

Information Seeking Behaviour of Teachers and Students of Management Science in Guru Ghasidas Vishwavidyalaya, Bilaspur

* Sunder Pal and ** Dr. N.N. Saxena #

*Research Scholar, Dr. C.V. Raman University, Karvi Road, Kota, Bilaspur (C.G.); Email: surender.aacr2@gmail.com

** Senior Librarian, U.P. Council of Sugarcane Research, Shahjahanpur, (U.P.) India; Email: n.saxena1975@gmail.com

Corresponding author

Abstract

The Study attempts to gather the information seeking habits and behavior of teachers and students of management Science in Chhattisgarh, to identify the information sources used by teachers and students and to ascertain the problems faced in using the school library. The questionnaire survey method used in the study reveals that informal channels are more frequently used for information gathering. Books are used more than other types of information resources, both by teachers and students of Management. Journals are preferred for formal source of information while preparing course/teaching materials. The study focuses on how teachers and students utilize the various resources available in the library for enabling the teaching learning process. The findings of the survey are summarized and implications for libraries are discussed.

Keywords: Information seeking behaviour, management science studies, information searching habits, Guru Ghasidas Vishwavidyalaya Bilaspur.

1. Introduction

Information has now become one of the basic needs of human being. In any library or information system, the user study plays a vital role in planning designing and introducing new information services/products and to assess the quality of services and their utilities. The psychology of the users, their information seeking behavior, assessment of user needs, and the utility of information resources are the various aspects covered in user studies. Information seeking behavior means the way users seek information, the way they go about finding it and the way they use it. According to Wilson", a general model of information seeking behavior needs to include at least the following three elements:

- An information need and its drivers, i.e., the factors that give rise to an individual's perception of need.
- The factors that affect the individual's response to the perception of need.
- The process of actions involved in that response.

Taylor defines information behavior as the Product of the following Elements of the information use environment.

- The assumptions, formally learned or not, made by a defined set of people concerning the nature of their work.
- The kinds and structure of the problems deemed important and typical by this set of people.

- The conscious, and perhaps unconscious, assumptions made as to what constitute a solution, or, better said, a resolution of problems, and what makes information useful and valuable in their contexts.

Many studies are conducted on information seeking behavior of researchers in different disciplines. This study attempts to study the behavioral aspects of University. In University teachers and students are the frequent users of the library and hence the study attempted to identify the information seeking behavior of these categories of users. Structured questionnaires were used to elicit appropriate responses in this study.

2. Review of literature

Babu¹ discusses information generation by university libraries and use of these libraries. Fizardani² illustrates information needs and information seeking behavior of graduate students from an African University. Callinan³ describes the information seeking behavior of undergraduate biology students with a comparative analysis of first year and final year students in University College, Dublin. Laloo⁴ provides details of information needs, information seeking behavior and interaction of users with the library and information systems. Lalitha⁵ presents a comparative study with reference to- library use regarding information seeking behavior of medical and engineering personnel. Prasad and Tripathi⁶ highlight the Information seeking behavior of social scientists. Sharma and Pant⁷ identifies the information seeking patterns of defense scientists. Shanmugam⁸ presents information seeking behavior of trainee teachers in selected teacher training colleges in Malaysia. Shantan⁹. Underlines opportunities and warns about pitfalls in conducting information seeking research in schools. Vijaylaxmi and Maheshwarappa¹⁰ details about information use patterns.

3. Objectives of the study

- The study attempts to find out information seeking habits of behavior of Teachers and students of Management Science.
- Identify the information sources used by teachers and students of Management Science.
- Library facility and services in different categories of University.
- To find out the problem faced by the respondents while using the library.
- To identify the different purposes for which the library is used by and students of Management Science.
- To study the use of library by teachers and students of Management Science.
- To ascertain the various resources and services used by the respondents for various activities of teaching and learning.
- It is imperative to find out the extent of time spent by the user in searching for information and how they interact with the information system.

4. Methodology used

There are several survey techniques available for user studies such as, Questionnaire method, Personal Interview, telephonic interview, diary Method and observation by self. Methods like analysis of Library records and citation analysis are also used. This study, investigates the information seeking behavior of students and teachers of Management Science in the G.G.V., Bilaspur by using the questionnaire method.

Data collection

- This study attempts to take random sample of students and teacher management from University.
- The questionnaires are used to collect information about the respondent, the name of student, class, University (name of the teacher, subject taught and University) and to identify information sources, needs of teachers and Students and the strategies undertaken to find information of interest.
- Questionnaire was given to respondents with a request to return after filling up the same.
- Questionnaire method proves effective in collecting the relevant information, surveys the library users to assess their information gathering habits, their approach to seek the use of documents, the extent of reliance on collection in libraries etc.

Systematic sampling

- In this techniques selection process starts by picking some random point from G.G.V., Bilaspur.
- Tools/Platforms/Languages to be used for the study predefined questionnaires format is used to collect response from The participants (respondents).
- English language is used for design/development.

Limitations of the study

- Results presented are biased to information received from a small group of teachers and students.
- Only G.G.V. Management Students of Teachers samples for the Study.
- Responses received from this small set may not reflect entirely the current state of affairs.
- Sample may be increased and refined to improve the results of the study.
- The conclusions arrived by this method are not final.

5. Information seeking behaviour of students of management science, G.G.G., Bilaspur

100 questionnaires were distributed in the selected University among - students out of which 66 are received back. Questionnaires were distributed only to those students of B.B.A., M.B.A. belonging to the age group of 22-35 years. Also we feel that students of these classes in this age group are more matured than younger students to participate in the survey and provide vital feedback about the library facility and services. Most of the students were of English medium except few. The student's awareness of different sources of information is presented in Table 1.

Table 1: Awareness of sources

S.N.	Sources of information	Response for students	
		No.	Percentage
1	Newspaper	58	87.88
2	TV	56	84.85
3	Internet	41	62.12
4	Library	35	53.03
5	Periodicals/ books	33	50.00
6	Ask classmates/ friends	15	22.73
7	Consult bibliographies	6	9.09

Thus it is evident that more students seek information from newspapers, TV and Internet these days than from library and periodicals/ books.

Students have different motives in visiting the library as highlighted in Table 2. Most of students visit the library because they have library period once a week. The purpose of visiting library in University is to issue books and for study purpose. It is quite natural that most of the users visit the library for

Table 2: Purpose of visiting the library

S.N.	Purpose	Response for students	
		No.	Percentage
1	For study purpose	30	45.45
2	Issue books	39	59.09
3	Spend leisure time	14	21.21
4	Read newspaper/ magazines	27	40.91
5	Gain current and general information	13	19.69
6	Read journal articles pertaining to your subject	14	21.21
7	Use audio/visual material	6	9.09

Issuing books because there are not many other services offered by the library and the students need library books to collect extra information available in the prescribed textbooks. Some students are not interested to use the library due to inconvenient timings, disorganized materials and the library being under stocked. The frequency of student's visit to the library is illustrated in Table3.

Table 3: Frequency of visiting the library

S.N.	Frequency	Response for students	
		No.	Percentage
1	Daily	9	13.64
2	2-3 times in a week	24	36.36
3	Once in a week	16	24.24
4	Occasionally	14	21.21

It is found that most students visit the library 2-3 times a week for other curricular activities, competition, and examination purpose. Once in a week students are compelled to visit during the library period. Only 14% students visit the library daily and there are around 21% students who do it occasionally.

Table 4: Awareness of Services

S.N.	Awareness	Yes		No	
		No.	Percentage	No.	Percentage
1	Circulation services	34	51.52	7	10.61
2	Periodical/newspapers service	41	62.12	8	12.12
3	Reference service	26	39.39	14	21.21
4	Automated library service	12	18.18	17	25.76

Table 4 clearly depicts that 41 users are aware of periodical/ newspaper service. It also shows that around 26% of users are not aware of automated library services.

Table 5: Difficulties in access and use of information

S.N.	Difficulties	Response for students	
		No.	Percentage
1	Lack of time	52	78.79
2	Lack of reading material	14	21.21
3	Lack of knowledge of information source	14	21.21

Table 5 reveals majority of students (around 79%) have lack of time to access information, probably due to extra load in classroom learning and preparation of class work and home work.

Table 6: Material expected by students in University library

S.N.	Materials	Response for students	
		No.	Percentage
1	T.V.	20	30.30
2	Books	45	68.18
3	Newspapers	41	62.12
4	Magazines	40	60.61
5	Carrier guidance	24	36.36
6	Computer	38	57.58
7	Material for competitive exam	28	42.42
8	Books (Subject)	36	54.54
9	Information regarding current affairs	28	42.42

Users' response in table 6 illustrates what a student expects in his/her University library. It is found that more students need general books, newspapers and magazines. They also need computer facility in library, and books on different subjects of study. It is interesting to note that. Students expect library to provide more books for general reading than for study.

Table 7: Opinion about library collection

S.N.	Collection	Response for students	
		No.	Percentage
1	Excellent	8	12.12
2	Adequate	18	27.27
3	Fair	30	45.45
4	Inadequate	5	7.58
5	Poor	7	10.61

It is clear from Table 7 that very few students judge their University library's collection as excellent or adequate. 45.45% of students treat the collection as fair. Over 7% of students expressed that the collection is inadequate and about 11% consider it as poor.

Student's assessment is very important to know about the working capacity and behavior of the library staff. Table no. 8 shows the responses of library users.

Table 8: Student`s assessment of library staff

S.N.	Staff	Response for students	
		No.	Percentage
1	Always useful	22	33.33
2	Sometimes	23	34.85
3	Never	13	19.69
4	Undecided	8	12.12

It is evident from table 8 that mostly librarian and other staff in the library help the students in accessing the information. Only 20% of the students opined against.

Table 9: Success in getting information from library

S.N.	Staff	Response for students	
		No.	Percentage
1	Mostly	22	34.85
2	Seldom	35	53.03

Table 9 Lack of reading materials and lack of awareness of the collection are the main difficulties to use library services and accessing information. Around 53% of students confirmed that they seldom received the required information they are looking for from Library.

Table 10: Sources for current information other than periodicals

S.N.	Sources of current information	Response for students	
		No.	Percentage
1	Discussion with a classmate/ friend	28	42.42
2	Consultation with subject expert	19	28.79
3	Attending assembly, social functions, etc.	8	12.12
4	Television	54	81.81
5	Other information	10	15.15

Table, 10 reveals that most of students are getting current information through television and by discussing with fellow students/friends.

6. Information seeking behaviour of teachers

A number of 10 Questionnaires were distributed among the teachers and received back all 10 Questionnaires. Table 11 highlights the different channels teaches use to gather information of interest. Over 60% of teachers use TV and through attending conferences /seminars for locating information sources of interest whereas about 50% also consult catalogues, Librarian or bibliographies/ indexes.

Table 11: Locating information sources of interest

S.N.	Sources of information	Response for Teachers	
		No.	Percentage
1	Search the catalogues	6	60
2	Ask the librarian	5	50
3	Consult bibliographies/ indexes	4	40
4	Browse periodicals/ books	4	40

5	Attending conferences, seminars etc.	5	50
6	Television	6	60
7	Other (Internet)	7	70

Table 12: Difficulties encountered in access and use of information

S.N.	Difficulties	Response for Teachers	
		No.	Percentage
1	Lack of time	6	60
2	Lake of access to all information	5	50
3	Lack of reading materials	3	30
4	Lack of knowledge of information sources	2	20
5	Lack of knowledge in use of library, its services and unfriendly library staff	1	1

Paucity of time is one of the major hindrances for teachers (60% said so) to access and use information as evident from Table 12. Around 50% of the teachers mentioned about the lack of access to required information or lack of availability of relevant reading materials in the University library. Only 20% of teachers lack knowledge of information sources which leaves scope for librarians to create awareness to this group of teachers. Few teachers (10%) commented about not aware of services provided by library and the staff members are unfriendly which calls for library to conduct user awareness programmers for teachers and students about the different facilities in library and services provided by the same.

Table 13: Preference in the form of Information sources

S.N.	Useful forms	Response for Teachers	
		No.	Percentage
1	Books	8	80
2	Audio cassettes	2	20
3	Magazines/ newspapers	7	70
4	Recording of radio broadcast	4	40
5	Electronic source	6	60
6	Internet	8	80

Table 13 illustrates the preference of teachers to different forms of information sources. About 80% of teachers prefer books and 70% magazine /newspaper. Some teachers (20%) have a liking for audio cassettes. Only 60% preferred electronic sources though Internet is being used by 80%.

Table 14: Teachers and Library Use

S.N.	Library use by teachers	Response for Teachers	
		No.	Percentage
1	Do you visit the library? (Yes)	9	90
2	Reason for not using the library		
	The library is under stocked	2	20
	The library material is disorganized	2	20
	The library atmosphere is not conducive to reading	1	10
	The library timings are not convenient any other reason	1	10

Almost all tile teachers (90%) visit the library though few teachers suggested reasons (refer Table 14) like under stocked library (20%), disorganized library (20%), not conducive atmosphere (10%) and inconvenient timings (10%) for not using the library to the desired extent.

Table 15: Purpose of visiting the library

S.N.	Purpose	Response for Teachers	
		No.	Percentage
1	Only for teaching purpose	6	60
2	For update of knowledge	7	70
3	For extra curricular activities	6	60
4	Light reading (recreation)	5	50
5	For reference work	4	40
6	Issue book	6	60
7	Read newspaper and magazines	4	40
8	For leisure reading	3	30
9	Any other	2	20

Teachers use the school library for a variety of reasons (as displayed in Table 15): connected with teaching (60.00%), updating knowledge (70.00%), extracurricular (60.00%), recreation (50.00%), reference (40.00%), issuing books (60.00%), reading papers /magazine (40.00%), and leisure reading (20.00%).

Table 16: Frequency of visiting the library

S.N.	Frequency	Response for teachers	
		No.	Percentage
1	Daily	5	50
2	Once a week	4	40
3	2-3 times a week	7	70
4	Occasionally	1	10

The frequency of visit of teachers to library is summarized in Table16. About 40% of the teachers visit the library at least once a week whereas around 10% of the teachers visit the library only occasionally. Around 50% of teachers visit the library daily.

Table 17: Teacher`s satisfaction of library services

S. N.	Services	Response from teachers			
		Yes		No	
		No.	Percentage	No.	Percentage
1	Working hours of the library	9	90	1	10
2	Computer facilities	7	70	3	30

How satisfied are the teachers with the University library is 'evident from Table 17. Around 90% of teachers are satisfied with the working hours of library though 10% responded against so. Few teachers (70.00%) are satisfied with the computer facilities provided and 30% are not satisfied with the existing facilities.

Table 18: Teacher's rating of library staff

S.N.	Teachers' opinion about library staff	Response for teachers	
		No.	Percentage
1	Most useful	3	30.00
2	Helpful	5	50.00
3	Least helpful	4	40.00
4	Not at all helpful	1	10.00

Though majority of the teachers (90.00%) responded that library staff is helpful, only 70.00% said they are most helpful (see Table 18). Only one teacher said that they are least helpful.

Table 19: Teacher's comments about library arrangement

S.N.	Library arrangement	Response for teachers	
		No.	Percentage
1	Very good	3	30.00
2	Good	5	50.00
3	Fair	4	40.00
4	Poor	1	10.00

Table 19 highlights the teachers' comments regarding library arrangement. There 70% of teachers treat their University libraries arrangement as good and over 40% treat the arrangement as fair. Only 10.00% of teachers replied that the library arrangement as very good.

7. Conclusion

It has been observation the University library is computerized and hence students have to spend more time in searching for books. Present study shows that the students very often take the information from newspapers, television, internet and library. Mainly they visit the library once a week, sometimes they come twice or thrice a week. The main purpose of visiting the library is for issuing the books. Library staff is always ready to help the students in finding the books. Book Collection in University library is satisfactory. There should be some subject Material for extra reading as well as books related to current topics and general light reading. The main difficulty is that students do not have much time to go to library as they are already overburdened with heavy class work and home work and information search the Internet.

Teachers suggested the University Library should be clean, have hygienic atmosphere and adequate stock of books of interest to teachers and students. The collection must include current and latest books as well as periodicals in multiple copies. Computer facilities and Internet connection will be provided so that interested users can take advantage of information resources on the internet. University library may have more working hours so that needy students and interested teachers can take advantage of the library facilities after class hours. Library staff should be soft spoken and helpful. The library collection should be excellent with proper arrangement and complete catalogue of items available. More periodicals, books on current affairs and G.K., bibliographies etc. shall be included.

Present study suggests that many teachers locate information by attending conferences, seminars, through programs on television, from library references and periodicals. Lack of time is the main obstacle in getting information for teaching. Library staff is cooperative with

the teachers. Teachers mainly get the information through books, magazines, periodicals. Current topics are mainly studied or noted through internet. Most of the teachers visit library regularly to update their knowledge, to read newspapers and magazines, for re-creation, extra work and co-curricular activities. Frequency of daily visiting the library is very low. Often they visit the library once or twice a week. Teachers rate the library collection as fair and adequate but not excellent.

There should be proper designation for the library professional though which university designate the librarian as library teacher. In University library working hours of librarian are more than those working in library proper vacation is giving to the Librarian. It is also observed that there is no adequate space in University library. In the library computer facilities good, further studies in library would help to reveal the overall status of library in the University Level.

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