661(90.54%) faculty members opine that they find the needed information in Internet.

22. 676 (92.60%) faculty members use books to satisfy their information need. Whereas 376(51.50%) faculty members use reference sources to satisfy their information need. Only 28(3.83%) faculty members use patents to satisfy their information need.

23. 88.7% (283) of female faculty members have the knowledge of parts of books. Non significant association is found between male and female faculty members with respect to knowledge of parts of book.

24. Significant association is found between faculty members of different age groups with respect to knowledge of the parts of book which is more in the age group of 41-50 (92.6%, 187) and less in the age group of 21-30 (84.1%, 249).

25. 100.00% (4) of faculty members holding PhD Qualification do have the knowledge of parts of books. Non significant association is found between faculty members of different qualifications with respect knowledge of parts of book.

26. 100.00% (8) of faculty members of library science have the knowledge of parts of book. Non significant association is found between different branches of faculty members with respect to knowledge of parts of books.

27. 510 (79.56%) of faculty members have the knowledge of the table of contents in the books.

28. 45.1% (144) of female faculty members have identified all the skill relating to parts of books. Non significant association is found between male and female faculty members with respect to skill to identify the parts of books.
29. 46.6% (138) of faculty members of the age group between 21-30 have all the skills to identify the parts of books. Non significant association is found between faculty members of different age groups with respect to skill to identify the parts of book.

30. 44.9% (144) of faculty members of M.Tech. qualification have all the skills to identify the parts of books. Non significant association is found between faculty members of different qualifications with respect to skill to identify the parts of books.

31. 59.1% (13) of Commercial Practice faculty members have all the skills to identify the parts of books. Non significant association is found between faculty members of different branches with respect to skill to identify the parts of books.

32. 69.0% (220) of female faculty members have the skills to identify the document journal. Non significant association is found between male and female faculty members with respect to skill to identify the document journal.

33. Significant association is found between faculty members of different age groups with respect to skill to identify the document journal which is high in the age group of 41-50 (75.7%, 153) and less in the age group of 31-40 (64.1%, 107).

34. Faculty members of PhD qualification (100.00%, 4) are having more skill where as faculty members of M.Tech qualification (67.3%, 171) are having less skill in identify the document journal. A significant association is found among faculty members of different qualifications with respect to skill to identify the documents Journal.

35. Significant association is found between faculty members of different branches with respect to skill to identify the document journal which is more in the faculty members of Library Science (100.00%, 8) and less in the faculty members of Commercial Practice (45.5%, 10).

36. Significant association is found between male and female faculty members with respect to skill to identify the document dictionary which is more in the female faculty members (94.4%, 301) and Less in Male faculty members (90.3%, 371)
37. Significant association is found between faculty members of different age group with respect to skill to identify the document dictionary which is more in the age group of 41-50 (94.1%, 190) and less in the age group of 51-60 (83.1%, 54).

38. Significant association is found between faculty members of different qualification with respect to skill to identify the document dictionary which is more in the faculty members of PhD Qualification (100.0%, 4) and less in the faculty members of diploma qualification (71.4%, 10).

39. 100.0% (8) of Library Science faculty members have the skill to identify the document dictionary. A non significant association is found among faculty members of different branches with respect to skill to identify the document dictionary.

40. 84.0% (268) of female faculty members have the skill to identify the documents encyclopaedia. A non significant association is found among male and female faculty members with respect to skill to identify the document encyclopaedia.

41. 83.1% (54) of faculty members of the age group of 51-60 have the skill to identify the document Encyclopaedia. A non significant association is found among faculty members of different age groups with respect to skill to identify the document encyclopaedia.

42. 92.9% (13) of faculty members of diploma qualification have the skill to identify the document encyclopaedia. A non significant association is found among faculty members of different qualification with respect to skill to identify the document encyclopaedia.

43. 100% (8) of Library Science faculty members have the skill to identify the documents encyclopaedia. A non significant association is found among faculty members of different branches with respect to skill to identify the document encyclopaedia.

44. 70.39% (397) faculty members refer to the library catalogue, followed by 11.70% (66) faculty members refer to web OPAC, 10.10% (57) faculty members refer to bibliography and the remaining 7.80% (44) faculty members refer to OPAC for searching related document.
45. 89.16% (354) of faculty members use subject search in library catalogue where as 22.9%(167) faculty members use author name to search in library catalogue.

46. In Web OPAC 93.75% (60) of faculty members use basic search to search where as 28.12%(18) use expert search to search the related document.

47. 41.9% (306) of faculty members search and find the library material with the assistance from library staff. Where as 26.0% (190) of faculty members search the library materials with self guided search using subject guide.

48. 62.60%(457) of faculty members use the library catalogue to search journal; followed by 19.04%(139) faculty members use search engine to search the journal. Whereas only 8.90%(65) of faculty members use web OPAC of library to search journal.

49. 48.1% (351) of faculty members use indexing journal to find journal article. Whereas 14.7% (107) of faculty members use databases to find journal article.

50. 34.8% (254) of faculty members use the title of the article to search journal article, where as 15.8%(115) of faculty members use author’s name to search journal article.

51. 60.4%(441) of faculty members type the keywords of required information in search box of search engine to search. Where as only 1.9%(14) of faculty members use wild card and truncation to search required information in search engine.

52. 23.0%(168) of faculty members identified correct key words for a given topic.

53. A non significant association is found among male and female faculty members with respect to Skill to identify the key words for a given topic. 24.3%(100) of male faculty members have the skill to identify key words.

54. A non-significant association is found among faculty members of different age groups with respect to skill to identify the correct key words for a given topic. 33.8%(22) of faculty members in the age group 51-60 are having more skill to identify the correct key words where as 17.9%(53) of faculty members of the age group of 21-30 are having less skill to identify the correct key words.
55. A significant association is found among faculty members of different qualifications with respect to skill to identify the correct key words for a given topic. Faculty members of Master degree qualification (37.5%, 27) are having more skill to identify the correct key words where as faculty members of diploma qualification (14.3%, 2) are having less skill to identify the correct key words for a given topic.

56. 28.8%(210) of faculty members have identified the correct Boolean operator to search for a given topic. 31.3%(100) of female faculty members have identified correct Boolean operator for a given statement. A non significant association is found among male and female faculty members with respect to skill to identify the correct Boolean operator.

57. 33.5%(56) of faculty members are in the age group of 31-40 are having the skill to identify the correct Boolean operator for a given statement. A non significant association is found among faculty members of different age group with respect to skill to identify the correct Boolean operator.

58. A significant association was found among faculty members of different qualification with respect to skill to identify the correct Boolean operator for a given statement. Skill to identify the correct Boolean operator is more among faculty members of PhD qualification (75.0%, 3) and less among faculty members of Master degree qualification(20.8%, 15)

59. 35.6%(36) of faculty members of electronic engineering have the skill to identify the correct Boolean operator for a given statement. A non significant association is found among faculty members of different branches with respect to skill to identify the correct Boolean operator for a given statement

60. 59.58% (435) of faculty members have the skill to identify meta search engine.

61. 53.0% (387) of faculty members identified correct parameter to evaluate information i.e., Authenticity, followed by 48.6%(355) of faculty members use reliability parameter to evaluate information, where as 38.9%(284) of faculty members use accessibility parameter to evaluate information.

62. A significant association is found among faculty members of different age groups with respect to authenticity parameter to evaluate information. Faculty
members of the age group of 51-60 (64.6%, 42) have more skill to evaluate information where as 47.6% (141) of faculty members in the age group of 21-30 have less skill to evaluate information.

63. A significant association is found among faculty members of different qualification with respect to authenticity parameter to evaluate information. Faculty members of Master Degree qualification (70.8%, 51) have more skill to evaluate information where as 42.9%(6) of faculty members of diploma qualification have less skill to evaluate information.

64. 66.58% (486) of faculty members evaluate and select the most relevant of the accessed information.

65. 82.5%(602) of faculty members have the knowledge of Copy Right Act. A significant association is found among male and female faculty members with respect to knowledge of Copy Right Act, which is more in Male faculty member (86.4%, 355) and less in female faculty members (77.4%, 247).

66. 75.8%(553) of faculty members considered Copy Right issues while downloading information from the web.

67. 58.5%(427) of faculty members have the knowledge of fair use of information and plagiarism.

68. A significant association is found among faculty members of different age groups with respect to knowledge of fair use of information and plagiarism, which is more among faculty members in the age group of 51-60 (72.3%, 47) and less among faculty members in the age group of 21-30 (49.7%, 147)

69. 37.8%(276) of faculty members have faced the barriers such as lack of knowledge about arrangement of books on shelves in library for accessing information. Whereas 24.1%(176) faculty members face barrier such as lack of assistance from library staff for accessing information.

70. 39.0% (285) of faculty members face the virus problem for accessing information; followed by 33.6%(245) of faculty members face slow access for accessing information where as 22.6%(165) of faculty members face barriers such as unorganized elements/contents in a search page for accessing information.
71. 75.47%(551) of faculty members are in need of information literacy training programme.

72. Majority of faculty members are computer literates (98.0%, 720)

73. 72.79%(524) of faculty members use computer daily; followed by 11.80%(85) of faculty members use computer once in a week. Whereas 0.97%(7) of faculty members use computer once in two to three months.

74. 84.30%(607) of faculty members use computer for searching information in search engine. Followed by 69.86%(503) of faculty members use computer for the purpose of doing e-mail, chats, where as 24.72%(178) faculty members use computer for recreational purpose.

75. A significant association is found among faculty members of different age groups with respect to use of computers for social media. 65.0%(186) of faculty members in the age group 21-30 use social media more and less in faculty members of the age group of 51-60 (27.7%, 18)

76. 94.44%(680) of faculty members are familiar with MS office application, where as 30.27%(218) of faculty members are familiar with database management software.

77. 48.47%(349) of faculty members have good skill level in word processing application. 46.40(334) of faculty members have good skill level in spreadsheet application. 34.30%(247) of faculty members have fair skill level in database application.

78. 44.02%(317) of faculty members have good skill level in slide presentation application. 32.63% (235) of faculty members have good skill level in multimedia application. 53.50%(385) are not good in web designing application. 35.41%(255) of faculty member are not good in programming language application. 32.91%(237) faculty members are good in using search engine and web sites. Whereas 34.72%(250) of faculty members have good skill level in communication application.

79. 98.19%(707) of faculty members have the knowledge of text file format, where as 54.30%(391) of faculty members have the knowledge of audio and video file format.
80. 85.0%(612) of faculty members use pen drive or flash drive storage media to store information where as only 10.41%(75) of faculty members use blue ray disk to store information.

81. 86.52%(623) of faculty members use computer for teaching and research purpose; followed by 78.47%(565) of faculty members use computer for personal use, whereas only 18.05%(130) of faculty members use computer for the purpose to write article.

82. 98.6%(720) of faculty members use internet. 89.58%(645) of faculty members prefer Google chrome browser to search information, followed by 64.16%(462) of faculty members prefer Mozilla fire fox, where as 62.91%(453) of faculty members prefer internet explorer to search information.

83. 97.91%(705) of faculty members prefer Google search engine to search information, followed by 30.0%(216) of faculty members use yahoo search engine to search information, where as only 0.55%(4) faculty members use hot bot search engine to information.

84. 91.52%(659) of faculty members prefer G-mail to create and use e-mail, followed by 36.52%(263) of faculty member prefer yahoo mail to create and use e-mail. Where as only 6.66%(48) of faculty members prefer hotmail to create an use e-mail.

85. 89.58% (645) of faculty member use facebook for social media communication, followed by 24.72%(178) of faculty members use twitter. Where as 16.11%(116) of faculty member use orkut social network site.

86. 62.36%(449) of faculty members have the knowledge of uploading files and folders in social network sites. 35.85%(161) of faculty members upload file and folders occasionally in social network sites.

87. 76.66%(552) of faculty members opine that their knowledge level have improved by using social network sites.

88. Only 15.27%(110) of faculty members have created blogs. Only 20% (22) of faculty members use blogs daily.

6.3 Suggestions

From the findings of the study, as well as the feedback from faculty members, the following suggestions are made:
1. Majority of faculty members use web OPAC and use search engine to search information. But only a few of them use correct key word of the needed information to search and retrieve in WEB OPAC and Search engine, this shows the lack of knowledge and skill in using key words to retrieving required information. The faculty members have to be trained in technical aspect of using correct key word of needed information to use in web OPAC and search engines to search information.

2. Some of the faculty members lack the knowledge of different information resources, faculty members have to be trained to update their knowledge and skill with respect to different information resources through libraries.

3. Only a few faculty members have the knowledge and skill of using Boolean operator and truncation to search required information resources. The polytechnic college libraries have to train the faculty members in the use of Boolean operator and truncation to search and retrieve the required information.

4. Moderate number of faculty members have the knowledge of fair use of information and plagiarism. The Institution has to train the faculty members towards acquiring knowledge of fair use of information and plagiarism.

5. Polytechnic college library budget is required to be increased for the purchase of more documents as well as electronic information sources for the benefit of its users.

6. Government and concerned institutes should organize seminars, workshops and orientation programmes for faculty members at regular intervals to keep them in phase with latest knowledge.

7. As the polytechnic college libraries giving more importance for the procurement of books, the library should also procure more number of current journals and other documents which are necessary for the faculty members to become lifelong learners.

8. Government and management should encourage the faculty members to write article, books in their concerned field by providing appropriate information resources and service.
9. As majority of the faculty members opine that they find information in internet, the polytechnic college libraries should provide better internet services to search and access required information.

10. The speed of the internet should be increased to speed up information search and retrieval of the required document.

11. Large majority of polytechnic college libraries are not conducting any kind of orientation programme for the faculty members, the library has to take some initiative to conduct orientation and user education programme which is very much essential for the user to know and educate with respect to library resources and services.

12. Most of the Government polytechnic college libraries don’t have the librarian for their library which is a prime reason for the lack of resources and services to the faculty members and students. The government has to take some immediate measures to appoint qualified librarians for the polytechnic college libraries.

13. Faculty members have to get updates with the recent technology tools such as computer technology, web and network technology and telecommunication technology by training or by self-efficacy.

14. As the large group of faculty members are in need of Information Literacy training programme. Directorate of Technical Education has to take initiative to implement regular Information Literacy training programme to faculty members through libraries.

6.4 Suggestion for Further Research

From the output of the present research, the following areas are identified for further research:

1. The present study involved assessment of faculty member Information Literary skill with respect to four variables they are Gender, Age group, Qualification and Branch of faculty members. Further the Institutional wise research may be carried out i.e. Government, aided and private so that which institution faculty members possess better Information Literacy can be identified.
2. A Comparative State wise Information Literacy skill assessment research may be carried for faculty members so that the faculty members update their knowledge regularly, which is very much essential for the teaching professionals.

3. A Study on Information Search and Information Literacy Skill of faculty members of Pre-University colleges, Degree colleges, Engineering colleges and Medical colleges may be carried out.

6.5 Conclusion:

This research provided insight into the Information Search and Information Literacy Skills of Faculty of Polytechnic Colleges in Karnataka in utilizing Information Resources: An Analytical study. The data was obtained through a well structured questionnaire, informal interview and observation method, which involve use of library resources and services. Information Literacy skills such as information need, identification, purpose, knowledge about different information resources, skill of information search options, skills of information retrieval, information evaluation, proper utilization of information, barriers faced while for accessing information, computer literacy, digital literacy, web literacy, social media literacy. Most of the faculty members do not acquire full Information Literacy skills this may be due to lack of training towards information literacy. Some of the faculty members do have skill in identifying information need, some of the faculty members are skilled in information search required to search information needed, some of the faculty members are skilled in accessing to the required information, a few faculty members are skilled in social, ethical and legal issues surrounding information world, most of the faculty members face one or other barriers for accessing information.

Large majority of faculty members use computer, web and social media for one or other reasons based on their requirement, but technically speaking they are not literate in the respective area which means that they use Google to search information but they don’t know Google as a search engine, they use meta search engine to search more accurate information but they don’t know what meta search engine is about. They use library resources for their information need and requirement but they are not
educated in use of library resource, they use journal articles but they don’t know what kind of document is journal article, they use dictionary to find meanings of words, they use encyclopaedia to search in-depth information, they use maps to find route, they use guide book and gazetteer to search and know the places but most of the faculty members do not know these sources are called as reference sources. Some of the faculty members use Boolean operator and truncation mark to search information but they don’t know those are called as Boolean operator. Some of the faculty members still do not use computers, still we find computer illiterate faculty members in the polytechnic colleges, some of the faculty members use face book, twitter but technically they don’t know these are called as social media.

This shows the lack of interest and initiate from the government towards providing training and efforts to make educated faculty members to became information literate faculty members.

This research has served as a point of reference to know the information literacy and information search skill of faculty members of polytechnic colleges in Karnataka State. It is hoped that the result of the research may enable the members of faculty of polytechnic colleges to learn and acquire Information Literacy skills so that they become a true lifelong learners. Further Karnataka State government and concerned Departments have to utilise the research output and make an effort to impart and improve Information Literacy skill among faculty members of polytechnic colleges.