

Information seeking behavior of faculty members in the Business management educational Institutions Knowledge Resource Centre In Chennai City-An analytical study

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Abstract

This entitled of paper Information seeking behavior of faculty members in the Business management educational Institutions Knowledge Resource Centre In Chennai City. Today information is diffusion in the world and, obviously to get open sources anywhere anybody very easy to retrieval each one. But some technique to use, to collect information. Faculty members to search the information use of from different idea of research, innovative methods, knowledge management, Awareness, various needs of information, tools for information seeking etc... I have been observed, treated and given solution, I have prepared this paper the faculty members many of them to aware collect information, seeking for information, information gathering activities, the faculty members to get sources in resource centre , to measure of spent on time in resource centre, to preference of information sources for teaching and research purpose, preference of printed material, electronic and digital material, tools of information seeking, Accessibility for business information, and management database accessibility.

Key words: *Information seeking behaviour, resource centre resources, Information sources*

Introduction

All kind of information need in human being, especially the business management faculty members to any time aware and up-dating, catching social environmental data, improve the technology news and business news and considered basic resources. It also affected our personal and professional life information needed by all to making decisions and required as other natural resources in their day to day activity.

Pareek (2013), described the information is very significant to every aspect of today's information society or human presence. The process of information obtaining, using and effecting information are known as information seeking behavior. In the case of academicians, researchers and students it is even more essential because they all need right and update information for their study need. Information seeking behavior is a broad term, it involves a set of movements that takes by individuals or groups to show their information necessity, seek information, check and select the information to accomplish their requirement or information needs. As Wilson describes Information seeking is a term recitation the ways individuals search

for, assess, select, and use data. In the course of seeking new information, the single may interact with different people, equivalent tools, and computer based information structures. The library is the most widely-used source of information obtainable to literate societies.

Librarians must be aware of the kind of information being hunted and how it can be found. Because of the rapidly growing cost of acquiring and archiving print journals and electronic media, the library has the duty to provide and maintain efficient services. Technological advancements and innovations have changed today libraries from store house to gateways of information. ICT has totally changed the scenario of old-fashioned libraries and meaning of storage, protection and distribution.

According to Wilson (1999, 2000), information-seeking behavior consist of “those activities a person may involve in when recognizing their own needs for information, searching for such information in any way, and using or transmitting that information.

We now have a fuller pool of types of information behavior with which to populate Wilson's nested model of 1999 of information behavior. The analysis thus far suggests there may be three useful strategies to cope with gap and information behavior could roughly be categorized within them as shown:

- ❖ build a bridge
 - seek information
 - create information
- ❖ make the gap smaller
 - spread or dispute information
 - destroy information
- ❖ ignore the gap (take a different path)
 - avoid or disbelieve information
 - take mental note

It is acknowledged that the categorization of behavior shown here is arbitrary to some extent (and the list is not exhaustive). Depending on individual motivation, a person may create information to build a bridge or to make the gap smaller. Avoiding information may be seen as a way of ignoring the gap or as a way of keeping it small.

Information Seeking Behaviours

Nicolaisen described four distinct types of information seeking behaviors: instinctive, conscious, formalized and cooperated. The visceral need is expressed as the actual information need before it has been expressed. The aware need is the need once it has been acknowledged by the seeker. The dignified need is the declaration of the need and the cooperated need is the query when related to the information system.

JISC's study of the Google Generation detailed six different characteristics of online information seeking behavior;

- horizontal information seekers
- navigation
- viewers
- accumulating behaviour
- various information seekers
- Scrutiny information seekers.

Horizontal information seeking is the method occasionally referred to as "skimming". An information seeker who skims views a twosome of pages, then consequently follows other links without unavoidably returning to the initial sites. Navigators, as might be estimated, spend their time result their way from place to place. Wilson establishes that users of e-book or e-journal sites were most probable spend, on average, a mere four to eight minutes viewing said sites. Accumulating behaviour relates to users who download lots of documents but might not essentially end up evaluation them. Read-through information seekers assess the host in order to ascertain reliability. The support of users named diverse information seekers are users whose behaviour diverges from the above sectors.

Review of Related Literature

A review of the related studies was conducted with the purpose that these studies would help the researcher in doing the present study into Chennai city management faculty members context. It must be noted that present author found these studies by using the resource centre

resources due to the availability of information, research materials in printed format in the academic resource centre of Chennai city. Journal and articles and conference proceeding found on the internet proved very useful.

Prabakaran (2010) who studied information access patters of faculty members arts and science faculty members needs of information requirements, useful ness of library resources and services, and problems encountered buy faculty members of two arts and science colleges.

Parveen kumar (2013) the author carried out the purpose of information seeking information. 30.90% faculty members sought information for preparing class lectures, 40.09% for updating knowledge, and maximum members of faculty members that is,67.27% were seeking information for entertainment purpose.

Muhammad tahir,Khalid Mahmood and Farzana shafique (2008) He observed that the studied about information needs and information-seeking behavior of arts and Humanities faulty. Humanities scholar's information needs are diverse and they rely heavily in information seeing. Information professionals can analyze the findings of the study and design develop and introduce new library and information services for humanities. Library and information science professionals. particularly in Pakistan, should conduct additional studies on user information needs provide more suitable resources and services to different user groups.

Muhammad Rafiq, Kanwal Ameen (2009). He examined the levels of information seeking behavior and user satisfaction. Respondents were asked about their use of different electronic information resources internet and email were in regular use, while CD-ROMs and e-journals were recycled frequently. Multimedia was used irregularly. It is fascinating to note that the website and OPAC of NTU and e-bulletin boards and discussion groups were used rarely websites and OPACs of other libraries.

Mostofa, Sk. Mamun, (2013), Shakeel Ahmad Khan,et.al(2011),Similarly Chuma Opara Nnadozie, et.al (2011), and Bhatti (2009),(2010) he has report that faculties use library resources for teaching than resources purposes. Inter library loan is essential for enhanced performance. There is a deficiency of current journals and a need of a liaison officer for better communication between the library and the faculty.

Thanuskodi (2009) he reveals that the faculty use of electronic information sources less frequently than the printed sources. The reference section should be equipped with adequate information sources.

Shakeel A. Khan, Farzana Shafique (2011). Explored the faculty members were asked to mention how ICT has affected their information seeking and get-together habits. The results show that most of them have admired that ICT has completely changed their information seeking & gathering habits (n=24).

Suriya, Sangeetha and Nambi (2004). Found out from a research on information seeking behavior of faculty members from Government Arts Colleges in Cuddalore district. The purpose of their study was to analyze how to seek information from the library. It was determined that most of the respondents 38.12% used to visit the library several times a week to meet their information need. Concerning the type of search completed by the respondents, Majority of the respondents 57% made their search by subject.

Pareek.A.K and Madan.S (2013) . Made a study to clarify the researcher in response of purpose of visit the library indicated that preparing research, for borrowing study material, and using of e-resources are the three main purposes of the users to visit of come library. Reading journals followed by 10% researchers, 5% researchers come to update their knowledge and 5% have other purposes like as reading newspapers, know new arrivals and internet surfing.

Shokeen and Kushik (2002) report on a study about information seeing behavior of social scientists in the universities of Haryana. The study presented that most of the social scientists visit the library day-to-day. The desired search tools were indexing and abstracting periodicals and citations in articles. Current journals and books were wished sources of information.

Methodology

Study followed quantitative research method. Survey research approach was adopted to collect the data from the Faculty members. Questionnaire was planned after leading comprehensive review of the related literature. Management faculty members were identified as population of the study. One hundred and twenty (120) faculty members contacted. However, 110 valid questionnaires were received the data was interpreted by using simple percentages. The data to

have collect form source books, national, international journals, magazines and web and E-resources.

Objectives of the study

The purpose of this study is to achieve following objectives:

1. To investigate the information needs of management faculty members
2. To find out their purpose of using resource centre
3. To find out the teaching and research material available in the library related to teaching needs.
4. To study their various mode of access to information sources
5. To assess the adequacy, availability and accessibility of the college resource centre collection to its user community
6. To study accessibility of business information by faculty members

Data analysis & Interpretation

Respondents Gender

Seventy respondents to participate in the study. Out of which is 70% we male and remaining 30% of female college faculty members.

Table -1 -Age of Respondents

S.No	Age	Respondents	percent
1	Below 30 years	36	32.72
2	31 to 40Years	24	21.8
3	41 to 50 years	29	26.36
4	Above 50years	21	19.09
	Total	110	100

Majority of the respondents (32.72%) were between below 30years old. Second the majority of respondents (26.36%) was 41to 50 years old, (21.8%) of respondents 31-to 40 year old and remaining above 50 years old (19.09) respondents.

Table -2- Age of Designations

S.No	Designation	Respondents	percent
1	Lecturer	41	37.27
2	Assistant Professor	34	30.90

3	Associate professor	21	19.09
4	Professors	14	12.72
	Total	110	100

Table 2 shows the distribution of faculty members in various colleges. The first level consisting in lecturer (37.27%) and second level consisting is the faculty members Associate professors (30.90%), remaining faculty members is the Associate professors (19.09%), and very few faculty members (12.72%) professors.

Table -3- Professional services

S.No	Designation	Respondents	percent
1	Below 5 years	17	15.45
2	5 to 10 years	35	31.81
3	10to 15 years	27	24.54
4	15 to 20 years	17	15.45
5	Above 20 years	14	12.72
	Total	110	100

Table 3 shows the faculty members of the study were very teaching services. Results showed that Majority of faculty members (31.84%) of 5to 10years. And (24.54%) of faculty members 10 to 15 years teaching services. Remaining the faculty teaching services below to5 year and 15 to 20 years as same percent (15.45%), other is very few services in teaching.

Table -4- Frequency of visit the resource centre

S. No	categories	Daily	once in a week	Twice in week	Three times in a week	Occasionally	Total
1	Lecturer	22(43.13)	7(13.72)	6(11.76)	9(17.64)	7(13.72)	51
2	Assistant Professor	7(50)	3(21.4)	3(21.4)	-	1(7.14)	14

3	Associate professor	11(34.3)	9(28.1)	3(9.37)	6(18.75)	3(9.37)	32
4	Professors	4(30.7)	1(7.64)	2(15.3)	4(30.7)	2(15.3)	13
	Total	44(40)	20(16.7)	14(11.7)	19(15.8)	13(10.8)	110

Table 4 shows the frequency of library visit. Reveals that high level of percentage 44(40%) daily found to be similarly the faculty members to visit 20(16.7%) of Once in week, Three times a 19(15.8) is also found to be high. The rest of others are least percentages.

Table -5-Reason for seeking Information

S.No	categories	For preparing class	For Awareness of Knowledge	For preparing Journal articles	Participating in seminars conferences	Writing books	General knowledge	Support Research	Development competence	Total
1	Lecturer	21 (37.5)	8 (14.2)	7 (12.5)	7 (12.5)	1 (1.78)	5 (8.93)	4 (7.14)	3 (5.35)	56
2	Assistant Professor	5 (38.46)	4 (30.76)	-	-	-	1 (7.6)	-	3 (23.07)	13
3	Associate professor	7 (24.1)	5 (17.24)	3(10.34)	4 (13.79)	1 (3.44)	2 (6.89)	5 (17.24)	2 (6.89)	29
4	Professors	3 (25)	2 (16.66)	2 (16.66)	2 (16.66)	1 (8.33)	1 (8.33)	1 (8.33)	-	12
	Total	36 (32.72)	19 (17.29)	12 (10.90)	13 (11.81)	3 (2.72)	9 (8.18)	10 (9.09)	8 (7.27)	110

From table 5 it may be understood that primarily faculties irrespective of their cadre, among 36 (32.72%) of them collected information in the preparation of their day-to day teaching works 19 (17.27%) of collected information for awareness of knowledge is found as secondary nature. 13(11.81%) of them Participating in seminars/ conferences occupied the third place and 12(10.90%) of preparing journal articles was claimed as forth reason in gathering information.

Information sought to 10(9.09%) of them support research was considered as fifth cause 9(8.18%) of them information gathered with purpose of general knowledge.

Table 6 gives an overall picture of information gathering activity. Up to Four hours of activity in information gathering. All faculty members spend time on 4 to 6 hrs. 41(37.27%), Time spend on up to 3hours the faculty members 30(27.27%). Time spend on up 7to 9 hours 25(22.72) and remaining more than 10 hours is very few spend on time. Considering amount of time spend between 4 hours and 6 hours on information gathering, majority of faculty members Accessing E-books 8(12.50%). Very few faculty members spend on information gathering activities between more than 10 hours.

Table -6-Information gathering activities

S. No	Information gathering activities	Time spent up to 3hrs	Time spent up 4to 6hrs	Time spent up 7to9hrs	More than 10hrs	Total
1	Searching journal / Magazine	4(28.57)	5(35.71)	2(14.28)	3(21.42)	14
2	Searching for Books	5 (29.41)	8(47.05)	2(11.76)	2(11.76)	17
3	Interaction with Colleagues / Experts	1(25.00)	1(25.00)	2(50.00)	-	4
4	Browsing E-Journals on Internet	5(28.41)	6(35.29)	4(23.52)	2(11.76)	17
5	Searching online databases	3(25.00)	4(33.33)	3(25.00)	2(16.66)	12
6	searching for related websites	2(22.22)	4(44.44)	3(33.33)	-	9
7	E-mail alerts, Correspondence	4(57.14)	1(14.28)	1(14.28)	1(14.28)	7
8	Accessing E-books	3(18.75)	8(12.50)	4(25.00)	1(6.25)	16
9	photocopying	1(12.50)	2(25.00)	3(37.50)	2(25.00)	8
10	Scanning &Printing	2(33.33)	2(33.33)	1(16.66)	1(16.66)	6
	Total	30(27.27)	41(37.27)	25(22.72)	14(12.72)	110

The finding revealed that 35 (31.8%) of the respondents indicated that Textbooks were relatively available in the library 26 (23.6%) signified that textbooks are available, (11.8%) said

they not ready available and while not available (32.7%). In respect of journals availability in the library, the result is as follows: Readily available (30.0%), available (20.3%) of not readily available (26.3%) and not available (22.7%). The availability of other resource centre materials are depicted in table 7 blow

Table -7-Available of Resource centre resources

S.no	Resources	Ready Available	Available	Not ready available	Not Available
1	Textbooks	35(31.8)	26(23.6)	13(11.8)	36(32.7)
2	Journals	33(30.0)	23(20.9)	29(26.3)	25(22.7)
3	Newspapers	27(24.5)	9(8.1)	53(48.1)	21(19.0)
4	Reference source	20(18.1)	24(21.8)	47(42.7)	19(17.2)
5	Govt. publication	32(20.0)	21(19.0)	19(17.2)	38(34.7)
6	Dissertation	15(13.6)	19(17.2)	22(20.0)	54(49.0)
7	E- book	20(18.1)	24(21.8)	47(42.7)	26(23.6)
8	Technical report	2(1.8)	6(5.4)	20(18.1)	82(74.5)
9	E-Journal	8(7.2)	10(9.0)	20(18.1)	72(65.4)
10	Audio /Video - resources	-	3(2.7)	24(21.8)	83(75.4)
11	Computer	15(13.6)	19(17.2)	52(47.2)	22(20.4)
12	Fax- machine	-	-	-	110(100)
13	Online- databases	8(7.2)	13(11.8)	60(54.5)	27(24.5)
14	Internet	13(11.8)	15(13.6)	55(50.0)	27(24.5)
15	OPAC	110(100)	-	-	-
16	Remote station	-	-	-	110(100)
17	CD-ROMs	13(11.8)	10(9.0)	55(50.0)	32(29.0)
18	E- library	18(16.3)	8(7.2)	52(47.2)	32(29.0)

Table -8 –Use of resource centre resources by faculty members

S. No	Resources	Always	Weekly	Fortnightly	Monthly	Occasionally
1	Textbooks	63(57.2)	21(19.0)	10(9.0)	3(2.7)	13(11.8)
2	Journals	19(17.2)	68(61.8)	6(5.4)	5(4.5)	12(10.9)
3	Newspapers	34(30.9)	14(12.7)	11(10.0)	31(25.4)	20(18.1)
4	Reference sources	11(10.0)	9(8.1)	46(41.8)	14(12.7)	30(27.2)
5	Government	25(22.7)	11(10.0)	11(10.0)	31(28.1)	32(29.0)

	publication					
6	E-journals	34(30.9)	14(12.7)	11(10.0)	31(25.4)	20(18.1)
7	Computers	91(82.7)	3(2.7)	-	-	16(14.5)
8	On-line databases	34(30.9)	14(12.7)	11(10.0)	31(25.4)	20(18.1)
9	E- library	21(19.0)	19(17.2)	31(28.1)	14(12.7)	25(22.7)
10	CD-ROMs	15(13.6)	12(10.9)	7(6.3)	17(15.4)	59(51.8)
11	Internet	31(28.1)	14(12.7)	11(10.0)	31(28.1)	20(18.8)

As represent in table 8 the study revealed that (57.2%)of the faculty members signified that they Always consulted resource centre Textbooks, (19.0) said that they used textbooks weekly, fortnightly (9.0%) and remaining (11.8%) of occasionally textbook used. Moreover, the finding revealed that (61.8%) of the faculty members signified that they consulted journal in this college resources centre fortnightly, (17.2%) consulted the journals always in the library.(82.7%)of faculty members used in always in computers. The level of utilization of available of resource centre materials is shown in table 8.

Table -9 –Categories of Preferred information sources by faculty members

S.No	Categories of Resources	No.of respondents	Percent
1	Printed Material	48	43.63
2	Electronic and Digital material	51	46.36
3	Audio-Visual Material	11	10.00
	Total	110	100

Table 10 shows that the preferred information sources by faculty members electronic and digital materials (46.36%), Secondly preferred faculty members to printed material (43.63%), and third position is Audio-visual Material (10.00)

Table -10 –Preferred information sources by faculty members

S.No	Methods	Respondents	Percent
1	Book Review	17	15.45
2	internet	23	20.9
3	Abstracting Journals	10	9.09
4	Computerized Catalogue (OPAC)	20	18.18
5	Print journal	5	4.54

6	Discussion with colleagues	6	5.45
7	Online journal	3	2.72
8	Guide	7	6.36
9	Bibliography	2	1.81
10	Reference from a book	3	2.72
11	consult supervisor	1	1.81
12	Consult a Knowledgeable	-	-
13	Person in the field	-	-
14	References from a periodical article	9	8.18
15	Manual Library catalogue	4	3.63
16	Indexing Journals	0	0
	Total	110	100

Table 10 result showed that preferred information sources by faculty members (15.5%) of Book review, Internet (20.9%), Online Computerized Catalogue (OPAC) preferred (18.18%), print journal preferred (4.54%), (6.36%) of Guide discussion and remaining the preferred References from a periodical and articles and others very few percent.

Table 11 Accessibility to Business information

S. No	Categories of Business Information	Highly Accessible	Accessible	Fairly Accessible	Not accessible
1	Financial Information	63(57.2)	21(19.4)	10(9.3)	16(14.5)
2	Marketing Information	68(62.9)	19(17.6)	6(5.6)	17(15.4)
3	Technical Information	21(19.4)	19(17.6)	31(28.7)	39(35.4)
4	Government Policies	44(40)	11(10.0)	9(8.3)	46(42.6)
5	Economic Information	91(82.7)	10(9.0)	5(4.5)	4(3.6)
6	Health information	34(31.5)	14(12.7)	11(10.2)	51(46.3)
7	Educational Information	15(13.6)	12(11.1)	7(6.5)	76(69.0)
8	Agricultural information	27(24.5)	3(2.7)	64(58.1)	16(14.5)

Table 11 clearly revealed that most of faulty members to highly accessibility of Economic information (62.9%), were involved marketing information (62.9%), the financial information to accessibility (57.2%), and Government policies (40%). The result further showed that (31.5%),

Health information (31.5%), Agricultural information accessibility (24.5%) and other information depicted in table 11.

Table -12- Search engine used in the process of seeking information by faculty members

S.No	Search Engine	No. of respondents	percent
1	Google .com	52	47.2
2	Yahoo.com	27	24.5
4	AltaVista	16	14.5
5	Webcrawler.com	9	8.1
6	MSN.com	6	5.4
	Total	110	100

Table 12 Majority of the faculty members from the analysis in the above table shows that Google.com is the most frequently used search engine 47.2%), (24.5%) of seeking information by faculty members in yahoo.com and AltaVista (14.5%) percent, Others searching engine percent very few.

Conclusion

The study set out to examine the information seeking behavior of faculty members in the business management educational institutions knowledge resource centres in the Chennai city. A summary for each objective is provided, in each case highlighting various observations and important findings. To identify the web information needs of staff in institutions of higher learning, information needs, To study various mode of access to information sources, To efficiency of the faculty members in keeping up-to date literature, To determine how, when and where web information is sought, To establish the channels used when searching the web for information, To identify the challenges, and to recommend optimal ways of web information seeking and use within business management educational institutions in future.

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