Information seeking behavior: A study of Students, Research Scholars and faculty in schools of Management and Business Studies in National Capital Territory (NCT) of Delhi

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Abstract: The present study tries to explore information seeking behavior among post graduate management students, research scholars and faculty related to their process of inquiry and academic activities. Self-structured questionnaire was distributed among 700 students, research scholars and faculty representing universities in Delhi, namely GGS IP University, Jamia Millia Islamia, University of Delhi, IILM College of Management Studies, Asia-Pacific Institute of Management and FORE School Of Management in the NCT of Delhi. However, only 580 subjects returned the duly filled in questionnaires. Post graduate management students (MBA) often begin with a meeting with professors who provide direction, recommend and provide resources. Other students help to shape students' research activities, and university library personnel provide guidance in finding resources. The Internet plays a major role, although students continue to use print resources. Convenience, lack of sophistication in finding and using resources and course requirements affect their information behavior. Findings vary across universities. Academic libraries can influence students' information behavior by re-evaluating their instructional programmes and provision of resources and services. They can take a lead by working with academic staff to guide post graduate students, research scholars and faculty.

I. INTRODUCTION

For academic libraries to adequately address the changing information needs of its post graduate students, research scholars and faculty, they need to know more about the information that post graduate students, research scholars and faculty use and value and what influences their information searching, obtaining, and use. To address these questions this study explores information seeking behavior among post graduate management students, research scholars and faculty information seeking behavior as they pursue their scholarly activities—the role of people, the Internet, the academic library, and other influences.

II. PROBLEM STATEMENT

The purpose of this study is to describe the information behavior of the post graduate management students, research scholars and faculty and their use of information to support their process of inquiry and scholarly activities. Information behavior, as described by Wilson, to be 'those activities a person may engage in when identifying their own needs for information, searching for such information in any way, and using or transferring that information' (1999: 249). More specifically this study was designed to explore the following questions:

- How do post graduate students, research scholars and faculty in management studies seek and obtain information, and what are the related issues?
- What information resources do post graduate students, research scholars and faculty value, and where do they find them?
- What role do people have in information seeking among post graduate students, research scholars and faculty?
- What other factors influence information seeking behaviour among post graduate students, research scholars and faculty?

III. LITERATURE REVIEW AND OTHER STUDIES

Consistent with Wilson’s definition, Pettigrew \textit{et al.} (2001) define information behavior as the study of how people need, seek, give and use information in different contexts, including the workplace and everyday living. In the context of this study, the term information behavior is as it applies to management students as they seek, search for, and use information to support their scholarly endeavors, focusing primarily on their research
process. Research sample will enable to explore and compare the differences among subjects of different universities. A multidisciplinary and qualitative study is lacking in previous studies that focuses on management students, researchers and faculty as they conduct their research and process of inquiry. Other studies have focused on information behavior of high school, college, university students and professionals. Two recent national studies looked at information behavior in colleges and universities. Both studies corroborate that the Internet and libraries' online resources play a heavy role in participants' information seeking. The first, Dimensions and Use of the Scholarly Information Environment conducted by the Digital Library Federation and the research firm Outsell, Inc., focused on information use of students and faculty members at Scholarly use of information in colleges and universities (Friedlander 2002). Using structured, telephone interviews, this study surveyed 3,234 faculty members, graduate students and undergraduate students from colleges and universities on how the Internet affects their scholarly work and the consequences it might have on campus libraries. This study examined such issues as what information resources support scholarly work, how users find information and what problems are encountered. The second national study of interest was from Online Computer Library Center, which commissioned Harris Interactive to conduct an online survey of college and university students, reported in the OCLC White Paper on the information habits of college students (2002). The objective of this study was to describe college and university students' views of successful information delivery. This study examined such issues as what students think about the information on the Internet, in the library, in print; how they access information; and what they value. A number of smaller studies exist on the information behavior of students and professionals (Foster 2004, Kerins, et al. 2004; Fidzani 1998; and Steinerova and Susol 2005).

These studies focus on how students, primarily undergraduate and/or professionals in specific fields or disciplines seek information and the related issues. Few previous studies have concentrated attention on the research process of graduate students. Previous major studies were based on the survey approach or structured interview to gather information. Here, qualitative research approach could have been added for an in depth study. To extend the current research and concentrate on the segment of the student population that is most highly engaged in the research process, this study focuses entirely on post graduate management students and their process of inquiry or research as it relates to their information seeking behavior. Based on anecdotal information from librarians and academic faculty, this study recognized that post graduate management student information behavior might differ from one university to another. There are various studies available in primary and secondary sources on the use and pattern of information seeking behavior carried out by students, research scholars, and faculty members of various institutions/universities across globe during the recent past. But, there has still been a dearth of studies in Indian context. Some prominent studies concerning e-resources are by (Catalano, 2013), (Houde, 2013), (Allen, 2012), (Hruska, 2012), (McCrary, 2012), (Aubry, 2012), (Li, 2012), (Dube, 2012), (Marsh, 2012), (Gibbard, 2012), (Polparsi, 2012), (Chung, 2012), (Murphy & Jongh, 2011), (Rammah, 2011), (Anderson, 2011), (Genuis, 2011), (Wine, 2011), (Lyons, 2011), (Armstrong, 2011), (Sharkey, 2011), (Wimpy, 2011), (Watkins, 2011), (Iyer, 2011), (Ho, 2011), (Zimmer, 2011), (Chatterjee, 2011).

IV. METHODOLOGY

Used an exploratory quantitative research approach with structured, in-depth questionnaire and also tried to elicit qualitative data. As it is maintained that qualitative research is useful to understand the experiences of participants, the context in which they act, the influences on their behavior and the processes surrounding their behavior. Qualitative research provides the opportunity to explore, not only the participants’ actions, but their perceptions of the search process consistent with Dervin’s view of information seeking as a process of sense making where a person finds meaning which fits in with his previous knowledge thus forming a personal point of view. Kuhlthau proposes a model for the information search process based on her previous work (Kuhlthau 1988b, Ku hlthau 1988c, Kuhlthau 1989, and Kuhlthau et al. 1990). The model considers the affective (feeling), cognitive (thoughts) and physical (actions) realms as stages in the information search process. Kuhlthau’s work is based on Kelly’s (1963) personal construct theory which describes a person’s affective experience as they gather information. Using in depth, semi-structured interviews with post graduate management students, research scholars and faculty we were able to explore the three realms of the search process-affective, cognitive and physical.

A. SAMPLE

The sample was drawn from the population of post graduate students, research scholars and faculty enrolled at the GGSIP University, Jamia Millia Islamia,University of Delhi, IILM College of Management Studies, Asia-Pacific Institute of Management and FORE School Of Management in the NCT of Delhi. Goal was to select a sample of students that represented research scholars master and faculty from all universities. It was decided on a sample of five hundred eighty post graduate students. Here, the researcher has been able to represent every university selected with post graduate management students, research scholars and faculty.


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Although sample (five hundred eighty) is large for a qualitative study, it was desired to represent all universities and still have the benefits of such a study. The sample included primarily post graduate management students, research scholars and faculty in the subject of management studies. However, this paper covers findings related to only post graduate management students, research scholars and faculty enrolled at the GGSIP University (20.68%), Jamia Millia Islamia (17.24%), University of Delhi (24.13%), IILM College of Management Studies (9.48%), Asia-Pacific Institute of Management (12.93%) and FORE School Of Management (15.51%) in the NCT of Delhi. The study does not include research scholars (Ph. D.) from IILM College of Management Studies, Asia-Pacific Institute of Management and FORE School Of Management as IILM College of Management Studies does not offer Ph. D Programme whereas Asia-Pacific Institute of Management does offer it through Jamia Hamdard and FORE School Of Management directly offers Ph. D courses. Hence, all these three college/schools have not been covered in the present research sample. An effort has been made to obtain equal no. of responses from males and females in the categories of Research Scholars and Faculty in all the universities and schools. However, it could be only achieved in the case of universities namely, GGSIP University, Jamia Millia Islamia, University of Delhi.

Delhi also known as the National Capital Territory (NCT) of Delhi is a metropolitan region in India that includes the national capital city, New Delhi. It is India’s second-most-populous city after Mumbai, and the largest city in terms of area. The NCT and its urban region have been given the special status of National Capital Region (NCR). The NCR includes the neighbouring cities of Baghpat, Gurgaon, Sonepat, Faridabad, Ghaziabad, Noida, Greater Noida and other nearby towns. A school/college/faculty of Management Studies is one of the academic units of University which enable its students to pursue MBA, doctoral research in various areas of management and prepare qualified candidates for academic careers in research and teaching. in subject of management studies.

4.2 Data collection

In this case the questionnaire tries to provide a means of exploring the past as well as the current information seeking behavior of post graduate students, research scholars and faculty. They also provide a means of exploring the topic broadly while still retaining a comparable structure that enables a better frame of comparison when analyzing the responses.

### Master Table 1: Breakup of subjects: Based on University, Gender, Category

<table>
<thead>
<tr>
<th>Universities/Schools</th>
<th>Category of Subjects</th>
<th>MBA</th>
<th>M</th>
<th>F</th>
<th>Ph.D.</th>
<th>M</th>
<th>F</th>
<th>Faculty</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>GGS IP University</td>
<td></td>
<td>36</td>
<td>18</td>
<td>12</td>
<td>24</td>
<td>18</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Jamia Millia University</td>
<td></td>
<td>24</td>
<td>16</td>
<td>18</td>
<td>24</td>
<td>18</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>University of Delhi</td>
<td></td>
<td>48</td>
<td>32</td>
<td>18</td>
<td>48</td>
<td>32</td>
<td>18</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>IILM College of Management Studies</td>
<td></td>
<td>15</td>
<td>10</td>
<td>-</td>
<td>15</td>
<td>10</td>
<td>-</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Asia-Pacific Institute of Management</td>
<td></td>
<td>18</td>
<td>12</td>
<td>-</td>
<td>18</td>
<td>12</td>
<td>-</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>FORE School Of Management</td>
<td></td>
<td>27</td>
<td>18</td>
<td>-</td>
<td>27</td>
<td>18</td>
<td>-</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>168</td>
<td>112</td>
<td>54</td>
<td>126</td>
<td>54</td>
<td>126</td>
<td>48</td>
<td>84</td>
<td>84</td>
</tr>
</tbody>
</table>

**Bar Diagram 1: Breakup of Subjects: Based on University, Gender, Category**

Questionnaires were distributed in Feb- March 2013 in a private space within the university library or at other campus locations.

### V. DATA ANALYSIS

With a reasonably-sized sample, all questionnaires were coded into meaningful categories. The quantitative analysis of results provides a basis for comparison among universities as well as an overall summary of the study.
Four researchers engaged, who were trained in coding, to code transcripts. After coding five transcripts (Coders A and B each coded the same five and Coders C and D coded another five) the group met to discuss the codes and to check the consistency between partners and the pairs. This step was repeated by coding five more transcripts. When satisfied with the consistency of coding, all of the remaining transcripts were coded. Researcher A coded forty five transcripts while Researcher B coded the same forty five transcripts. Then joined the coded transcripts of A and B. Coders C and D did the same with the remaining forty five transcripts each. Once the transcripts were coded, able to analyze the data; explored the ideas expressed by the post graduate students, research scholars and faculty regarding their methods, behavior and reasoning; and identify both simple and complex relationships.

It is important to note that general questions were asked rather than specific (e.g., ‘What resources do you use?’ Not ‘Do you use JSTOR?’). Although the number of responses might have been higher had it used specific questions, responses might have been more limited. The general questions allow to get a better idea of the participants’ behaviour, thoughts and feelings that affect their information seeking.

VI. RESULTS

The results of this study indicate that the management students, research scholars and faculty information seeking behavior is influenced by people, primarily academic staff, in addition to other students, friends, university library staff and people outside the university. Post Graduate students, research scholars and faculty who rely heavily on the Internet, prefer online resources, which they find on the Internet and the university library intranet. They also use print resources from the university library and other libraries. A few post graduate students, research scholars and faculty mentioned factors that influence their search for information, including convenience, speed and time restrictions; knowledge of services and sources; and course requirements. These results are summarized in the following sections.

A. Influences of people

Though post graduate students have not yet had the opportunity to develop networks as extensive as those of their advisers and professors, they have begun the process. Advisers, professors, colleagues and university library personnel are the most influential; however, a few students have developed networks that extend beyond their own university to former and newly acquired contacts.

Academic staff

Nearly all post graduate students, research scholars and faculty (97.78%) reported that academic staff (e.g., professors and library committee members) influences their research and information seeking. This is consistent across the discipline. A meeting with professors is often post graduate students’ first step in their research process. Providing direction and guidance, academic staff answers questions, offer recommendations and provide resources. They help post graduate students, research scholars and faculty to build the foundation for the work that follows. One or two key papers, a classic book, or a relevant journal can lead to a whole host of resources. Help comes through word of mouth in casual conversations and e-mail, during research seminars, or in formal one-to-one meetings. The amount of help varies, although when the overlap in research interest between participant and adviser is great, so is the amount of help. They meet once a week, once a month or on an as-needed basis. Academic staff put articles in post graduate students, research scholars and faculty mailboxes, passes resources out in the research group or in one to-one meetings, or attaches an electronic file to an e-mail.

B. Students

Management students and research scholars (75.41%) point to another rich source of help that comes from other students. This varies across universities GGS IP University, Jamia Millia Islamia and University of Delhi, IILM College of Management Studies, Asia-Pacific Institute of Management and FORE School Of Management in the NCT of Delhi.

<table>
<thead>
<tr>
<th>Subjects in Different Universities &amp; Response Percentage</th>
<th>GGSIP N=120</th>
<th>JMI N=100</th>
<th>DU N=140</th>
<th>IILM N=55</th>
<th>APIM N=75</th>
<th>FORE N=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To keep up to date</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2. To consult resources</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3. To use Journals</td>
<td>32.7%</td>
<td>13.1%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4. To use databases</td>
<td>25.9%</td>
<td>16%</td>
<td>12.3%</td>
<td>15.4%</td>
<td>17.2%</td>
<td>12.9%</td>
</tr>
<tr>
<td>5. To find information</td>
<td>23.5%</td>
<td>17.6%</td>
<td>11.7%</td>
<td>11.7%</td>
<td>17.6%</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

Table 2: Purpose of Students
The peers share information on reference books, Websites, articles, journals, papers, movies and names of key people in the field. As a result, post graduate students, research scholars and faculty are more focused and able to design better searches. This not only speeds up the process, but recommendations are sometimes for such obscure sources that it would have been difficult to find them without help. Post Graduate students, research scholars and faculty reported that peers share actual resources. They might lend a book, share print or electronic copies of magazine or journal articles, or send an e-mail with a link in it. Some research groups have developed a shared library of materials, such as conference papers, tapes and/or references. Of particular interest is the insight that results from discussions with peers. Research groups and casual discussions are an opportunity for post graduate students to talk about their research, share ideas and get feedback all of which help to define and shape their research. In addition, more experienced students offer guidance on how to use the university library Website, library resources and services.

C. University library staff and others

For the technical aspects of information seeking, post graduate students, research scholars and faculty turn to university library staff, primarily librarians. Ninety-one percent of post graduate students, research scholars and faculty most often sought help from librarians. Those who seek help say university library staff point to relevant resources, respond to questions, announce new resources and teach post graduate students, research scholars and faculty how to find resources, use the library, navigate the library Website, create a more focused keyword search, or plan and conceptualize a new project. Post graduate students, research scholars and faculty seek help in one-to-one sessions, e-mail, orientation sessions, research seminars, on site at the reference desk, live chat sessions and in class sessions. Preferences vary. Some say that getting help at the reference desk directly is the easiest and most efficient, while others prefer online chat sessions which provide support when working off-site.

D. Internet resources

All post graduate students, research scholars and faculty reported searching the university library intranet or the Internet for their resources. All (100%) described the Internet as extremely useful, their primary method of searching, or the next step after meeting with Professors.
Nearly all of the participants choose the Internet because it is perceived as convenient, fast and current. The Internet’s powerful search engines allow users to quickly search a massive amount of materials from diverse sources, from scholarly journals to lecture notes in multi-disciplinary fields. With online information they can find, scan, download and print from any location with the Internet connection. Because they can search through online versions quickly, post graduate students research scholars and faculty are more likely to view papers of questionable value, that is, papers that might or might not be relevant to their research. They might not take the time to view such papers if they had to go to the library.

Internet—papers and articles, Searching techniques, Citation chaining, General, open-ended searches. Though the non-library Internet resources are strongly evident in post graduate students, research scholars and faculty research process (180/100%), the university library remains a key element. While all post graduate students, research scholars and faculty indicated that they use some type of library resources. All post graduate students, research scholars and faculty said that the university library plays an important role (e.g., crucial, invaluable, significant, and huge) in their research. In many of the technical fields, authors publish their papers online and provide free access to up-to-date materials. Methods of search vary from general, open-ended searches to specific, known searches.

Post Graduate students, research scholars and faculty who know very little about their topic might start with a general search. At other times, students might use a known search. They might have the name of Website, a specific journal or a citation. A known search is easier, quicker and returns more relevant results. Known searches often begin with citation chaining, a method of following references. Students use these techniques on the open Web or on the university library intranet. The Internet facilitates an approach to information seeking as mentioned by nearly all (100%) of all post graduate students, research scholars and faculty. Nearly all of all post graduate students, research scholars and faculty (97%) use an open-ended keyword search usually with Google. The drawback to using a general search is that it results in a massive amount of information, much of which has questionable credibility and little relevance to the topic. Because students have to weed through a list of diverse results to find relevant materials, general searches can be time-consuming.

E. University library—Online resources

Nearly all (90%) post graduate students, research scholars and faculty use the university libraries’ online services saying they are easily accessed, fast, convenient and time-saving.

Using both focused searches and open-ended searches, most post graduate students, research scholars and faculty use the university library databases, though it varies somewhat among databases, preference for some over others. Nearly All post graduate students, research scholars and faculty (90%) prefer the online journals and full text databases. They often search for research papers, technical papers, online articles, journal articles and conference proceedings. Postgraduate students, research scholars and faculty also reported using other online resources such as indexes, reference materials (encyclopaedias, dictionaries), music, images, user services and interlibrary loan to name a few.

<table>
<thead>
<tr>
<th>Universities</th>
<th>GGSIP N=120</th>
<th>JMI N=100</th>
<th>DU N=140</th>
<th>IILM N=55</th>
<th>APIM N=75</th>
<th>FORE N=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Type of document you use more frequently (a) E-resources N=522/90%</td>
<td>22%</td>
<td>16.8%</td>
<td>25.7%</td>
<td>9.4%</td>
<td>12.8%</td>
<td>13.2%</td>
</tr>
<tr>
<td>(ii) Orientation of library become easier to search (a) E-resources</td>
<td>22%</td>
<td>16.8%</td>
<td>25.7%</td>
<td>9.4%</td>
<td>12.8%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

Table 4: University Library online resources

F. University

Although most post graduate students, research scholars and faculty indicated a preference for online resources, a vast majority (82%) reported using the physical resources in the university library for books, textbooks and reference materials. This is consistent across all universities. Post Graduate students, research
scholars and faculty (85%) also come to the library for print journals, periodicals and magazines. Interestingly, use of the libraries' print materials is only slightly less than use of their online and electronic full-text resources; however, many resources (especially older articles, papers and reports) are not yet available online. Post graduate students, research scholars and faculty also prefer the printed book saying that reading books online is difficult.

The university library is important for DVDs, video-tapes and services (e.g., interlibrary loan). Some use the library to work, to use printers, or for entertainment and their own personal interest. Only a few reported seldom visiting the physical library, although they still use the libraries' online services. For those who say the library might not be the first place they go for resources, the library still plays a complementary or supporting role.

When needed resources are not available in the university libraries, post graduate students research scholars and faculty supplement by using the libraries' interlibrary loan services to borrow from other libraries.

<table>
<thead>
<tr>
<th>Universities</th>
<th>GGSP N=120</th>
<th>JMI N=100</th>
<th>DU N=140</th>
<th>IILM N=55</th>
<th>APIM N=75</th>
<th>FORE N=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Type of document you use more frequently (a) print resources N=493/85%</td>
<td>21.9%</td>
<td>17.4%</td>
<td>25.9%</td>
<td>6.5%</td>
<td>12.6%</td>
<td>15.6%</td>
</tr>
<tr>
<td>(ii) Orientation of library become easier to search (a) print resources N=475/82%</td>
<td>21.5%</td>
<td>17.05%</td>
<td>25.05%</td>
<td>8%</td>
<td>11.6%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

Table 5: University Library print resources and Other libraries

Bar diagram 5: University Library print resources and other libraries

G. Contributing factors

Factors, some outside of the university libraries' control, affect postgraduate students, research scholars and faculty use of libraries, library resources and library services. The factor most frequently cited by post graduate students, research scholars and faculty was preference for convenience or the need to have information quickly. Some avoid using local libraries or the university library (parking is difficult, takes too much time).

VII. DISCUSSION AND RECOMMENDATIONS

Findings indicate that the information seeking behaviour of postgraduate students, research scholars and faculty is both random and organized. The random motions of information seeking are in effect during the planning stage, when choosing an area of focus, developing a search strategy, or general browsing for background information or a general idea of their field of research. The organized information seeking behaviour includes regular planning sessions with a professor, planned search strategies and use of citation chaining. The information seeking behavior of postgraduate students, research scholars and faculty is iterative and becomes more refined and organized as they become more knowledgeable in their field of research. The findings also show that information use varies among universities. As found in previous studies (Foster 2005, Kerins, et al. 2004, Hirsh and Dinkelacker 2004), people play a central role in graduate students' searching and finding information. They meet formally or casually throughout a post graduate student's research scholars and faculty process of inquiry. Professor who perform the most influential role, recommend and supply resources. They offer guidance, answer questions and provide ideas and direction. Peers and colleagues, meeting casually or in research groups, also extend recommendations, share resources and provide feedback. University library personnel provide key services and instruction in how to use and evaluate resources, design search strategies, learn about available resources and understand how to use the library and the library intranet, though we see differences among disciplines. The Internet plays a heavy role in post graduate students research scholars and faculty search for information. The majority of students, research scholars and faculty indicated a preference for information that is available online using university library resources and/or the wider Internet resources. When post graduate students, research scholars and faculty use the Internet, searching for and obtaining information are simultaneous and enable them to working their offices or homes. All reported using Web resources (library and non-library) though the perceived importance of the Web varies among disciplines. The broad range of differences among technology and non-technology disciplines is most noticeable in Web use. With the
exception of problems mentioned by a few, post graduate students, research scholars and faculty value the Internet because of its powerful search functionality that enables searching enormous amount of information. They reported using Google for a general or known search for information.

Nearly half of all post graduate students, research scholars and faculty use citation chaining to build a body of literature. Using relevant resources, students check references, bibliographies, endnotes and footnotes for other sources. They repeat their search using this new list of sources. Chaining enables students to search for a known citation and limits their need to use a general search that returns a huge amount of resources that are difficult and time-consuming to search. post graduate students, research scholars and faculty use both print and electronic resources that are available through the university libraries. They search university library databases and indexes, online journals and other online resources for articles, conference proceedings, reference materials, images and other materials. Post Graduate students, research scholars and faculty also use the libraries' print resources, citing use of books, print journals and other materials. When they are unable to find the information they need using the university libraries, some students request items using the libraries' interlibrary loan service, use materials from local universities and colleges, or from public libraries.

The findings of this study have implications for academic libraries in relation to the information behaviour of their students, research scholars and faculty specifically; they affect university library instruction, availability of resources, and education of students and instructional leadership of academic staff. Post graduate students, research scholars and faculty rely on library personnel and academic staff for help in finding and using resources. This places librarians in a key position to affect post graduate students, research scholars and faculty and faculty information behaviour. Not only can libraries evaluate and improve their own instructional services, but recognizing the influence of academic staff, they can also influence faculty's instructional services to students:

- Accessibility is a key factor that affects post graduate students’ choices of resources and services. Libraries need to strive to provide more electronic resources that are easily accessed within a user-friendly environment.
- Although post graduate students, research scholars and faculty may have considerable experience in the process of inquiry, they are still new to their current university library. Libraries need to create awareness among post graduate students about the services and resources that are available and how to use them.
- The considerable increase in the number of available resources makes it even more difficult to find them. Libraries can provide navigational aids available at all times that describe the physical library and the electronic library resources.
- Post graduate students, research scholars and faculty have varying abilities and experience related to finding and using resources. Libraries can provide instruction throughout the term for students at all levels, targeting post graduate students, research scholars and faculty who are not familiar with American libraries.
- Libraries need not assume the entire burden of instruction but can take a lead and work with academic staff to help educate them as to the resources available and how to find them.

VIII. SUMMARY

This study explored the information seeking behaviour of post graduate students, research scholars and faculty. The findings indicate that people, especially academic staff, play a central role. Post graduate students, research scholars and faculty rely heavily on the Internet as well as the university libraries’ online resources for information, though still using the physical library for hard copy materials such as books, journals and papers. A few post graduate students, research scholars and faculty mentioned influences such as difficulty locating information or the need for convenience and speed. This paper provides an overview of the complete study and findings as well as a comparison of the similarities and differences among various universities. This study not only provides insight into post graduate students, research scholars and faculty information behavior, it also raises some questions. Further, exploration in a follow-up study that might decrease the need for long-term memory (think aloud protocols) or one that can generate more specific information (online structured survey) can add further depth to this study. The author is thankful to the authorities of all the six universities, namely GGSIP, Jamia Millia Islamia and University Of Delhi, IILM College of Management Studies, Asia-Pacific Institute of Management and FORE School Of Management in the NCT of Delhi for according their approval to collect data from their post graduate students, researchers and faculty and also all the respondents of questionnaire of this research study for sparing their valuable time in expressing their views and filling up questionnaire without which this present paper would not have been possible.

References


