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Information seeking behaviour of postgraduate students: An exploratory study

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Abstract

Information seeking is an intentional search for information in order to fulfil certain goals. Information seeking behaviour is a human endeavour, which bridges the gap between need for knowledge and fulfil the objectives. In an information seeking activity, a person engage in identifying, locating and searching for such information and using or transferring the information. This study intends to explore the information seeking behaviour of postgraduate students and also to find out the differences in information seeking behaviour across gender and course of study pursued by the participants. The sample of this consisted of 200 postgraduate students pursuing Master Degree in Humanities, Science, and Professional courses from Kurukshetra University, Kurukshetra. A self-made data gathering instrument namely, "Information Seeking Behaviour Scale" was used for data collection. Further, data were analysed using Percentage, Mean, Standard Deviation and 't'- test. Results of the study revealed blended nature of information seeking behaviour of postgraduate students. They rely on various sources of information and degree of obtaining information from different sources also varies. No significant difference found to exist between the students of Humanities vs. Science and Humanities vs. Professional course. But, students of professional course exhibit more information seeking behaviour than the science students. Results of the study recommended implications for the stakeholders.

Keywords: Information need, information sources, information literacy, information seeking behaviour, postgraduate students

Introduction

Knowledge in its simple sense is useful information adapted for certain purpose and solutions to problems people have. In the modern context, 'information' refers to furnish with knowledge (Capurro, 1992) ^[5] or ideas, facts, imaginative works and data potentially useful for decision making, question answering etc. (Kaniki, 2001) ^[12]. Information is a basic need of human being. People need information in all walks of life. Information seeking behaviour is a process where people search information and utilize those to accomplish their assigned task. Further, information literacy is an important component of any education system because of its role in academics, which extends for lifelong learning. Information literacy is a set of abilities to "recognize, locate, evaluate and use effectively the needed information" (Ashnoor, 2005). Information seeking involves a set of actions that an individual takes to express his/her information needs, seek, evaluate and select information, and finally uses those to satisfy his information needs (Sultana, 2016) ^[30].

Need for information arises when someone feels lacking of knowledge, while information is developing every day. When individuals experience cognitive gaps that prevent them from comprehending specific situations, then they try to search information to change the status of their knowledge and fulfil information needs (Zha *et al.*, 2015) ^[34]. It is a general observation that majority of students are unable to access relevant information due to lack of skills in terms of concept identification, search strategies, information sources, use of library catalogue and ethical and legal use of information (Anafo & Kwame, 2014) ^[3]. Awareness of information sources including accessibility, quality, timeliness, trustworthiness, familiarity and previous success has a direct impact on approaches adopted for information seeking (Leckie *et al.* 1996) ^[20].

The society has moved from an era of information scarcity to information abundance, thus giving rise to the phenomenon of information over load and anxiety. Similarly, rapid increase in the capabilities of smart devices for information discovery and access has resulted in new

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opportunities and challenges. Same information may be available in multiple formats and accessible through a variety of delivery channels. Students are among the major users of information resources and they use a variety of information sources to meet their diverse information needs. Knowledge needs and information seeking behaviour of students are changing due to several factors such as availability of information, new information discovery and delivery channels, changes in scholarly communications, and the entrance of new channels in information provision and publishing.

Various factors are likely to shape the information seeking behaviour of the students. It is, therefore, desirable to understand the purpose for which information is required, the environment in which the users operate, skills required for identifying the needed information and sources preferred for acquiring the needed information. Further, it is also necessary for them to consult various information sources for different purposes such as writing an assignment, project reports, making presentation, preparing for class discussion and examinations to note a few. In the course of seeking information; the individuals may interact with manual information system such as a newspaper, library, or digital systems i.e., inevitably the web. Information seeking is, thus, a natural and necessary mechanism of human existence, which is purposive seeking of information as a consequence of a need to satisfy some goal. Information seeking is a users' constructive effort to interpret meaning from information so as to extend their state of knowledge on a particular area and therefore, get engaged in rectifying uncertainty in the process of moving through space and time (Ikoga-Odongo & Mostert, 2006) ^[11]. Information seeking is a basic activity indulged in by all people and manifested through a particular way of behaviour.

Justification of the Study

Information need is a requirement that drives one into information seeking. An information need evolves from an awareness of something missing, which gives the seeking of information that eventually contributes to understanding and interprets the meaning (Kuhlthau, 1993) ^[16]. Satisfying the information needs is a dynamic process during which absorbed knowledge may lead to renewed information needs (Kebede, 2000) ^[13]. The current generation is living in an information age and as a consequence, become more information conscious and seek information for various reasons and purpose. Rapid growth of Information and Communication Technologies (ICT) in the current era has provided ample access to information through various channels in different formats (Howlader & Islam, 2019) ^[10]. With the advent of technologies, major changes and new approaches of creating, organizing and presenting information have also emerged (Michael *et al.*, 2014) ^[22]. Information seeking behaviour arises as a consequence of a need perceived by the information user, who in order to satisfy that need, makes use of formal or informal information sources (Wilson, 1999) ^[32].

In every society, there are facilities other than classroom that can contribute in teaching-learning process. For learning to take place, learners must have to access necessary information materials and resources. Information seeking has become an integral part of human activity especially in the area of education, research and development. Information is essential for understanding that

guides human actions (Popoola, 2006) ^[26]. Everything the students do, whether providing legal advice, drafting a legal document or conducting a legal research requires information (Otike & Mathews, 2000) ^[25]. But the users of information are facing difficulty in identifying and physically locating the relevant information at the time when it is required. Desta *et al.* (2019) ^[6] identified personal and contextual factors such as incompetence in computer skills, more preference for using printed materials, distance between the library and the residence of the students influence students' information-seeking behaviour. Kuhlthau and Tama (2001) ^[17] inferred that lawyers expressed a preference for print texts over computer database for more complex tasks. Electronic media is used only as last resort. Changes in the information environment have influenced the information behaviour of students and the way which they seek, find and use information resources for learning. Hartman (2001) ^[9] revealed that undergraduate students experienced difficulty in locating items from the library collections and did not understand the processes for retrieving journals articles. Friedlander (2002) investigated the use of electronic information sources by students from different subject area. In addition to books, journals and the internet, students also use human resources for meeting their information needs.

In the domain of academic, students especially university students always depend on information in order to enhance their knowledge in research, learning, and community service activities. In fulfilling information seeking needs, each student has different information seeking behaviour. Empirical research about information-seeking behavior in academics has been carried out so far that focus on to identify the factors and process that influence students' information-seeking behaviour (Komissarov & Murray, 2016) ^[15], information seeking contexts (Robson & Robinson 2013) ^[29], information seeking approach (Elgllab & Shehata, 2019) ^[8] and model the information seeking behaviour of (Bukhari *et al.* 2018) ^[5] of university students including scholars and international students.

Knowledge needs and information seeking behaviour of students has become a vital issue in the field of education due to inadequate interpretation of knowledge and sometimes over reliant on some sources especially e-sources. Information needs arise out of specific goals sets by someone that are associated with one or more job roles played by individuals (Kundu, 2017) ^[19] and therefore, engage in to find information to satisfy several goals (Wilson, 2000) ^[33]. In meeting the information needs, there is an impetus to seek for information because a person feels a lack of information while possessing limited knowledge. Keeping in mind the nature of the information seeking behaviour of the current generation learners, there is a need to explore this field which is still least explored. Moreover, until now knowledge needs, sources of knowledge and information seeking behaviour of the students and other users have been the concern of the department of Library and Information Science only. No vital research has been conducted in the field of education concerning the information seeking behaviour of the students. The purpose of this paper is to explore the different sources of knowledge and information that students rely on and also to investigate and compare the information seeking behaviour of postgraduate students pursuing different courses. It is assumed that the results of the present study would immensely help the teachers and academicians to know

about the students which eventually will help them to guide and direct the information seeking behaviour of the students.

Objectives of the Study

1. To study the information seeking behaviour of the postgraduate students.
2. To compare the information seeking behaviour of male and female postgraduate students.
3. To compare the information seeking behaviour of Humanities, Science and Professional postgraduate students.

Hypotheses of the Study

1. There is no significant difference in the information seeking behaviour of male and female of postgraduate students.
2. There is no significant difference in the information seeking behaviour of Humanities, Science and Professional course's student.

Method and Materials

The sample of the present study consisted of 200 postgraduate students pursuing Master Degree in Humanities, Science, and Professional courses from Kurukshetra University, Kurukshetra. Out of the total 200 students, 120 were males and 80 were females. Further, the

sample was also bifurcated as 62 from Humanities, 72 from Science and 66 from Professional course. Simple random sampling technique was employed to draw the samples. A self-made data gathering tool namely "Information Seeking Behaviour Scale" was used as tool for data collection. The scale contains 20 items which are designed to assess and measure information seeking behaviour of postgraduate students. The scale is having five alternatives for responses namely: Almost Always (AA), Often (O), Sometimes (ST), Seldom (SD) and Almost Never (A N). Scoring of the "Information Seeking Behaviour Scale" is based on five point scale i.e.: Almost Always (5), often (4), sometimes (3), seldom (2) and Almost Never (1). After the collection of the required data, those were subjected to statistical treatment namely, Percentage, Mean, Standard Deviation and 't'-test.

Results of the Study

1. Result Related to Information Seeking Behaviour of Postgraduate Student

In order to explore the information seeking behaviour of the postgraduate students, collected data were subjected to percentage analysis for each item of the data gathering instrument i.e., "Information Seeking Behaviour Scale". The result of the same is presented in table 1.

Table 1: Percentage of students regarding the information seeking behaviour

Item No.	Statement	A. A	O	S.T	S.D	A.N
1	I am willing to spend 6-8 hours daily for seeking information.	21%	29%	18%	17%	15%
2	I make use of informal resources of information such as family, media, and friends.	20%	24%	21%	23%	12%
3	In information seeking, I prefer good accessibility of documents.	12%	9.5%	17%	26.5%	35%
4	While seeking information, I give emphasis on well-arranged and attractive form of information.	11%	9.5%	15%	18.5%	46%
5	I prefer well-known, authentic documents for e.g reputed familiar authors, well-known and referred Journals.	18%	13%	26.5%	23.5%	19%
6	In information seeking, I am interested especially in new ideas, so far not known for me.	18.5%	22%	28%	21.5%	10%
7	Contradictory opinions in documents are incentives for further seeking for me.	16.5%	15%	26.5%	25%	17%
8	In resolving information problems, I make more than one library.	25%	23.5%	19%	17.5%	15%
9	In information retrieval, I use the help of a librarian / reference worker/researcher.	23.5%	20%	23%	18.5%	17%
10	The first resource in information retrieval for me is the internet.	18%	22%	25.5%	21.5%	13%
11	The first resource in information retrieval is for me is the library catalogue.	19.5%	19%	24%	24%	13.5%
12	While resolving an information problem I prefer an individual and independent work.	20%	18.5%	28%	20.5%	13%
13	The more information I get the more I get interested in the problem or topic.	21%	20%	22.5%	21%	15.5%
14	In solving the information problem, I am supported by collaboration with friends.	19.5%	21.5%	25.5%	22%	11.5%
15	In information retrieval, I make use of indexes and bibliographies in publications.	16%	14%	22%	24.5%	23.5%
16	I prefer using electronic resources to traditional ones.	18.5%	17%	28%	22.5%	14%
17	In information seeking I rely on only one kind of sources.	16.5%	17%	19.5%	26.5%	20.5%
18	I prefer to seek information while my exams are approaching.	17.5%	20%	26%	19.5%	17%
19	I prefer to use face to face interaction for seeking information.	19%	16.5%	24.5%	26%	14%
20	For seeking information I make use of e-journals.	16%	12%	19.5%	27.5%	25%

A.A-Almost Always O-Often S.T-Sometimes S.D-Seldom A.N.-Almost Never

Table 1 reveals the information seeking behaviour of the postgraduate students which are as follows:

1. Responses of the postgraduate students for Statement 1 are: 21% Almost Always, 29% often, 18% sometimes, 17% seldom and 15% Almost Never.
2. Responses of the postgraduate students for Statement 2 are: 20% Almost Always, 24% often, 21% sometimes, 23% seldom and 12% Almost Never.
3. Responses of the postgraduate students for Statement 3 are: 12% Almost Always, 9.5% often, 17% sometimes, 26.5% seldom and 35% Almost Never.
4. Responses of the postgraduate students for Statement 4 are: 11% Almost Always, 9.5% often, 15% sometimes, 18.5% seldom and 46% Almost Never.

5. Responses of the postgraduate students for Statement 5 are: 18% Almost Always, 13% often, 26.5% sometimes, 23.5% seldom and 19% Almost Never.
6. Responses of the postgraduate students for Statement 6 are: 18.5% Almost Always, 22% often, 28% sometimes, 21.5% seldom and 10% Almost Never.
7. Responses of the postgraduate students for Statement 7 are: 16.5% Almost Always, 15% often, 26.5% sometimes, 25% seldom and 17% Almost Never.
8. Responses of the postgraduate students for Statement 8 are: 25% Almost Always, 23.5% often, 19% sometimes, 17.5% seldom and 15% Almost Never.
9. Responses of the postgraduate students for Statement 9 are: 23.5% Almost Always, 20% often, 23% sometimes, 18.5% seldom and 17% Almost Never.

10. Responses of the postgraduate students for Statement 10 are: 18% Almost Always, 22% often, 25.5% sometimes, 21.5% seldom and 13% Almost Never.
11. Responses of the postgraduate students for Statement 11 are: 19.5% Almost Always, 19% often, 24% sometimes, 24% seldom and 13.5% Almost Never.
12. Responses of the postgraduate students for Statement 12 are: 20% Almost Always, 18.5% often, 28% sometimes, 20.5% seldom and 13% Almost Never.
13. Responses of the postgraduate students for Statement 13 are: 21% Almost Always, 20% Often, 22.5% Sometimes, 21% Seldom and 15.5% Almost Never
14. Responses of the postgraduate students for Statement 14 are: 19.5% Almost Always, 21.5% often, 22.5% sometimes, 22% seldom and 11.5% Almost Never.
15. Responses of the postgraduate students for Statement 15 are: 16% Almost Always, 14% Often, 22% Sometimes, 24.5% Seldom and 23.5% Almost Never
16. Responses of the postgraduate students for Statement 16 are: 18.5% Almost Always, 17% often, 28% sometimes, 22.5% seldom and 14% Almost Never.
17. Responses of the postgraduate students for Statement 17 are: 16.5% Almost Always, 17% often, 19.5% sometimes, 26.5% seldom and 20.5% Almost Never.
18. Responses of the postgraduate students for Statement 18 are: 17.5% Almost Always, 20% often, 26% sometimes, 19.5% seldom and 17% Almost Never.
19. Responses of the postgraduate students for Statement 19 are: 19% Almost Always, 16.5% often, 24.5% sometimes, 26% seldom and 14% Almost Never.
20. Responses of the postgraduate students for Statement 20 are: 16% Almost Always, 12% often, 19.5% sometimes, 27.5% seldom and 25% Almost Never.

II. Comparison between male and female postgraduate students in their information seeking behaviour

A comparative analysis between male and female postgraduate students has been made with regard to their information seeking behaviour. The result obtained has been depicted in table 2 along with graphical presentation vide figure 1.

Table 2: Significance of mean difference between male and female postgraduate students in their information seeking behaviour

Gender	N	Mean	SD	t- value
Male	120	56.46	13.32	1.52 ^{NS}
Female	80	58.94	9.76	

Table value: at .05 level=1.96, at 0.01 level=2.58
NS: Not Significant

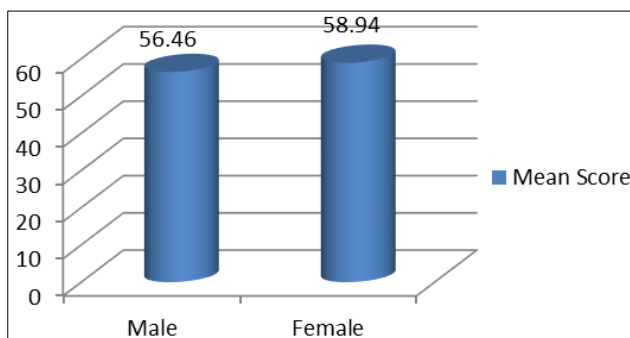


Fig 1: Mean information seeking behaviour scores of male and female postgraduate students

Table 2 reveals that the Mean information seeking behaviour score of male postgraduate students is 56.46 with

SD 13.32, whereas it is 58.94 and 9.76 respectively in the case of female postgraduate students. The calculated t-ratio came out to be 1.52, which is not significant at 0.05 level. Therefore, the hypothesis that “there exists no significant difference between male and female postgraduate students in their information seeking behaviour” is accepted. It means male and female postgraduate students do not differ significantly in their information seeking behaviour.

III. Comparison between humanities and science postgraduate students in their information seeking behaviour

The result obtained from the comparative analysis between humanities and science postgraduate with regard to their information seeking behaviour. Has been presented in table 3 along with graphical presentation vide figure 2.

Table 3: Significance of mean difference between humanities and science postgraduate students in their information seeking behaviour

Stream	N	Mean	SD	t- value
Humanities	62	57.84	10.68	1.70 ^{NS}
Science	72	54.65	11.09	

Table value: at .05 level=1.96, at 0.01 level=2.58
NS: Not Significant

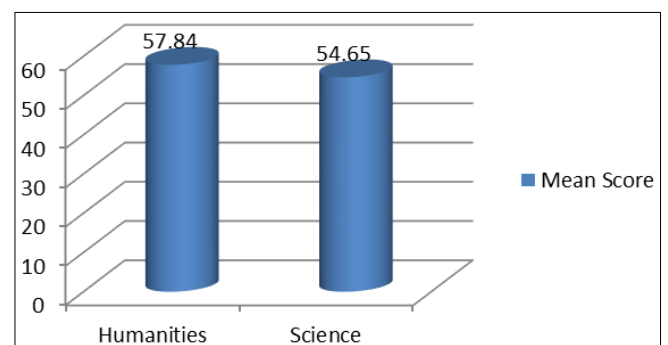


Fig 2: Mean information seeking behaviour scores of humanities and science postgraduate students

It is apparent from table 3 that the Mean information seeking behaviour score of postgraduate students of humanities stream is 57.84 with SD 10.68, whereas it is 54.65 and 11.09 respectively in the case of postgraduate students belong to science stream. The calculated t-value t-ratio is found be 1.70, which is not significant at 0.05 level. Therefore, the hypothesis that “there exists no significant difference between humanities and science postgraduate students in their information seeking behaviour” is accepted. It implies that humanities and science postgraduate students do not differ significantly in their information seeking behaviour.

IV. Comparison between humanities and professional postgraduate students in their information seeking behaviour

The results obtained from the comparative analysis of postgraduate students of humanities and professional streams with regard to their information seeking behaviour has been depicted in table 4 along with graphical presentation vide figure 3.

Table 4: Significance of mean difference between humanities and professional postgraduate students in their information seeking behaviour

Stream	N	Mean	SD	t- value
Humanities	62	57.84	10.68	1.15 ^{NS}
Professional	66	60.30	13.39	

Table value: at .05 level=1.96, at 0.01 level=2.58
NS: Not Significant

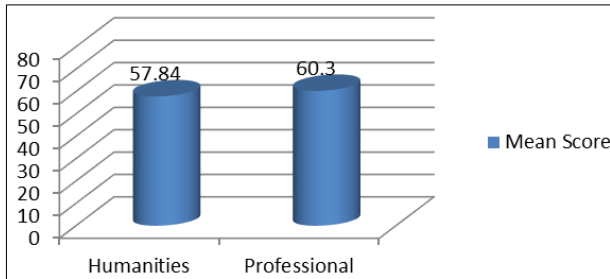


Fig 3: Mean information seeking behaviour scores of humanities and professional postgraduate students

Table 4 reflects that the Mean information seeking behaviour score of postgraduate students belong to humanities stream is 57.84 with SD 10.68, whereas it is 60.30 and 13.39 respectively in the case of the students belong to professional course. The calculated t-ratio came out as 1.15, which is not significant at 0.05 level. Therefore, the hypothesis that “there exists no significant difference between humanities and professional postgraduate students in their information seeking behaviour” is accepted. It implies humanities and professional postgraduate students do not differ significantly in their information seeking behaviour.

V. Comparison between science and professional postgraduate students in their information seeking behaviour

The result obtained from comparative analysis of science and professional course’s postgraduate students with regard to their information seeking has been depicted in table 4 along with graphical presentation vide figure 4.

Table 5: Significance of mean difference between science and professional postgraduate students in their information seeking behaviour

Stream	N	Mean	SD	t- value
Science	72	54.65	11.09	2.69 **
Professional	66	60.30	13.39	

Table value: at .05 level=1.96, at 0.01 level=2.58
** NS: Not Significant

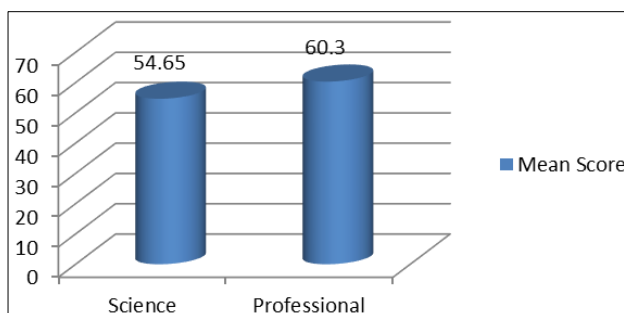


Fig 3: Mean information seeking behaviour scores of science and professional postgraduate students

Interpretation

Table 5 reveals that the Mean information seeking behaviour score of science postgraduate students is 54.65 with SD 11.09, whereas it is 60.30 and 13.39 respectively in the case of students of professional course. The computed t-ratio is found to be 2.69, which is significant at 0.01 level. Therefore, the hypothesis that “there exists significant difference between science and professional postgraduate students in their information seeking behaviour” is rejected. It means science and professional students differ significantly in their information seeking behaviour. It is inevitable from table 5 that Mean score of the professional students is higher than their counterpart of science students. It means professional students are more information seekers than the science students.

Discussion of the Results related to Item wise Analysis

Result pertaining to item wise analysis of information seeking behaviour of postgraduate students reveals a blended nature of information seeking behaviour. Students manifested inconsistent and diverse responses against different items of information seeking behaviour scale. This result is consistent with the findings of Pwadura *et al.* (2017) [28], which revealed that library plays a significant role towards the fulfilment of the University’s mission since libraries are stocked with books and other materials to provide the necessary information to students so as to facilitate teaching, learning, research, and knowledge dissemination needs in the easiest, fastest, and most comprehensive way. Students sought the help of librarians to do online searches if they encountered difficulties (Wanyingi, 2018) [32]. Furthermore, Kuhlthau (2012) [15] inferred that although advances in information technology have opened access to vast array of sources; yet have not eased the students’ dilemma, rather intensified the sense of confusion and uncertainty until a focus is formed to provide a path for seeking meaning. Abdoulaye (2002) [1] reported that individuals seek information from different sources and in various formats for performing a variety of responsibilities and tasks. Al-Muomen, Morris and Maynard (2012) [2] claimed that many significant factors influence students’ information seeking behaviour. They further confirmed that demographic variables such as gender, age, nationality, discipline, nature of enrolment, stage & level of study, and pedagogy are the predictors of information-seeking behaviour.

Students rely on various sources for their information needs and use those information sources in varying degree may be due to their varying abilities to use various information sources. In the present era, plenty of exposures are open for students from which they can absorb information and accumulate knowledge using various platforms. Postgraduate students, being at the higher level of formal education system have peculiar information needs, for which they resort on various sources of information in order to fulfil their information needs.

Discussion related to Comparative analysis

The result of the present study came out with inference that insignificant difference exist between humanities vs. science students and humanities vs. professional students with regard to their information seeking behaviour. Students of humanities seem to be consistent in their information seeking behaviour. A survey conducted by Shokeen and

Kaushik (2002) ^[29] on the information seeking behaviour of social scientists of universities of Haryana state revealed that most of the social scientists visit the library, most preferred method of searching for the required information includes indexing and abstracting periodicals, and citations in articles. Furthermore, they also claimed that the social scientists use current journals followed by books.

The findings of the current study reveals significant difference exist between science and professional course students in their information seeking behaviour. Professional students found to be more information seeker using various sources than the science students. This result is in tune with the research findings of Zimba *et al.*, (2019) ^[35], which reported that the medical field conducts scientific research and uses electronic resources to a large extent in comparison with other areas of research. Similarly, the research results by Kwasitsu (2003) ^[19] reveals how the work roles of health-care professionals, lawyers and engineers influence their information needs on the information seeking behaviour with regard to design, process and manufacturing supports. The researcher, further extended that some engineers seemed to be spending more time in seeking information at the start of a new project and less time as the project matures, while others continuously seek information throughout the project (Ellis & Haugan 1997) ^[8]. The specific roles and tasks of engineers thus become the determinants of information needs (Leckie *et al.* 1996) ^[20]. In addition, Natarajan (2012) ^[23], confirmed that most of the students in management institutions use library daily and utilize other resources effectively; internet are used as the major source of information (Nazim, 2008) ^[24]. However, the results of a study conducted by Mahajan (2006) ^[21] revealed contradictory findings, which indicates researchers in the sciences are the most positive about the impact of the Internet, while 70% of those in the social sciences and 20% of those in the humanities felt positive about the Internet and its impact.

Educational Implications

Study on information seeking behavior is relatively a new area of investigation in the field of educational research. The findings of the study reveal that postgraduate students show blended nature of searching for information. Also, no difference exists among the postgraduate students in their information seeking behaviour while compare across gender and streams. However, significant difference found to exist between science and professional students. The findings of the study raise implications for the students, library and university administration.

In this era of knowledge explosion and exploration, students are busy in searching for general and course related information; for which they mostly rely on search engine. But sometimes students fail to locate the relevant material pertaining to their query and hence, complaint search engines as unreliable. Therefore, it is worthy to note here that students should explore differ vital sources of information other than e-source such as library, learned and experience educationist, scholars and expert professionals. Library is the best store and source of knowledge and information. Students are suggested to devote more time in the library which on one hand will develop study habit and patience and on other hand they will find the more relevant and concrete materials related to their queries. Also, library uses facilitate the students to make them acquaint with the

different writing styles of eminent authors which they too can follow in their style of writing.

Libraries are considered as the old aged source of information. Role of library is tremendous for knowledge need and information acquisition. Higher Education Institutes should maintain high quality of the library. The successful operation of a library depends to a large extent on the choice of library collections. The collection should meet the requirements of users. Consequently, librarians must be aware of how users seek information. Knowledge of users' information needs and information seeking behaviour is imperative for developing valuable collections, improving facilities and services. It is therefore, recommended that library staff or reference librarians focus on assisting users to develop a better image for the library. Reference librarians should help the users improve their information-seeking and locate the types of information they need.

Libraries also need to improve their image. It is alarming that users would prefer not to visit them simply because the library environment seems to be deemed old fashioned. Libraries should be equipped with large amount of standard books of different subjects. Journal subscriptions should be adequate in number to meet information needs of the users in their respective discipline. Also, in the present e-civilization, libraries need to be digitalized. Provision of internet facility should be there. Libraries are urged to engage in bigger orientation drives to educate users about the importance of information retrieval and to increase the university community's awareness about their services.

In the contemporary times, information plays a key role in every aspect of life. People need information to work properly in their respective domains. Keeping the important role of relevant, valid and updated information in view, organizations are now more concerned about the successful planning and design of computer-based information systems. Due to technological advancement, students are becoming more and more techno savvy. But sometimes students do not get appropriate environment in the institution to avail technical facilities to search information. Institutions have to realize and recognize that recent advances in ICT's have altered the pattern of delivery of academic services in higher education and significantly modified the information seeking behaviour of the students and significant others. The web has led to a fundamental paradigm shift in information seeking behaviour. Therefore, the institutions should have taken steps to cater for this change by providing facilities for or in support of web information seeking. New and more creative connectivity types offering greater mobility and ease of access, such as wireless technology, need to be instituted. This is the high time to take initiatives towards this direction so as to meet the escalating demands of knowledge need and information. The study has implications for the university administration also. Keeping in view the importance of knowledge explosion and information need, administrators should organize information literacy, web literacy training programme. For this, the administrators should organize conference, workshop etc. in order to train the students about how to search and retrieve information. Infrastructural investments should be followed up by training to impart high end information seeking skills on all members of the university community. There should also be greater emphasis on information literacy to mould students into responsible users who are concerned about the value of the

information they use. IT skills are the precursor to the foundation of effective web information seeking strategies. Web information seeking courses need to be offered at regular intervals. In this regard, training programmes can be offered on weekends. There should be more online workshops for both students and staff at regular intervals. The professional development of academics has received sparing attention.

Future, perspective of the study would be to analyse the information seeking behaviour of students before and after the training in order to verify the relevance and effectiveness of these training.

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