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INFORMATION SEEKING BEHAVIOR
OF FACULTY MEMBERS

Juned Usmanbhai Qureshi

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ABSTRACT :

Today, information technology has developed rapidly and has had a huge impact on access to information and on information seeking behavior. Moreover enormous literature is being published in various forms that are print, non-print, e-forms etc. It is estimated that per year 1 to 2 Exabyte information is being produced per year. Librarian and library-staff have to know and examine the criteria of information seeking and information used by users for providing information services, designing new information systems, intervening in the operation of existing systems, or planning in service programs.
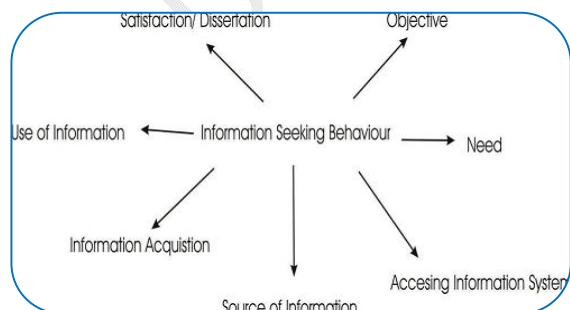
In particular, a change in the academic position of the faculty members has been tried to know whether it may cause any change in their information seeking behavior it is also observed the information seeking style is also different as per faculties.

KEYWORDS : Library, Information, Faculty, Usage, updating.

INTRODUCTION

Considering some important points in relation to information procurement behavior in different faculty members, the number of similarities and differences are found in them. In view of the changes in the selection of various resources of different sources of internet, changes in the use of various library services, difficulties being faced at the time of information seeking and the methods used to combat these problems have been attempted by a mathematical statistical method called Chi-square test.

Considering all the issues popping up in the context of behavioural approaches, the findings are on the basis of the importance or rank given by majority of faculty members. The main purpose of obtaining proficient information is to realize new development in the respective fields. Respondents have used the textbooks as the source of information for classroom lectures and respondents have given the highest importance to the internet for updating knowledge in their respective field. Most of the faculty members visit the library every day for 1 hour or less than this. This is a matter of encouragement for information procurement behavior of faculty members. Faculty members devote more time to internet browsing among various activities for information seeking.

The nature of information is not easy to describe. Today, information technology has developed rapidly and has had a huge impact on access to information and on information seeking behavior. Moreover enormous literature is being published in various forms that are print, non-print, e-forms etc. It is estimated that per year 1 to 2 Exabyte information is being produced per year. Librarian and library-staff have to know and examine the criteria of information

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seeking and information used by users for providing information services, designing new information systems, intervening in the operation of existing systems, or planning in service programs.

On this topic, at the very outset, the author selected a study area. Daily the author came across several faculties, students, and authors of various departments and affiliated colleges and so to know which type of information is required by faculty members or students and how to fulfil their required information need. As if, the librarian knows about the information seeking behavior of the faculty member then he / she is able to provide their demanded services and also collect the reference sources along with information sources in the library. Therefore the author thought to research on the topic "Information Seeking Behavior of the Faculty Members" and decided to work for further study.

INFORMATION SEEKING BEHAVIOR

It is fact that every professor is in need of information for performing his / her various types of duties / tasks like lectureship, research work and research project etc. Hence all are using the library. Library users seek information from different sources like books, journals, E-journals, electronic database, research papers, news papers, audiovisuals and various types of reference sources like atlas, dictionaries, encyclopedias, gazetteers, handbook, yearbooks etc. from the library. Information Seeking is a continuous process and it's a psychological phenomenon in human life. There are different types of techniques to get information and the purposes of to use received information are different from person to person. It's called information seeking behavior. To fulfill professional responsibilities and to solve problems of the clients the library should have a comprehensive collection. Moreover, the library must have a competent librarian who can understand the need of his clients. Once the librarian can understand information seeking behavior of his/her clients he/she will be able to solve the problems. Here, the author intends to find out the various aspects of information seeking behavior of his /her user groups.

FACULTY MEMBERS

- Faculty members mean those persons who are employed as full time regular basis and presently working on various positions like assistant professor, associate professor, professor and H.O.D. in the University and its constitute colleges in various campuses. However part-time or visiting faculty members and faculties of short term courses are kept aside.

STUDY LIMITATIONS

1) Only those faculty members who were regular serving have been covered in the present study. In other words, part time, visiting faculty members and short-term courses faculty members have not been included in the study.
2) Information received from faculty members is limited to the subject of their personal information or academic qualifications and the information seeking behavior only.
3) The information was received in the academic year 2018- 2019 from the faculty members for the present purpose.
4) The information given by the faculty members through the questionnaire has been accepted and analyzed as is and it has not been cross verified.

RESEARCH GAP

On the basis of the literature reviewed. It is also observed that the authors of various countries have undertaken studies on the need of the information and information seeking behavior of the faculty members / students of various universities and research institutes. In this sense, the value of each research has remained highly important for the concerned University / Institution. The topic selected by the author: "Information Seeking Behavior of the Faculty Members" has not been undertaken by anyhow.

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INFORMATION SEEKING BEHAVIOR: THEORETICAL CONCEPT

Information seeking behavior is an activity of individuals who need information. It involves personal reasons for seeking information. Every person seeks information for the different purposes. But they do not know how to seek information from the various types of information sources. Information sources can be a library, information center or a person. Information is expressed in various forms, such as print materials and non print materials.

The behavior of every person's seeking information is also different, such as common person's interaction with colleagues and friends, Students' communication with teachers, librarians and subject experts etc. to satisfy his / her information needs.

Faculty members, authors and students are actively seeking information from the various sources available in libraries, for example reference sources such as encyclopaedias, dictionaries, handbooks etc., books, monographs, theses etc. available in physical and email. Library is the most widely used resource for getting various types of information. The librarian should be aware of the kind of information being sought and how it can be obtained.

It is felt that when a user comes to library, his ideas regarding information sources are very limited. However when he felt regarding his information need in a question raised his mind and he communicates to librarian for solving the problems. In response to the questions, the librarian provides lots of material or information sources on that particular subject. In case of the user's satisfaction the interaction will end while in case of dissatisfaction, this process starts again with some other people at some other place. This whole process is called "Interpersonal seeking interaction".

Information seeking behavior also depends on motivation for the need. If a person's motivational level is high the information seeking behavior will be active and strong. If Information seeking process is continuing, one can take decisions and solve problems easily. Information seeking behavior is the 'micro-level' of behavior employed by the user in interacting with information systems of all kinds.

Information seeking behavior is the way in which the user goes for seeking and obtaining information. The user's information behavior is being reflected in his relationship with the information unit and its various products and services.

To conclude, the author has tried to study regarding various aspects of information, i.e. What is information: definition, sources of information, and sources of information storage, types of information, scope of information, quality of information, information users etc. and various aspects of Information Seeking Behavior such as need of information seeking behavior, definition, history and elements of information seeking behavior. Moreover critical study in brief with diagram on different models of information seeking behavior is also presented.

- Wilson's Models-1981,
- Krikelas's Model -1983,
- Allis's Model-1989,
- Kaulthau's Model- 1993,
- Leckie, Pettigrew and Sylvain's- 1996,
- Johnson's Model – 1997.

INFORMATION SEEKING BEHAVIOR
FREQUENCY OF LIBRARY VISIT

- Out of 324 respondents, 90 (27.78%) respondents visit the library every day, 87 (26.85%) respondents visit the library twice in a week, 73 (22.53%) respondents visit the library once in a week, 53 (16.36%) respondents visit the library twice in month and very few 21 (6.48%) respondents rarely visit the library.

- Up to one hour majority of 87 respondents visit library per day, 65 respondents visit twice in a week, 59 respondents visit one in a week, 40 respondents visit twice in a month, and 11 respondents visit library rarely up to 1 hour.

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- Regarding 1 to 2 hours time spent in the library, 3 respondents visit per day, 16 respondents visit twice in a week, 14 respondents visit one in a week, 6 respondents visit twice in a month, and 10 respondents visit library rarely.
- Regarding 2 to 3 hours time spent in the library, 3 respondents visit twice in a week and 4 respondents visit spent twice in a month.
- Regarding more than 3 hours spent in the library by respondents 3 respondents' visit twice in a week and 3 respondents twice in a month respectively.
- Regarding frequency of visit to the library, respondents who rarely visit the library 11 respondents considered shortage of time, 6 respondents considered unsuitable working hours, 1 respondent considered unavailability of necessary literature and 3 respondents considered various reasons such as use of internet at home, getting necessary literature on internet, Use of same reference book once issued for not visiting the library frequently.

PURPOSE OF INFORMATION SEEKING BEHAVIOR

- In context of the rank 'Extremely Important' majority of 144 (44.44%) respondents considered the purpose of information seeking to keep up with latest developments in the field. 141 (43.52%) respondents seeking information for preparing lectures and nearly equal proportions of the 140 (43.21%) respondents seeking information for Evolving innovative ideas/techniques, 123 (37.96%) respondents seeking information for their Ph.D. research and followed by 119 (36.73%) respondents have sought information for Writing research papers & Presenting it.
- In context of the rank 'Very important' majority of 162 (50%) respondents are considering seeking information for Guiding researchers / students, followed by 130 (40.12%) respondents for General knowledge and 127 (39.20%) respondents for Workshop and seminar presentations.
- In context of the rank 'Important' majority of 116 (35.8%) respondents have considered the purpose of information seeking is to be able to write a book.
- In context of the rank 'Not at All Important' minority of 43 (13.27%) respondents have considered for Ph.D. research, 19 (5.86%) respondents have considered for Writing papers & Presenting it, 2 (0.62%) respondents have considered for Guiding researchers / students, 1 (0.31%) respondent have considered for General Knowledge, 13 (4.01%) respondents have considered for Workshop and seminar presentations and 50 (15.43%) respondents have considered for Writing Book.

TIME SPENT FOR THE INFORMATION SEEKING ACTIVITIES

- The study found out that majority of the faculty members have spent minimum 1 to 5 hours per week for the information seeking activities.
- Regarding time spent per week on internet browsing activity, majority of 156 (48.14%) respondents have spent 1 to 5 hours, 117 (36.11%) respondents have spent 6 to 10 hours, 25 (7.72%) respondents have spent 11 to 15 hours, 11 (3.4%) respondents have spent 16 to 20 hours and 15 (4.63%) respondents have spent more than 21 hours for information seeking.
- Regarding the time spent per week on books / magazines (Print), 262 (80.85%) respondents have spent 1 to 5 hours, 38 (11.73%) respondents have spent 6 to 10 hours, and 18 (5.56%) respondents have spent 11 to 15 hours and while 3 (0.93%) respondents have spent 16 to 20 hours and 3 (0.93%) respondents have spent more than 21 hours.
- Regarding time spent per week on E-books/ E- magazines activity that, majority of 282 (87.04%) respondents have spent 1 to 5 hours, 28 (8.64%) respondents have spent 6 to 10 hours, 13 (4.01%) respondents have spent 11 to 15 hours and only 1 (0.31%) respondent have spent 16 to 20 hours during a week.

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- Regarding time spent per week on interaction with colleagues / experts that, majority of 289 (89.19%) respondents have spent 1 to 5 hours, 24 (7.41%) respondents have spent 6 to 10 hours, 10 (3.09%) respondents have spent 11 to 15 hours and only 1 (0.31%) respondent has spent 16 to 20 hours.
- Regarding time spent per week on the Xerox activity, majority of 319 (98.45%) respondents have spent 1 to 5 hours, 3 (0.93%) respondents have spent 6 to 10 hours and 2 (0.62%) respondents have spent 11 to 15 hours.

CONCLUSION

It is very important for the librarian to know the information seeking behavior of the faculty members because the librarian helps faculty members in obtaining the information they need. The present study is related to the acquisition of information by the faculty members of all the constituent colleges and post-graduate departments. A variety of issues such as frequency of library visit, purpose of information seeking, using the information sources during the lectures in the classroom, keeping up with latest development in their respective fields, time spent for various activities to obtain information, selection of journal and access methods, selection of sources of internet resources, awareness of library services and its use, problems encountered while seeking information and method used to solve such types of problems etc.

In particular, a change in the academic position of the faculty members has been tried to know whether it may cause any change in their information seeking behavior it is also observed the information seeking style is also different as per faculties. Considering some important points in relation to information procurement behavior in different faculty members, the number of similarities and differences are found in them. In view of the changes in the selection of various resources of different sources of internet, changes in the use of various library services, difficulties being faced at the time of information seeking and the methods used to combat these problems have been attempted by a mathematical statistical method called Chi-square test.

Considering all the issues popping up in the context of behavioural approaches, the findings are on the basis of the importance or rank given by majority of faculty members. The main purpose of obtaining proficient information is to realize new development in the respective fields. Respondents have used the textbooks as the source of information for classroom lectures and respondents have given the highest importance to the internet for updating knowledge in their respective field. Most of the faculty members visit the library every day for 1 hour or less than this. This is a matter of encouragement for information procurement behavior of faculty members. Faculty members devote more time to internet browsing among various activities for information seeking. Respondents select the journals on the bases of browsing and to select it they give first rank to library. Faculty members use internet resources through own mobile or computer paying personal subscription. Faculty members are aware of almost all the services provided by the library and out of these services most of faculty members use computer database / internet services. However, the faculty members sometimes face many problems in obtaining required information such as the absence of essential literature. For coping up with these problems, most of the faculty members use more than one source. It is observed on the basis of the present study that to the proportion of the total faculty members, there is a lack of academic dedication among the minimum number of faculty members. It shows the lack of academic competence in the faculty members. Their complacency towards not using multiple sources of information for classroom teaching or research for being well adapted and updated seems unfair.

There is a no significant difference between the professional position of faculty members and different purposes i.e. evolving innovative ideas / techniques, keeping up with latest development in the respective field of studies, Guiding researchers / students, Ph.D. research, preparing lectures, a purpose of information seeking. There is a significant difference between the professional positions of faculty members and different purposes i.e. General knowledge, writing a book, Writing papers & Presenting papers, and Workshop and seminar presentations etc. a use of information sources for the purpose of information seeking between the academic positions of faculty members.

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There is no significant difference between faculties and resources of internet sources i.e. Institutional internet, College/ Department library. There is a significant difference between faculties and resources of internet sources i.e. Commercial Cybercafé, Personal subscription (Mobile/PC).

There is a significant difference between faculties and use of library services i.e. Bibliographic service, Computer database/Internet, Current Awareness Services, Inter library loan services, News paper cutting and Xerox service. There is no significant difference between faculties and use of library services i.e. indexing and abstracting, any other etc., library service between the 9 faculties. It means that there is no difference in all the faculty members of 9 different faculties for using such type of library services.

There is a significant difference between faculties and method to resolve information seeking problems i.e. Consult more and more sources, Take support from colleagues, Use of Internet. There is no significant difference between faculties and method of Use of more than one library.

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