Information Use Pattern and Seeking Behavior Of Students in IIIT ongole, RGUKT-A.P : A Survey

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Abstract

Determining use patterns and information seeking behaviour of users is consequential to enhance library collections, facilities, and services. This paper tends to investigate information seeking behaviour and use pattern of students on quality of procured information in 'International Institute of Information Technology (IIIT) Ongole, RGUKT-A.P'. Survey research method is adopted for the study. Analysis of data is done through percentage, Chi-square and ANOVAtest. It is found that majority of the respondents (52.64%) visit the library for borrowing books to enriching their subject knowledge. 92.05 percent of the respondents are using the library's resources. The study will be useful for the academic librarians in improving the shortcomings of their institutes and will procure the required print and other reading materials for their Institutes.

Keywords
Information; Use pattern; Information Seeking Behaviour; Information needs; IIIT, RGUKT.

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1. INTRODUCTION

Well-established library in any educational institution be it a university, or a college or a polytechnic college is a 'sine qua non' for modern higher education. In one way or the other libraries have proved to be significant partners in the development of scholarship in human beings throughout the world. The basic function of any library is educative and knowledge growth oriented. It is not merely store-house of reading materials collected for storing and preservation for posterity but it also functions as a dynamic instrument of self-education to free the intellect of the student, encourages the researchers of the faculty and invites all who enter its house to partake fully of its intellectual and cultural contents. Realizing the importance of libraries in the fulfillment of the objectives of higher education, the university education commission, India, expressed that "the library is the heart of all the Universities work, directly so, as regards its research work, and indirectly as regards its educational work, which derives it life from research serves both library and laboratory." In India the development of research in technology is very slow as compared with other developed countries.

Information needs (need for information) is a factual situation in which there exists an inseparable inter connection with 'information' and 'need'; information originates and generated because there exists a need or an interest. Information seeking behaviour can be described as an individual's manner of gathering and sourcing information for personal use, knowledge updating and development. The person has distinctive information needs which keeps on changing and not receptive to generalisation. Although, information need is distinguished by the information seeking behaviour of the person. Broadly, information seeking behaviour is an individual's requirement of resolute information which is searched, evaluated and used by him to satisfy his/her urge to know and updating of knowledge.

2. RGUKT (Rajiv Gandhi University of Knowledge Technologies)

The idea to create IIITs (International Institute of Information Technology) in Andhra Pradesh (A.P.) came in April 2007, at the request of the Chief Minister of Andhra Pradesh. He was dissatisfied with the opportunities available to the rural youth and wanted to set up at least three IIITs in the three

regions of Andhra Pradesh which would ensure better opportunities for rural students. A Task Force was created under the Chairmanship of Prof. K.C. Reddy. This Task Force produced a report to the government recommending the structure and functioning of the proposed institutions.

In March of 2008, the AP Government created RGUKT by an act of the Legislature as a full-fledged university which would initially admit roughly the top 1% of the rural students into the three residential campuses. The first batch of about 6,500 tenth class graduates was admitted into a six year integrated program in August of 2008. The initial selection was based on the local best model where students receiving the top marks in every subject were selected.

2.1 RGUKT Educational Objectives

- The primary objective of establishing RGUKT was to provide high quality educational opportunities for the aimed rural youth of Andhra Pradesh. The initial goal was that at least the top 1 % of the rural graduates would be given the opportunity to study at RGUKT.
- The top 1% of rural graduates is around 6,000 to 7,000 per year. Thus, the four campuses (R.K.Valley, Nuzvid, Ongole and Srikakulam) would provide residential accommodation for about 26,000 students for the six year integrated program.
- At present, most universities in India and in Andhra Pradesh follow the affiliated college structure model where the main role of the university is to set the curriculum and conduct examinations to ensure that the students have indeed learned the material prescribed in the curriculum. Most colleges have an entering class of 100-300. Having an entry class of 6,000 students leads to issues of scale. This is unique to RGUKT and is being attempted for the first time in India. In the US, several of the larger universities do have enrolments of 20,000 to 30,000. However not all of them tend to be residential universities. Thus RGUKT, as a green field university, represents a unique experiment in the educational arena.
- The assumption is that ICT (Information and Communication Technologies), will permit the scaling of the learning environments by one to two orders of magnitude is currently possible.
- Another key educational objective of RGUKT is to use advances in learning sciences and explore the use of modern cognitive science tools in education and learning.Phrases such as "Learning by Example", "Learning by Doing", "Problem-Based Learning", "Self-Paced Learning", etc become facilitated when every student can be assured to have a personal computer that does not have to be shared with anyone else.
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1.1. Objectives of the RGUKT

- To impart to each student broad skills of Learning to Learn, Learning to Think and Learning to Live
- To reinforce core values of integrity, respect for all, and care for environment
- To disseminate and advance knowledge in the emerging fields such as Information Technology, Nanotechnology etc.
- To make special provisions for integrated courses including Humanities, Social Sciences and other interdisciplinary areas to impart broad-based education including soft skills.
- To function as a resource center for knowledge management and entrepreneurship development in the emerging technologies.
- To establish close linkage with industry to make teaching and research at the institutes relevant to the needs of the economy, at national and global levels.

3. REVIEW OF LITERATURE

Majid and Abazova (1999) conducted a study at International Institute of Islamic University, Malaysia. The study investigated the relation between computing skills of academic staff and their use of electronic information source such as OPACs, CD-ROM and the Internet. The study found that a majority of respondents were using Internet for only e-mail and they were knowledge about OPAC search options. Majid and Tan (2002) made an attempt to investigate the information needs and information seeking behavior of computer engineering students at Nanyang Technological University, Singapore. The study found that most of the students were using only the NTU Library OPAC. Close to half of the respondents indicated that they had not used CD-ROM databases and electronic journals. Choukhande and Dongare (2004) presented an analytical study of electronic sources and services provided to users with special reference to research scholars of Visveswaraya National Institute of Technology Library, Nagpur.. It was also observed that users of VNIT library were facing little problems as they were aware of electronic sources and services provided by the library. Ali (2005) studied the use of electronic resources at Indian Institute of Technology Delhi Library using both questionnaire and observation

methods. The study revealed that a large majority of users (41%) had no difficulties in using Electronic Reference Library (ERL) service.Thanuskodi S (2008) examined the use of the Internet and e-Resources for Legal Information: A Case Study. The results of the study indicated majority of the respondents (83.57%) access the Internet from the College, while 10.71% also access from café. Another 5.71% access internet from Home. Patil and Parameswar (2009) conducted a Survey at Gulbarga University, Gulbarga. The survey examines the use of Electronic Resources by the Faculty Members and Research Scholars.The study revealed that more than half of the respondents (73.51%) were using e-journals for their research work. Majority of the respondents (45%) preferred to read in electronic format. Sujatha (2014) investigated the frequency use of electronic resources by the faculty members of Jawaharlal Nehru Technological University, Hyderabad. A Structured questionnaire has been formulated and distributed among the faculty members in order to ascertain their usage of e-resources, and received data was done with simple calculations. The findings of the study revealed that 100% faculty are using e-resources for their teaching and research purpose and 80% agreed that they have excellent knowledge on using e-resources.

Patel and Manibhai's (2013)study investigated the information needs and seeking behavior of the post graduate students of Kadi Sarva Vishwavidyalaya, Gandhinagar. This survey was carried out, with samples of respondents from the Department of Information Technology in the Faculty of Computer Science. The study makes recommendations that could lead to the improvement of students' information seeking behavior and use of information resources. Subhash et al (2018)the studies on the user, user information behaviour, and seeking have been continuing since last 50 years or more. Ranganathan's five laws brought the phrase 'use' reordering from preservation. The studies on user and user behaviour with varying characteristics has not changed and still going on to study the impact of ICT and use of electronic resources. The aim of this paper is only a perspective review of the literature on information user, with an intrinsic scope for some new research possibilities in this area.

4. OBJECTIVES OF THE STUDY

The study which lacks objectives is incomplete. The objectives formulated on the basis of research question are as follows:

1. To know the frequency and purpose of visit to the college library.
2. To identify the level of computer literacy and frequency of use the internet facility.
3. To know the opinion on condition of the reading material and management of the library collection.
4. To investigate the competency and efficiency of the library staff in providing right information at the right time.

5. METHODOLOGY

The research setting is IIIT Ongole, RGUKT Andhra Pradesh, India. For the study, survey research is used. A structured questionnaire is prepared to collect primary data. The population for the study consists of 3rd year B.Tech students in different branches viz. Civil Engineering(Civil), Electronics and Communication Engineering (ECE), Computer Science and Engineering (CSE) and Mechanical Engineering (ME) of the Institute. Questionnaires are distributed among 365 students in the library of IIITOngole out of which 340 filled questionnaires was selected for analysis. The author adopted random sampling technique to select participants from each stratum. Percentage, chi-squareand ANOVA method is used for analysing the data.

6. DATA ANALYSIS AND FINDINGS

In research process, analysis of data is momentous. Notable results can be drawn through analysis of raw data which leads to conclusions.

Table 1: Frequency of visit to the college library

Frequency	CIVIL	ECE	CSE	ME	Total
Daily	28 (32.94)	26 (30.58)	33 (38.82)	30 (35.29)	**117 (34.41)**
More than once in a week	30 (35.29)	25 (29.41)	28 (32.94)	30 (35.29)	**113 (33.23)**
Once in a week	10 (11.76)	19 (22.35)	12 (14.11)	13 (15.29)	**54 (15.88)**
Once in two weeks	17 (20.00)	15 (17.64)	12 (14.11)	12 (14.11)	**56 (16.47)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**
D.F	**9**				
χ^2	**6.126**				
P-value	**0.72719(P>0.05 No significance)**				

(Note: Figures in parentheses indicate percentages)

Majority users from all categories prefer to visit the library daily. The CSE among all other category stand highest with 38.82 percent in visiting the library daily followed by the ME (35.29%) and ECE ranked in last with 30.58 percent among daily visitors to the library. The data regarding the total users show that majority users in general prefer to visit the library daily which raises to 34.41 per cent among the sample data. Among these the CSE rank the highest daily visitors to the library while the ECE are the lowest.

There is no significant difference between the respondents with regard frequency of visit to the college library. It is also evident from chi-squire test of significance.

Table 2: Purpose of visit to the library

Purpose	CIVIL	ECE	CSE	ME	Total
Reference Books	18 (21.17)	14 (16.47)	14 (16.47)	20 (23.52)	**66 (16.50)**
Borrowing Books	42 (49.41)	49 (57.64)	49 (57.64)	39 (45.88)	**179 (52.64)**
News Papers & Magazines	7 (8.23)	9 (10.50)	11 (12.94)	14 (16.47)	**41 (12.05)**
All of the above	18 (21.17	13 (15.29)	11 (12.94)	12 (14.11)	**54 (15.88)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**
D.F	**9**				
χ^2	**8.109**				
P-value	**0.5232 (P>0.05 No significance)**				

(Note: Figures in parentheses indicate percentages)

The data in table-2 shows that purpose of visit to the library from this report we may conclude that most of the students say that they use for borrowing books 179 (52.64%) for enriching their subject knowledge, then comes with reference books 66 (16.50%) followed by opted the all options (15.88%) and newspapers& magazines with (12.50%).

There is no significant difference between the respondents with regard to purpose of visit to the college library. It is also evident from chi-squire test of significance.

Table 3: Level of computer literacy

Description	CIVIL	ECE	CSE	ME	Total
Beginner	8 (9.41)	4 (4.70)	1 (1.17)	3 (3.52)	**16 (4.70)**
Intermediate	38 (44.70)	33 (38.82)	18 (21.17)	27 (31.76)	**116 (34.11)**
Advanced	31 (36.47)	38 (44.70)	55 (64.70)	41 (48.23)	**165 (48.52)**
None	8 (9.41)	10 (11.76)	11 (12.94)	14 (16.47)	**43 (12.64)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**

(Note: Figures in parentheses indicate percentages)

It is evident from the table-3 that48.52 percent of the users are having knowledge of computer literacy at advanced, 34.11% of the users are having the computer literacy at intermediate level. percent are advanced this shows nearly 82.50 percent of the users having knowledge of computer operation. 64.70 percent of the users of CSE background are having the computer literacy at advanced and 44.23 percent of the users of ME are having the computer literacy at an advanced in total 97.78 percent one way or other have knowledge of computer literacy.

ANOVA					
Level of Computer Literacy					
	Sum of Squares	**df**	**Mean Square**	**F**	**P-value**
Between Groups	3471.500000	3	1157.166667	24.297463	0.0000219313
Within Groups	571.499996	12	47.625000		
Total	4042.999996	15			

From the above ANOVA table results, it can be stated that, there is significant difference among the respondents of different branches regarding the level of computer literacy (P<0.05, F=24.297463, with 3 degrees of freedom).

Table 4: Frequency of use the internet

Frequency	CIVIL	ECE	CSE	ME	Total
Daily	66 (77.64)	67 (78.82)	72 (84.70)	68 (80.00)	**273 (80.29)**
3 or 4 times in a	11 (12.94)	11 (12.94)	8 (9.41)	9 (10.58)	**39 (11.47)**

week					
Once in a week	6 (7.05)	6 (7.05)	4 (4.70)	7 (8.23)	**23 (6.76)**
Once in a month	2 (2.35)	1 (1.17)	1 (1.17)	1 (1.17)	**5 (1.47)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**
D.F	**9**				
χ^2	**2.422**				
P-value	**0.9829 (P>0.05 No significance)**				

(Note: Figures in parentheses indicate percentages)

The above table-4 depicts that majority users from all categories prefer to use the internet daily. The CSE among all other category stand highest with 84.70 percent use an internet daily followed by the ME (80%) and ECE 78.82 percent and Civil ranked in last with 77.67 percent among daily use the internet.The data regarding the total users show that majority users in general prefer to use the internet daily which raises to 80.29 per cent among the sample data. Among these the CSE rank the highest daily use the internet while the Civil are the lowest.

There is no significant difference between the respondents with regard to use the internet. It is also evident from chi-squire test of significance.

Table 5: Use the library resources

Library resources	CIVIL	ECE	CSE	ME	Total
YES	79 (92.94)	76 (89.41)	80 (94.11)	78 (91.76)	**313 (92.05)**
NO	6 (7.05)	9 (10.58)	5 (5.88)	7 (8.23)	**27 (7.94)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**

(Note: Figures in parentheses indicate percentages)

The data in table-5 shows that majority of the respondents 313 (92.05%) are use the library's resourceswhile 27 (7.94%) are not using the library's resources. It can be concluded that majority of the respondents are using the library's resources CSE (94.11%) followed by Civil (92.94%), ME (91.76%) and ECE (89.41%).

Table 6: Motivated in learning and using the library resources

Motivation	CIVIL	ECE	CSE	ME	Total
Highly Motivated	46 (54.11)	47 (55.29)	52 (61.17)	49 (57.64)	**194 (57.05)**
Motivated	32 (37.64)	35 (41.17)	29 (34.11)	30 (35.29)	**126 (37.05)**
Not Motivated	7 (8.23)	3 (8.23)	4 (4.70)	6 (7.05)	**20 (5.88)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**
D.F	**6**				
χ^2	**3.1**				
P-value	**0.7961 (P>0.05 No significance)**				

(Note: Figures in parentheses indicate percentages)

The above table-6 explains that majority of the respondents (57.05%) are highly motivated in learning and using the library resources, followed by motivated (37.05%) and not motivated (5.88%). It is also explained that majority of the respondents (61.17%) of CSE branch are highly motivated compared to other branches. There is no significant difference between the respondents with regard to motivated in learning and using the library resources. It is also evident from chi-squire test of significance.

Table 7: Frequency access the library resources

Frequency	CIVIL	ECE	CSE	ME	Total
Daily	33 (38.82)	32 (37.64)	30 (35.29)	32 (37.64)	**127 (37.35)**
3 or 4 times in a week	15 (17.64)	23 (27.05)	26 (30.58)	21 (24.70)	**85 (25.00)**
At least once in a week	22 (25.88)	14 (16.47)	15 (17.64)	17 (20.00)	**68 (20.00)**
Less than once in a month	15 (17.64)	16 (18.82)	14 (16.47)	15 (17.64)	**60 (17.64)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**

(Note: Figures in parentheses indicate percentages)

The above table-7 explains that majority users from all categories prefer to access the library resources daily. The Civil among all other category stand highest with 38.82 percent access the library resources daily followed by the ME and ECE 37.64 percent and CSE ranked in last with 35.29 percent among daily access the library resources. The data regarding the total users show that majority users in general prefer to access the library resources daily which raises to 37.35 percent among the sample data. Among these the Civil rank the highest daily use the library resources while the CSE are the lowest.

ANOVA					
Frequency access the library resources					
	Sum of Squares	**df**	**Mean Square**	**F**	**P-value**
Between Groups	669.500000	3	223.166667	24.456618	0.0000212137
Within Groups	109.500013	12	9.125001		
Total	779.000013	15			

From the above ANOVA table results, it can be stated that, there is significant difference among the respondents of different branches regarding the frequency of access the library resources (P<0.05, F=24.456618, with 3 degrees of freedom).

Table 8: Opinion on condition of the reading material

Opinion	Excellent	Good	Poor	Very Poor	Total
Text book	82 (24.11)	246 (72.53)	4 (1.76)	8 (2.35)	**340 (100)**
Reference	141 (41.47)	186 (54.70)	9 (2.64)	4 (1.17)	**340 (100)**
Magazines	71 (22.35)	174 (51.17)	90 (26.47)	5 (1.47)	**340 (100)**
Competitive Books	109 (32.05)	114 (33.52)	81 (23.82)	36 (10.58)	**340 (100)**

(Note: Numbers in parentheses indicate percentage)

It is evident from the above table-8 that low percentage of respondents (10.58%) felt that the condition of competitive books is very poor but high percentage of respondents felt that reference books (54.70%) and Text books (75.23%) are in good condition. The condition of reference books is excellent in the view of 42.64% of respondents.

From the above ANOVA table results, it can be stated that, there is no significant difference among the respondents of different branches with regard to condition of the reading material in the library (P>0.05, F=0.0003954, with 3 degrees of freedom).

ANOVA					
Condition of the reading material					
	Sum of Squares	**Df**	**Mean Square**	**F**	**P-value**
Between Groups	8.187500	3	2.729167	0.0003954	0.999988
Within Groups	82808.75015	12	6900.72917		
Total	82816.93765	15			

Table 9: Opinion about management of library collection

Opinion	CIVIL	ECE	CSE	ME	Total
Highly satisfied	33 (38.82)	32 (37.64)	30 (35.29)	32 (37.64)	**127 (37.35)**
Satisfied	30 (35.29)	39 (45.88)	40 (47.05)	36 (42.35)	**145 (42.64)**
Dissatisfied	22 (25.88)	14 (16.47)	15 (17.64)	17 (20.00)	**68 (20.00)**
Total	**85 (100)**	**85 (100)**	**85 (100)**	**85 (100)**	**340 (100)**

(Note: Numbers in parentheses indicate percentage)

The above table-9 shows that 42.64 percent of the library users are satisfied with their library collection followed by 37.35 percent highly satisfied. It is also evident that only 20 percent of the library users are dissatisfied with their library collection.

From the above ANOVA table results, it can be stated that, there is significant difference among the respondents of different branches with regard to opinion about management of library collection (P<0.05, F=35.268116, with 3 degrees of freedom).

ANOVA					
Opinion about management of library collection					
	Sum of Squares	**df**	**Mean Square**	**F**	**P-value**
Between Groups	811.16666	2	405.58333	35.268116	0.0000551
Within Groups	103.50000	9	11.50000		
Total	914.66666	11			

Table 10: Support of the Staff

S.No	Variable	Response		
		YES	No	Total
1	Take assistance from the library staff	282 (82.94)	58 (17.05)	**340 (100)**
2	Satisfied with the Co-operation and competency of the library staff	307 (90.29)	33 (9.70)	**340 (100)**
3	Prompt library staff attending queries	286 (84.11)	54 (15.88)	**340 (100)**
4	Satisfied with the behavior of the staff members	294 (86.47)	46 (13.52)	**340 (100)**
	Staff provide right information at the right time	271 (79.70)	69 (20.29)	**340 (100)**
D.F	**4**			
χ^2	**16.482**			
P-value	**0.002436 (P<0.05 No significance)**			

The above table-10 shows that 82.94percent of the respondents take assistance from their library staff and 90.29% are satisfied with the co-operation and competency of the library staff, 84.11% of the respondents mentioned that the library staff attending the queries and 86.47% of the respondents are satisfied with the behaviour of the staff members.

The results of chi-squire analysis are found to be statistically highly significant at 5% level with4 degrees of freedom, which indicated that there is highly significant difference among the respondents with regard to support of the library staff in different aspects.

7. FINDINGS OF THE STUDY

1. Majority of the respondents (34.41%) from all categories prefer to visit the library daily. One third of the respondents (33.23%) are prefer to visit the library more than once in a week.
2. More than half of the respondents 179 (52.64%) say that they visit the library for borrowing books to enriching their subject knowledge. On an average half of the respondents in all branches are prefer to visit the library for borrowing books.
3. Majority of the respondents (48.52%) are having the knowledge of computer literacy at advanced. Majority users (80.29%) from all categories prefer to use the internet daily.
4. Majority of the respondents 313 (92.05%) are use the library resources. More than 90 percent of the respondents belongs to Civil, CSE and ME branches are utilising the library resources successfully.
5. On an average more than half of the respondents (57.05%) are highly motivated in learning and using the library resources. More than one third of the respondents are also motivated in learning and using the library resources.
6. Majority of the respondents (37.35%) from all categories prefer to access the library resources daily, where as one fourth of the respondents (25%) from all categories are access the library resources 3 or 4 times in a week.
7. More than half of the respondents ate felt that textbooks, reference books and magazines are in good condition. Almost equal number of the respondents are felt that competitive books are in good and excellent condition.
8. Majority of the respondents (42.64%) are satisfied with their library collection; 37.35 percent are highly satisfied with the library collection.
9. Majority of the respondents (90.25%) are satisfied with the Co-operation and competency of the library staff, 79.70 percent of the respondents are mentioned that the library staff provide the right information at the right time.

8. CONCLUSIONS

The number of facets affects the information needs, seeking the pattern of behavior and usage that will be needed to determine the substantial needs of the information users. The library's effective resource mobilization is important in achieving its goals and

meeting the needs of their users. Procuring effective and useful resources keeping in view the demands and need of the users will satisfy the library users and increase the frequency of their visits to the library. The study revealed that students are aware of library resources and make use of it. The support and guidance of library staff is really needed. Trained staff can guide them according to their needs and introduce them to new methods and tools that will help them meet their information needs.

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