

Use of Information Resources and Services by Academia of Fashion Design Institute: A Study

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Abstract

The study examines the use of information resources and services by the academia. It also highlights institution, age, designation, class, gender, qualification and computer literacy impact all use of information resources and services. The analysis found that they are satisfied with information resources and services of Fashion design institution.

Keywords: Information, resources, services, fashion design, fashion institution, fashion technology, swatch library, south India

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INTRODUCTION

Fashion is a general term for a currently popular style or practice, especially in clothing, foot wear or accessories. Fashion refers to anything that is the current trend in look and dress of a person. The more general term "costume" which has been in popular use, has mostly been related to a special sense like fancy dress or masquerade wear, while the term "fashion" means clothing generally, and the study of it. For a broad cross-cultural look at clothing and its place in society, 'fashion' refers to the entries for clothing, costume and fabrics.

Today of fashion industry is a billion dollar industry. It is a huge umbrella of opportunities, growth and success. Principally concerned with clothing and lifestyle, this industry provides ample career opportunities for people from various cadres. Fashion industry is an unusual industry which blends creativity, art and technology for its emergence. This unique facet enables both creative techniques to be accommodated. Being a creative and glamour, oriented field, fashion industry perhaps witnesses most of the hardships to get a consignment done on dates or a ramp show to be a successful one. Unlike other industries this industry functions based on seasons. It is an industry which runs with the changing times and often undergoes changes in both manufacturing and retailing of products.

REVIEW OF LITERATURE

Arpita Khare (2014) [1] examined the cosmopolitanism and consumers' susceptibility to interpersonal influence on Indian consumers' fashion clothing involvement. The practical value expressive factors of normative influence and cosmopolitanism influence Indian consumers' fashion clothing involvement. Type of city, income, and education moderated the influence of normative values and cosmopolitanism on fashion clothing involvement. The major limitation of current research was that it had a large number of respondents in the age group of 18–40 years. Future research can be attempted to reduce age biasness. The research outcomes were very helpful to international apparel brands marketing luxury and fashion clothing in India. However, since conformance to social norms was important for Indians, clothing manufacturers should use reference groups, opinion leaders, and celebrities to generate awareness. Marguerite A. Nel, and Ina Fourie (2016) [2] contended that increased pressure for quality research at South African universities, and limited research done on the information needs of veterinary science researchers, and the role of veterinary libraries supporting them, motivated a case study at the Faculty of Veterinary Science, University of Pretoria (South Africa). The study aimed to

determine what the information needs, information seeking behaviour and information use behaviour of veterinary researchers are, and how these needs are being met by the library. Quantitative and qualitative data were collected from researchers as well as information specialists by means of questionnaires, focus group interviews, and a citation analysis. Findings and recommendations are based on descriptive statistical analysis of the quantitative data, and thematic analysis of the qualitative data. The study found that the information needs of researchers are influenced by the research environment and expectations for research output. Most needs for information and support services are met. Collection building practices, library space, and awareness of services offered by information specialists need attention. Findings reveal considerable gaps between researchers' expectations from information specialists and their own perceptions of roles to fulfil. Claire Warwick et al. (2008) [3] in their article on Library and information resources in the field of humanities explain and discuss the results of the Log Analysis of Internet Resources in the Arts and Humanities (LAIRAH) study. The focus of the results emphasizes the use and importance of information resources, physical research centres and digital finding aids in scholarly research. Results of the study provided log analysis of portals for humanities scholars: the arts and humanities data service (AHDS) website and Humbul Humanities Hub. These are used to determine which resources were accessed most often, or seldom. Questionnaire data about perceptions of digital resource use were also gathered. The university library website was considered to be the most important resource, even compared to Google. Devendra Kumar and Rajkumar Singh (2009) [4] examined the use of services by the users of National Science Library (NSL), New Delhi, India. A well-structured questionnaire was used to identify the impressions of NSL users towards various aspects. The study demonstrates and elaborates various aspects of NSL collection uses within available resources, frequency and purpose of visits, user satisfaction within NSL services and information about documents.

OBJECTIVES OF THE STUDY

1. To assess the use and awareness of information resources available in fashion technology
2. To study the information seeking behaviour of users in order to provide use range of information resources
3. To find out the types of resources used frequently and to identify information resources requirement by users
4. To investigate the level infrastructure facilities provided by the institution to users
5. To find out the satisfaction level with the resources and services including special services like internet, image facet, CD etc
6. To identify the problems faced by users in accessing information resources (textual and non-textual)

SCOPE AND LIMITATION OF THE STUDY

The study focuses on use of information resources and services by teachers and students, South Indian fashion design institution. Scope of the studies limited to institute 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 Telangana, Karnataka, Kerala and Tamil Nadu.

METHODOLOGY

The investigator used survey method, collected data through questionnaire method. The questionnaire designed after pilot study and in the first phase the investigator distributed 1600 questionnaire to users of selected fashion design institute and he received 811 filled questionnaires making a good response rate 50.68%

RESULT AND DISCUSSION

The investigator distributed a total of 1600 questionnaire amongst the teachers and students of south Indian fashion design institution for the study, out of 1600 questionnaires distributed a total 811 filled

questionnaire were received. Which were found to be usable were selected for the study. The details of the distribution analysis are described in Table 1.

Institute Wise Distribution (Distribution of Source Data)

The investigator distributed a total of 1600 questionnaires amongst the Professors, Associate Professors, Assistant Professors and students of 16 fashion design Institute in south India selected for the study. Out of 1600 questionnaires distributed a total of 811 filled questionnaires were received. Which were found to be usable were selected for the study. The details of the distribution analysis are described in Table 1 below. Out of 16 fashion design institutes in south India examined, An analysis of the Table 1 brings out that the respondents from AIFD constituted the single largest category 94 (11.59%) of the sample. It was followed by those from VIFT 92 (11.34%) of the sample, IIFT constituted 83 (10.23%) of the sample. IFTK constituted 58 (7.15%) of the sample, NIFT TEA constituted 53 (6.54%) of the sample, followed by MIFTM constituted 49 (6.04%) of the sample. HIFID constituted 48 (5.92%) of the sample. Kalaniketan School of Design constituted 46 (5.67%) of the sample. The respondents from MIFTC constituted 44 (5.43%) of the sample, INIFD constituted 43 (5.30%) of the sample, Sridevi constituted 42 (5.18%) of the sample, LISAA constituted 34 (4.19%) of the sample,

NSFAD and LID both constituted 32 (3.95%) of the sample, KLES constituted 31 (3.82%) of the sample and KLEW constituted 30 (3.70%) of the sample (Table 1 and Figure 1).

Table 1: Institute Wise Distribution (Distribution of Source Data).

S/ N	Name of the Institute	No of Responses	Percentage
1	AIFD	94	11.59
2	HIFID	48	5.92
3	IFTK	58	7.15
4	IIFT	83	10.23
5	INIFDA	43	5.30
6	KALANI	46	5.67
7	KLES	31	3.82
8	KLEW	30	3.70
9	LID	32	3.95
10	LISAA	34	4.19
11	MIFTC	44	5.43
12	MIFTM	49	6.04
13	NIFT	53	6.54
14	NSFAD	32	3.95
15	Sridevi	42	5.18
16	VIFT	92	11.34
Total		811	100.0

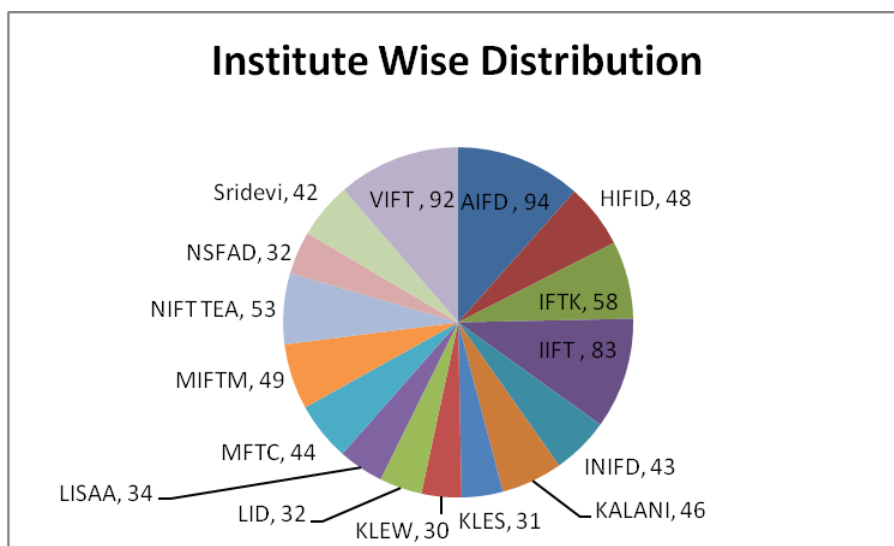


Fig. 1: Institute Wise Distribution (Distribution of Source Data).

Year Wise Distribution (Distribution of Source Data)

The sample selected for the study consists of first year, second year and final year students as respondents. The year wise distribution of South Indian fashion design users is shown in Table 2. It may be seen from the Table 2 that students from second year constituted the single largest category 247(36%) of the sample. Those from third and first years constituted 242 (35%) and 202 (29%) respectively, of the sample (Table 2 and Figure 2).

from the Table 3 that majority of the respondents numbering 74(62%) are Assistant Professors, whereas 28 respondents representing 23 percent are Associate Professors and Professors represent 18 (15%) (Table 3 and Figure 3).

Table 2: Year Wise.

S/N	Year Wise	No of Responses	Percentage
1	1st yr	202	29
2	2nd yr	247	36
3	3rd yr	242	35
Total		691	100

Designation

The designation of the respondents is taken as one of the variables for studying the use of information resources and services by faculty of fashion design institutes of south Indian in the study. The designation wise breakup of responses is shown in Table 3. It observed

Table 3: Designation.

S/N	Designation	No of Responses	Percentage
1	Professors	18	15
2	Associate Professors	28	23
3	Assistant Professors	74	62
Total		120	100

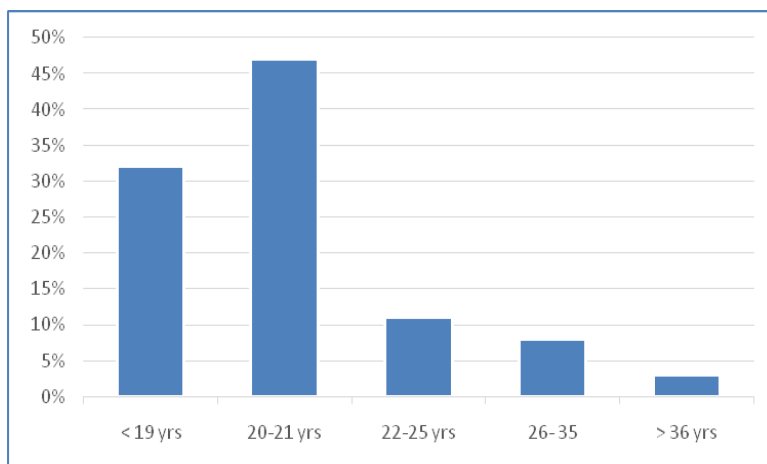


Fig. 2: Year Wise.

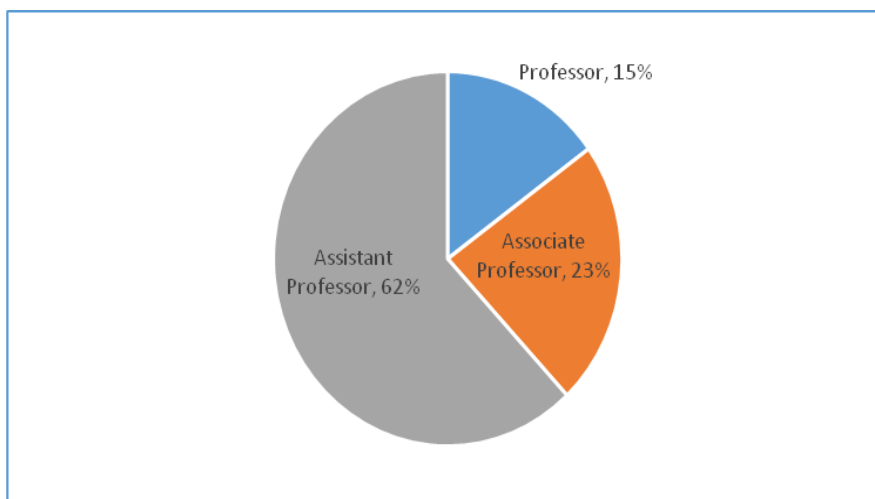


Fig. 3: Designation.

Educational Qualifications

The qualification wise distribution shown in Table 4 provides the details of the educational qualifications of the respondents. M.Sc. qualified respondents constituted the single largest category 39 (33%) of the sample. This was followed by the M.Tech. and M.B.A. qualified respondents who constituted 31 (26%) and 27 (23%) respectively. While the M.A. qualified respondents constituted 13 (11%) of the sample, those who were M.Phil. and Ph.D. qualified constituted 9 (8%) and 1 (1%) respectively in the study (Table 4 and Figure 4).

be seen from the Table 5 that majority of the respondents numbering 586 (72%) are female and the remaining 225 (28%) are male (Table 5 and Figure 5).

Table 4: Educational Qualifications.

S/N	Educational Qualifications	No of Responses	Percentage
1	M.A.	13	11
2	M.Sc.	39	33
3	M.B.A.	27	23
4	M.Tech.	31	26
5	M.Phil.	9	8
6	Ph.D.	1	1
Total		120	100

Gender

The sample selected for the study consists of both male and female respondents. The gender wise distribution of fashion design institutes of south India users is shown in Table 5. It may

Table 5: Gender.

S/N	Gender	No of Responses	Percentage
1	Male	225	28
2	Female	586	72
Total		811	100

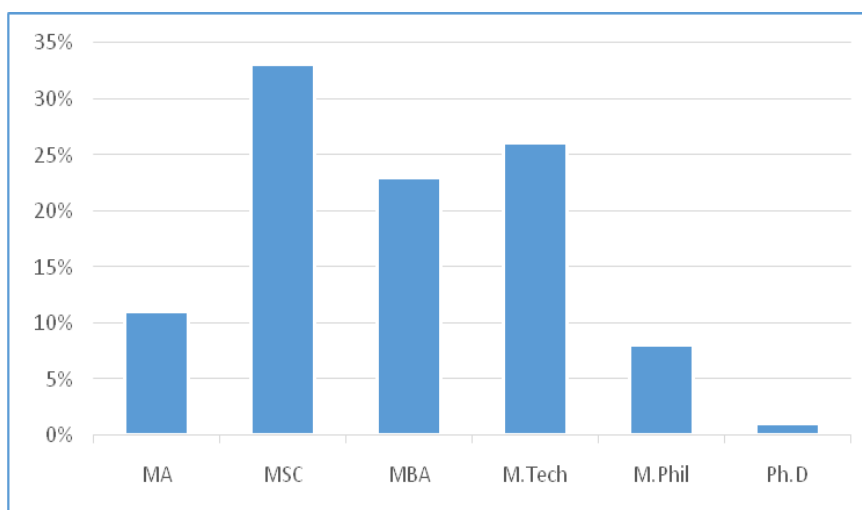


Fig. 4: Educational Qualifications.

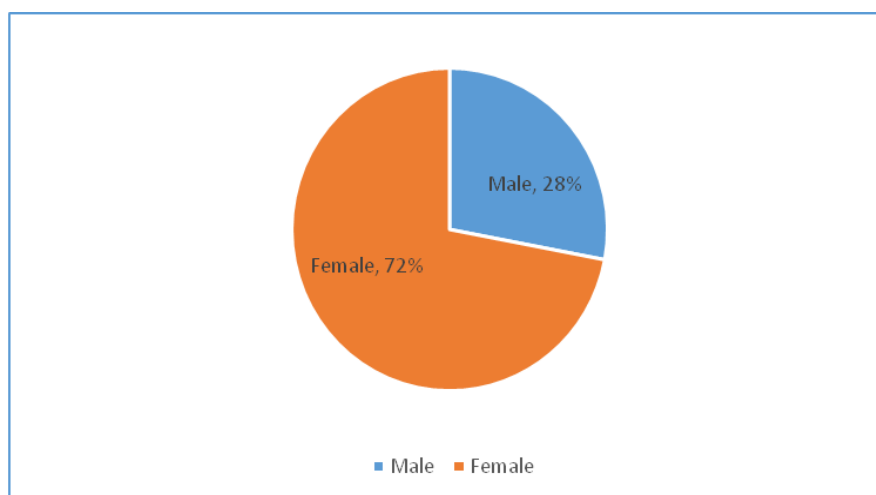


Fig. 5: Gender.

Age

Age has an important influence on the use of information resources and services in general and fashion design institute in particular. It is assumed that higher the age, higher is the usage of information resources and services. But the researcher found that younger age students use library information resources and services more than the senior students / faculty members. The Age wise distribution of fashion design institute respondents is shown in Table 6. The age of the fashion design institute faculty and students is arranged in different age groups. It is clear from the Table 6 that majority of the respondents numbering 378 (47%) are in the age group of 20–21 years. The respondents between the age group of below 19 years numbering 256 (32%) are the second largest. The third largest age group is 22–25 that is 91(11%) of respondents. About 64 (8%) respondents fall in the age group of 26–35 years. A few respondents accounting 22 (3%) are in the age group of >36 years. Table 6 clearly shows that users in the age group between 20 and 21 are the highest (Table 6 and Figure 6).

How Frequently Do You Visit Library

How frequently faculty and students of fashion design institute visit library is shown in Table 7. It may be seen from the Table 7 that who visited library twice in a week constituted the single largest category 336 (41.43%) of the sample. Those doing so thrice in a week followed at 281 (34.64%). The faculty and students of fashion design institute visiting library daily and rarely constituted 123(15.16%) and 71(8.75%) respectively (Table 7 and Figure 7).

Level of Computer Literacy

The computer literacy shown in Table 8 provides the details of the Computer literacy of the respondents. 423 respondents that is 52.15% have good computer literacy, 264 respondents are expert in computer literacy that is 32.55% and remaining 124 respondents having average computer literacy that is 15.28% (Table 8 and Figure 8).

Table 6: Age.

S/N	Range of Age	No. of Responses	Percentage
1	<19 years	256	32
2	20–21 years	378	47
3	22–25 years	91	11
4	26–35 years	64	8
5	>36 years	22	3
Total		811	100

Table 7: How Frequently Do You Visit Library.

S/N	Frequency	No of Respondents	Percentage
1	Daily	123	15.16
2	Twice in week	336	41.43
3	Thrice in week	281	34.64
4	Rarely	71	8.75
Total		811	100.0

Table 8: Level of Computer Literacy.

S/N	Frequency	No of Respondents	Percentage
1	Excellent	264	32.55
2	Good	423	52.15
3	Average	124	15.28
Total		811	100

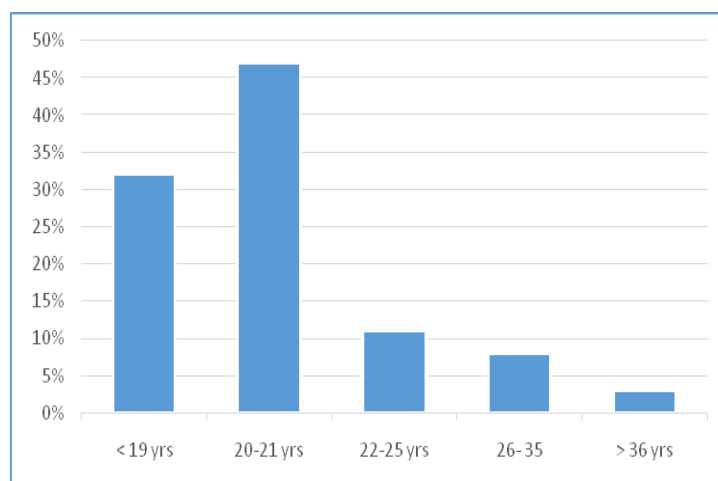


Fig. 6: Age.

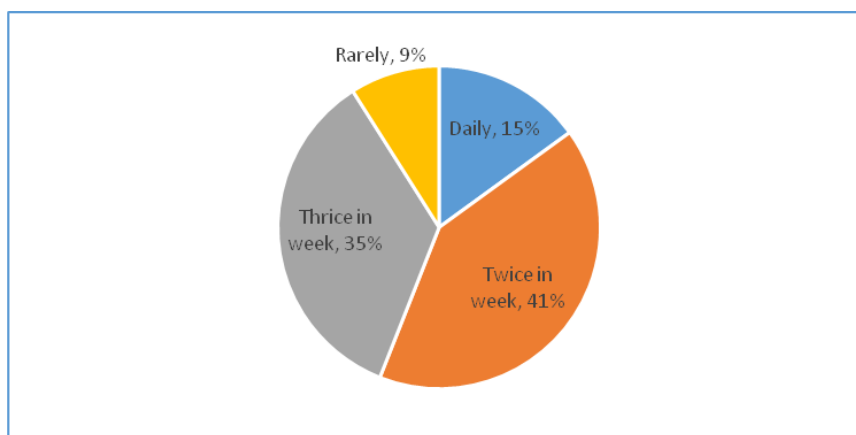


Fig. 7: How Frequently Do You Visit Library.

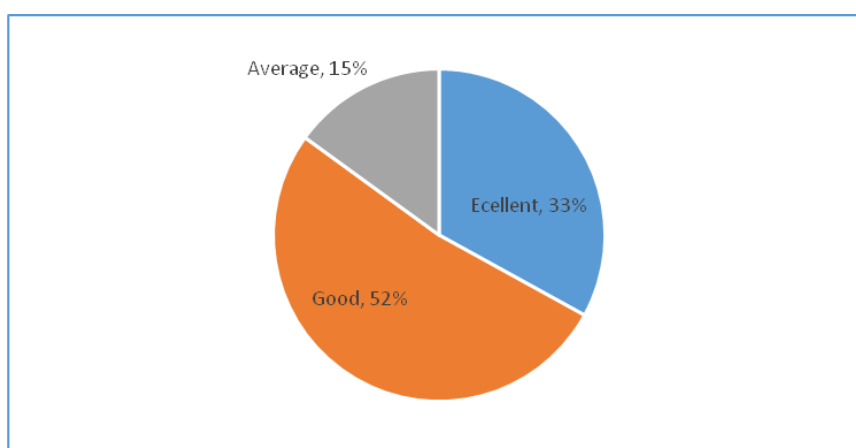


Fig. 8: Level of Computer Literacy.

Awareness about OPAC (Online Public Access Catalogue)

Awareness of OPAC (Online Public Access Catalogue) is shown in Table 9. It may be seen from the Table 9 that majority of the respondents that is 425(52.40%) are not aware of OPAC (Online Public Access Catalogue). Remaining 386 (47.60%) are having awareness of OPAC (Online Public Access Catalogue) (Table 9 and Figure 9).

Mode of awareness of OPAC (Online Public Access Catalogue)

The Mode of awareness of OPAC (Online Public Access Catalogue) is presented in Table 10. It may be seen from the Table 10 that there are several sources with which the faculty and students become aware the availability of OPAC (Online Public Access Catalogue).

Nearly 248 respondents scoring 374 (96.89%) of the total respondents learnt about OPAC (Online Public Access Catalogue) from

‘Library professional staff, about 10 respondents scoring 2.59%, approached ‘friends’ to know about OPAC (Online Public Access Catalogue) and the remaining least percentage 2 (0.52%) of respondents learnt from Colleagues (Table 10 and Figure 10).

Table 9: Awareness of OPAC (Online Public Access Catalogue).

S/N	Type of response	No of Responses	Percentage
1	Yes	386	47.60
2	No	425	52.40
Total		411	100.0

Table 10: Mode of Awareness of OPAC (Online Public Access Catalogue).

S/N	Mode of Awareness	No of Responses	Percentage
1	Friends	10	2.59
2	Library professional staff	374	96.89
3	Internet	0	0
4	Colleagues	2	0.52
Total		386	100.0

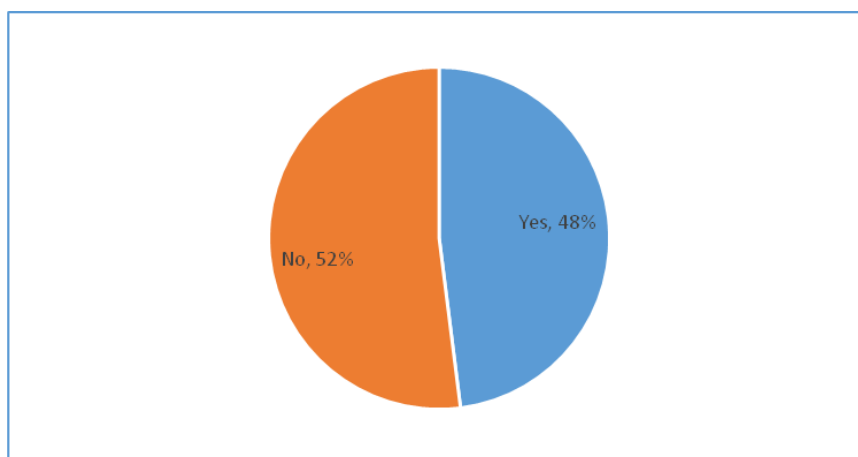


Fig. 9: Awareness of OPAC (Online Public Access Catalogue).

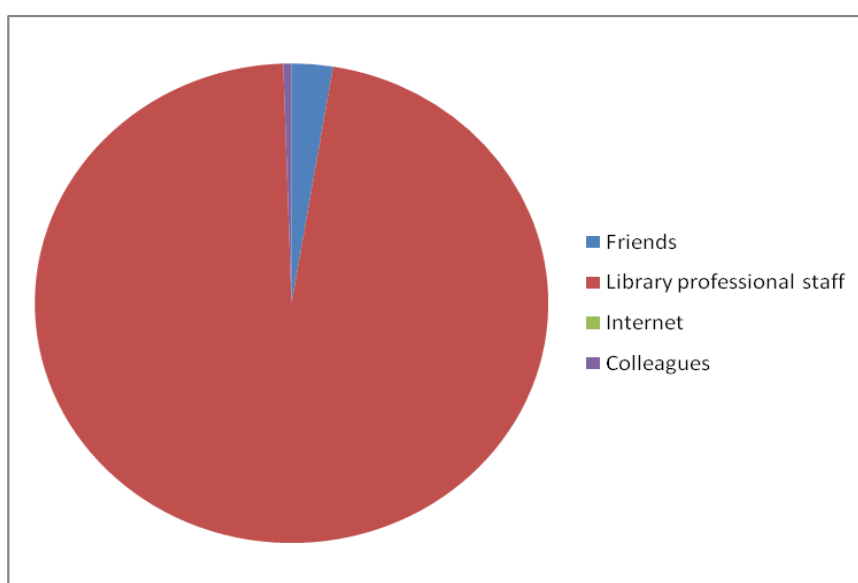


Fig. 10: Mode of Awareness of OPAC (Online Public Access Catalogue).

Awareness about Swatch library

Awareness of Swatch library is shown in Table 11. It may be seen from the Table 11 that majority of respondents 491(60.54%) are aware of Swatch library remaining 320 (39.46%) respondents are not aware of Swatch library (Table 11 and Figure 11).

Purpose of using Swatch Library

An attempt was made here to find out the Purpose of using Swatch library by faculty and students of south Indian fashion design institute is shown in Table 12. It may be seen from the Table 12 that majority of the respondents representing 268 (54.60%) use Swatch Library to do Product realization/ portfolio development followed by 127 respondents scoring 25.86% who use for Assignments/ seminars, 62 respondents use for

project scoring 12.62% and 34 respondents use Swatch library for others scoring 6.92% (Table 12 and Figure 12).

Table 11: Awareness about Swatch Library.

S/N	Type of response	No of Responses	Percentage
1	Yes	491	60.54
2	No	320	39.46
Total		811	100

Table 12: Purpose of using Swatch Library.

S/N	Type of response	No of Responses	Percentage
1	Product realization/ portfolio development	268	54.60
2	Project	62	12.62
3	Assignments/ seminars	127	25.86
4	Other	34	6.92
Total		491	100

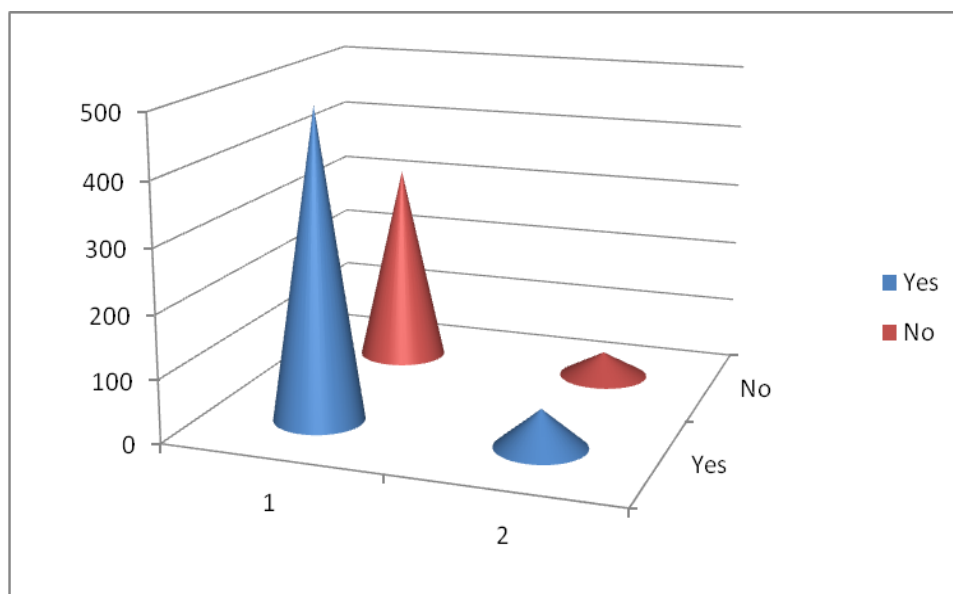


Fig. 11: Awareness about Swatch Library.

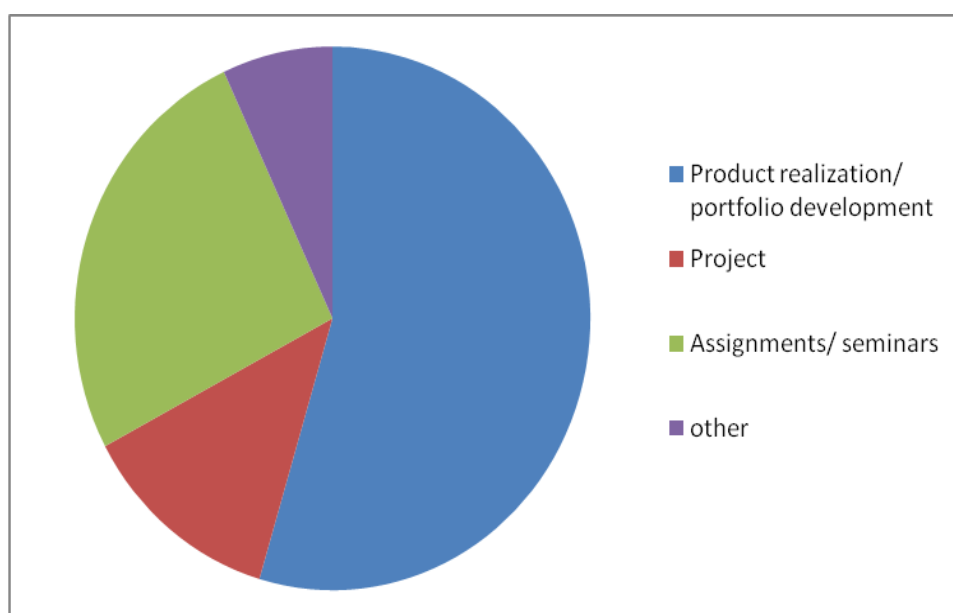


Fig. 12: Purpose of using Swatch Library.

Purpose of using Library Resources

This show about purpose of using library resources showed in the Table 13 for the four attributes.’ ‘Research’ has the highest percentage of 303 (37.36%) respondents are to some extent followed by ‘Teaching’ has the highest percentage of 699 (86.19%) respondents are to not at all, followed by ‘Education’ has the highest percentage of 488 (55.24) respondents are to a great extent and followed by ‘to know recent trends in fashion field’ has the highest percentage of 442 (54.5) respondents are to a great extent (Table 13).

Table 13: Purpose of using Library Resources.

S/N	Attributes	Responses in Percentage (N=811)				
		1	2	3	4	5
1	Research	74 (9.12)	160 (19.73)	303 (37.36)	208 (25.65)	66 (8.14)
2	Teaching	699 (86.19)	0	6 (0.74)	54 (6.66)	52 (6.41)
3	Education	2 (0.25)	1 (0.12)	66 (8.14)	448 (55.24)	294 (36.25)
4	To know recent trends in fashion field	0	8 (0.99)	158 (19.48)	442 (54.5)	203 (25.03)

Satisfied with the Library Resource and Services

South Indian fashion design institute faculty and students opinion about the Satisfaction by using information resources and services is shown in the Table 14 that majority of respondents 628 (77.44%) are satisfied with library information resources and services remaining not satisfied with information resources and services provide by the fashion design institute library that is 183 (22.56%) (Table 14 and Figure 13).

Table 14: Satisfied with the Library Resource and Services.

S/N	Satisfied with the library resource and services	No of Responses	Percentage
1	Yes	628	77.44
2	No	183	22.56
Total		811	100

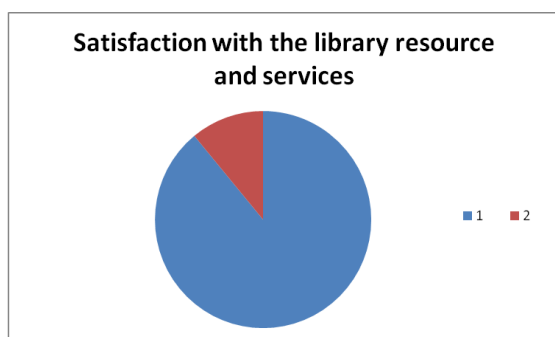


Fig. 13: Satisfied with the Library Resource and Services.

CONCLUSION

Today with the introduction of information and communication technology the learning resource environment has changed a lot. Teachers and students of south Indian fashion

design institute moving towards right direction. The analysis found that teachers and students has positive attitude about Information resources and services and they are satisfied by using it for their academic needs.

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