



ASSESSMENT OF THE INFORMATION SEEKING BEHAVIOUR OF USERS AT COLLEGE OF AGRICULTURE, AND COLLEGE OF DAIRY SCIENCE TEACHING FECULTY MEMBERS: A STUDY OF KALABURAGI DISTRICT

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ABSTRACTS: Information seeking behaviour refers to the way people search and utilize information. This study was undertaken to determine the information-seeking behaviour and use of information resources by teaching faculty members of college of agriculture and college of dairy science Kalaburagi distract. In the course of seeking, the individual may interact with manual information systems or with computer-based systems. The study made an effort to determine the sources used for accessing e-resources in particular. Libraries are regarded as beating heart of a university setup. It can play important role in teaching faculty members information-seeking behaviour, which is considered as a multifarious, dynamic, social human behaviour that needs a picture as rich as possible to truly understand the phenomenon.

Keywords: Information Seeking Behaviour, E-Resources, College of Agriculture, College of Dairy Science,

INTRODUCTION:

Due to information explosion, advancement of education system and technological changes the choice, requirements and demands of users are changing and increasing in rapid way in this age. Information is vital for the development of human society. Uwem (1990) defines information as data that have been subjected to

some processing functions and is capable of answering a user's query. Libraries and information centres are not only equipped with materialism traditional formats but also in electronic formats offering users a vast selection. Information seeking is a basic activity indulged by all people and manifested through a particular behaviour. It is also an aspect of scholarly work that is of more interest to academic librarians who strive to develop collections, services, and organizational structures that facilitate information seeking.

REVIEW OF LITERATURE:

Devi. Thiyam., and Dlamini. Nkosinathi., (2014) This study indicated on the title "Information Needs And Seeking Behaviour Of Agricultural Students At The University Of Swaziland: A Case Study" The study collected empirical data on the information requirement of agricultural students. Data was collected from 165 students from the faculty of agriculture which has 7 academic departments including agricultural and bio systems engineering, agricultural economics and management, agricultural education and extension, animal science, consumer sciences, crop production and horticulture. It gives an overview of the findings of the investigation, into the professional factors affecting information needs, information seeking behavior, and library usage of agricultural students.

Narayanamma. R., and Narasimham. Y., (2012) mentioned in their study on the title "Information Needs and Information Seeking Behavior of Users of P. G. Women Colleges in Visakhapatnam City" Library is considered as the heart of any institution or organization, especially in academic institution. The all round development of the institution or organization depends on the library. Therefore, the college library should have a good collection of all types of information sources according to the requirements of the users. At the college level, library is the main source of information which can really help in building up a bright future for the students. Besides having a good collection, the library should also be able to provide the students with other facilities like internet etc, from which they can access plenty of information for their academic and research activities

METHODOLOGY

The study was conducted through questionnaires based survey method. The questionnaire was personally distributed to the teaching faculty members from the college of agriculture and college of dairy science kalaburagi distract. the questionnaires were distributed to 150 respondents out of which 130 responses filled in questionnaires were returned by the teaching faculty members with the (86.6%) percent respondents are responses rate.

OBJECTIVES OF THE STUDY

This study has the following objectives

1. To find out the awareness and use of library sources by the teaching faculty members among college of agriculture and college of dairy science kalaburagi distract..

2. To find out the different types of resources used sources by the teaching faculty members among college of agriculture and college of dairy science kalaburagi distract.
3. To know the purpose of information seeking behaviour sources by the teaching faculty members among college of agriculture and college of dairy science kalaburagi distract..
4. Preference for reading Materials by the teaching faculty Members College of agriculture and college of dairy science kalaburagi distract.

1 Gender Wise Distributed

Gender	Respondents	Percentage%
Male	75	57.6
Female	55	42.3
Total	130	100

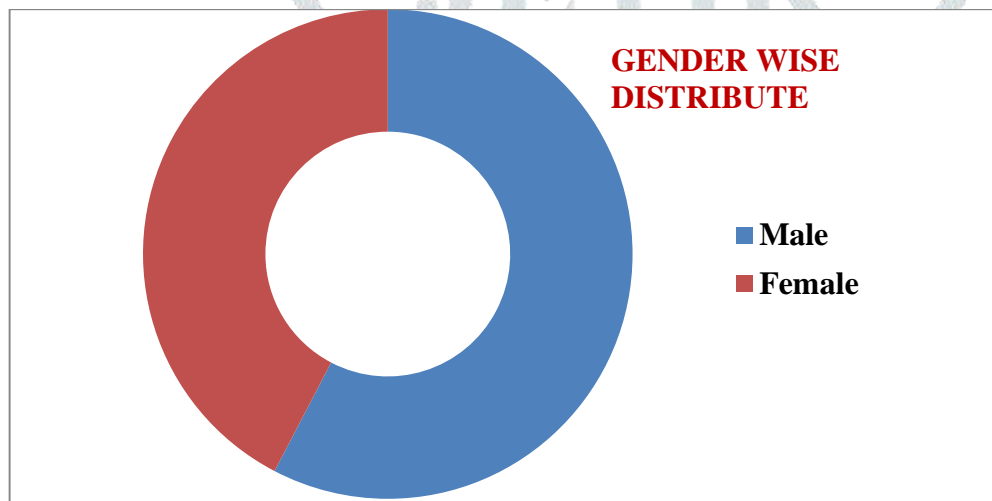


Figure- 1

The table reveals that gender-wise distribution of respondents of the total 130 respondents surveyed, 75(57.6%) are male and 55(42.3%) respondents are female It can be inferred from the study that male respondents are more responsive than female respondents

2. Designation wise Distributed

Designation	Respondents	Percentage%
Scientists	25	19.2
Professor	38	29.2
Associate Professor	45	34.6
Assistant Professor	22	16.9
Total	130	100

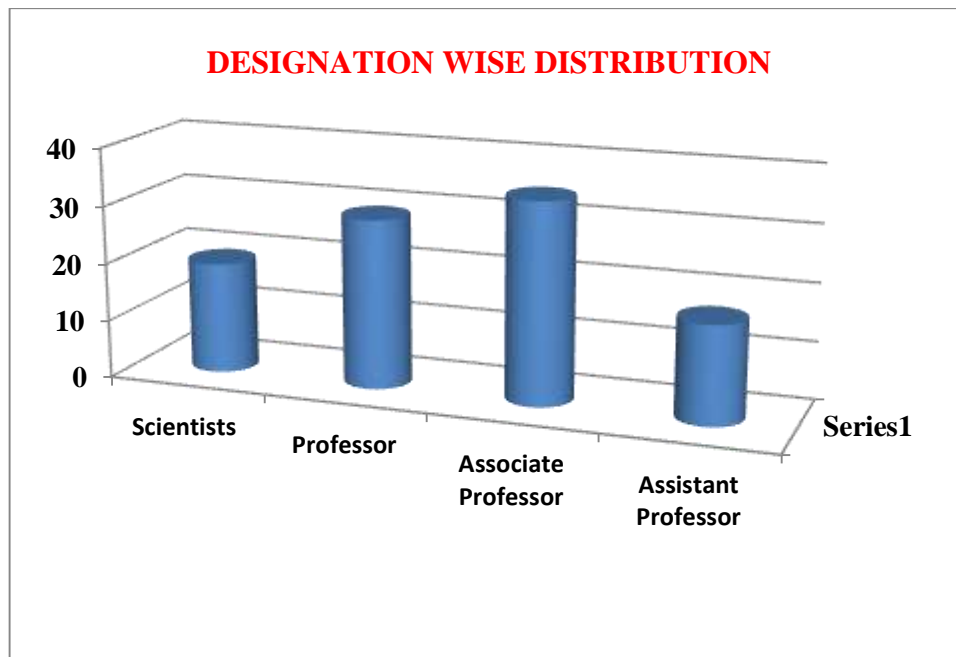


Figure-2

Table 2 shows the year wise distribution of the from the teaching faculty members respondents maximum number of the respondents are Professor, more than majority of the respondents are Professor 38(29.2%), and 45(34.6%) percent of respondents are Associate professor, and 25(19.2%) percent of respondents are Scientists, and 22(16.9%) percent of respondents are Assistant Professor of teaching faculty members,

3. Frequency of Visit to the Library

Visit of library	Respondents	Percentage%
Daily	89	68.4
Weekly	20	15.3
Twice a weekly	10	7.6
Monthly	11	8.4
Total	130	100

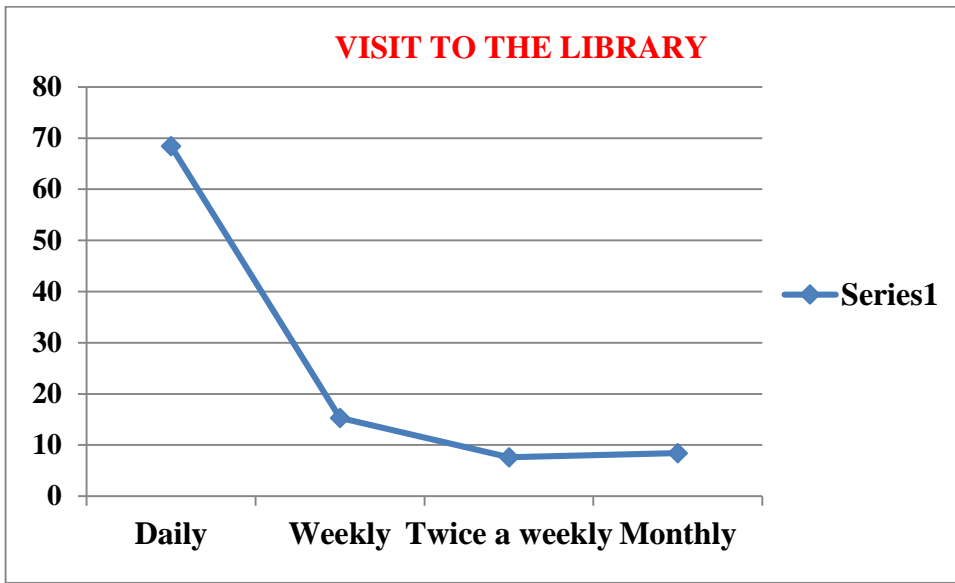


Figure-3

As shown in the above table, Majority of the teaching faculty members 89(68.4%), are visiting the library on daily, which is followed by week by 20(15.3%), 11(8.4%), visit library on monthly while 10(7.6%) the teaching faculty members come in the library twice a weekly.

4. How much Time Spent in the library

Time Spent	Respondents	Percentage%
1 Hour	55	42.3
2 Hours	38	29.2
3 Hours	27	20.7
More Hours	30	23.0
Total	130	100

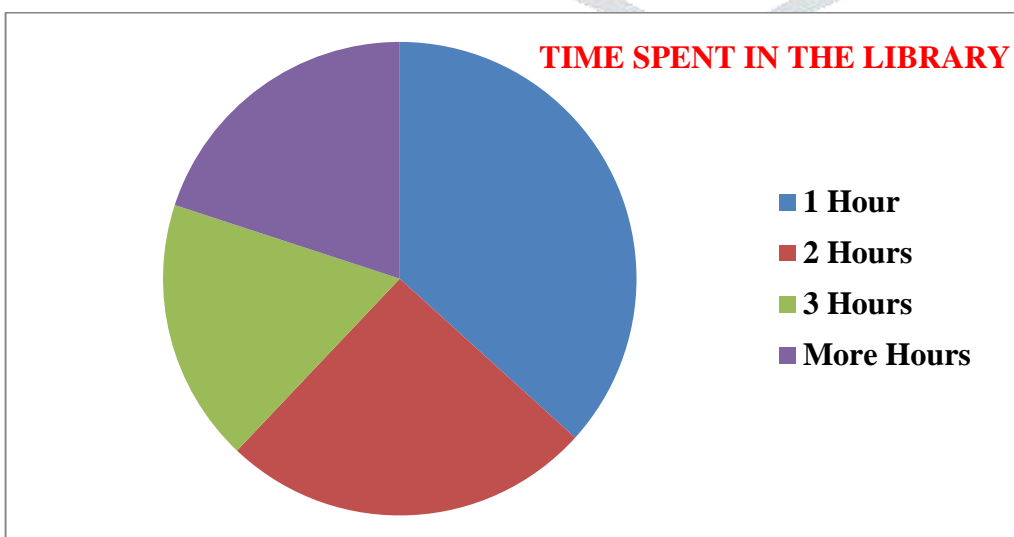


Figure-4

As shown in above table the maximum time spend in the library by the teaching faculty members is 1 hour 55(42.3%), followed by 2 hours 38 (29.2%), more hours, 30(23%) and 27(20.7%) 3 hours time spent in the library of the teaching faculty members.

5. Purpose of Visit to the library

Purpose	Respondents	Percentage%
For Career development and growth	85	65.3
General Awareness	96	73.8
To Read Books / Journals	94	72.3
To Collect the Course Material	110	84.6
To Study and Borrow Books	95	73.0
Use of the References Books	80	61.5
To Know the New Arrivals	93	71.5
Prepare to Notes	55	42.3

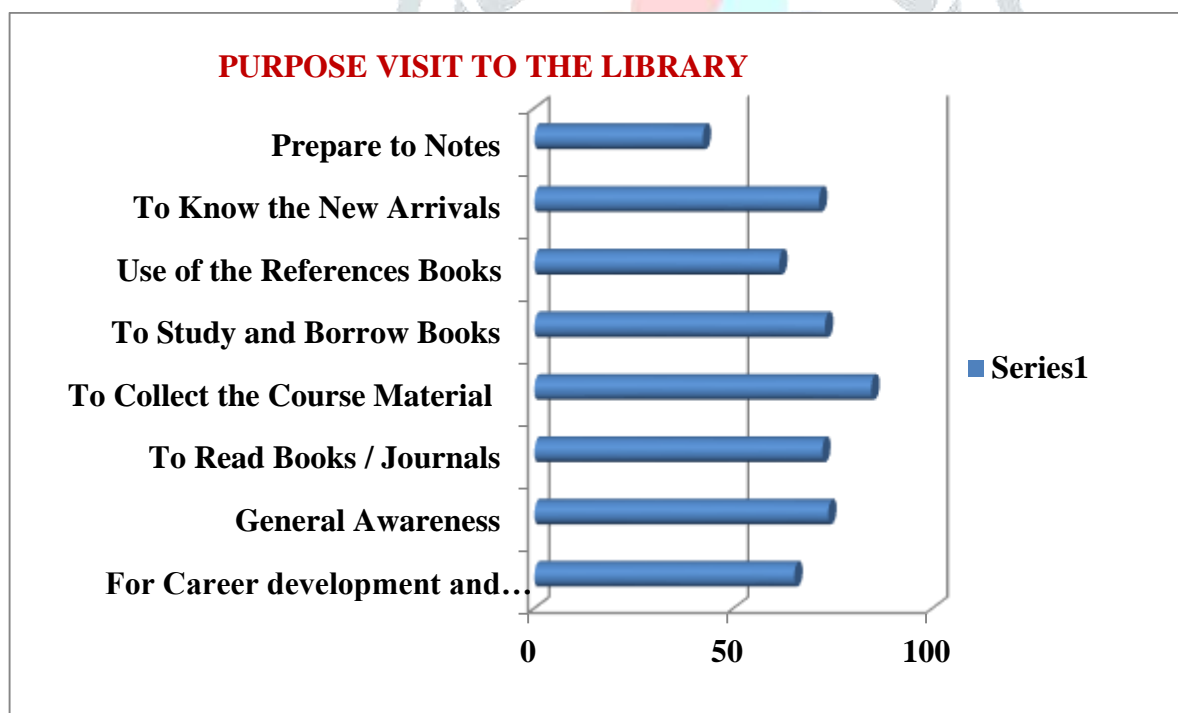


Figure-5

Table 5 shows that 110(84.6%) respondent seeking information To Collect the Course Material, followed by general awareness 96(73.8%) and 95(73.0%) To Study and Borrow Books, 94(72.3%) To Read Books / Journals, 85(65.3%) For Career development and growth, and 80(61.5%) Use of the References Books, the teaching faculty members study and preparing the teaching notes purpose visit to the library, and others are shown in the table.

6. Use of Library Services

Library Services	Respondents	Percentage%
News Paper services	85	65.3
Seminars crept	28	21.5
Document Delivery Services	96	73.8
Proceeding	29	22.3
OPAC	23	17.6
Inter Library Loan	22	16.9
Reference Books Services	93	71.5
General books services	80	61.5
CeRA	55	42.3
Book Bank Services	27	20.7
Annual Reports	35	26.9

Table – 6 indicates that maximum number of the teaching faculty members i.e. 96(73.8%) document delivery services. Whereas 93(71.5%) reference books services, 85(65.3%) news paper service, 80(61.5%) general books services, 55(42.3%) of the teaching faculty members CeRA, 35(26.9%) Annual reports, 29(22.3%) proceeding, 28(21.5%) and 27(20.7%) seminars crept, and book bank services, Thus table 6 showed that document delivery services were used most of the teaching faculty members but rest library services like Inter Library Loan services, OPAC, were less used.

7. Preferred Format Regarding Materials and Teaching Notes

Documents	Respondents	Percentage%
Print Reading Materials	95	93.0
Electronics Reading Materials	35	26.9
Total	130	100

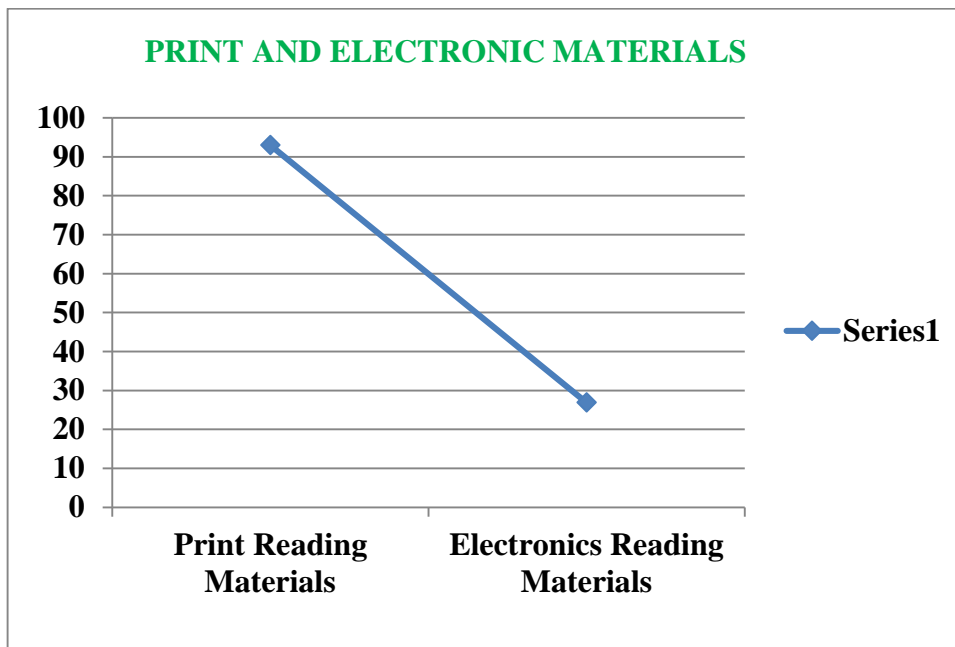


Figure-6

Table 7 displayed that 95(93.0%) % the teaching faculty members preferred printed reading materials and teaching notes while 35(26.9%) the teaching faculty members preferred use only electronic reading materials.

FINDINGS

- The most of the students in the college of agriculture and college of dairy science Kalaburagi district are male 75(57.6%) and remaining 55(42.3%) are female.
- The most of Associate Professor only 45(34.6%) and 22(16.9%) Assistant Professor of the teaching faculty members.
- 89(68.4%) of the teaching faculty members visit to the library daily.
- Average time spent by them is 55(42.3%) one hour
- Majority of respondents were general awareness 96(73.8%) followed by 95(73%) to study and borrow books to visit to the library.
- Majority of respondents 96(73.8%) are use of library services document delivery services.
- Majority of respondents 93(71.5%) are use of library services reference book services.
- Many of the teaching faculty members 95(93%) the most use of print reading materials.

CONCLUSION

This paper has clearly shown that the sources from the broad categories of information sources used by Agriculture College and dairy science college teaching faculty members. It has been also use of library sources such as a career development and growth, general awareness, to read books/journals, collect the courses material, use of the reference books, prepare to notes, use of CeRA, OPAC, proceeding, news papers, and annual report, and most important use of reading materials of print reading materials are very important and electronic reading materials. The provision of information sources of the facilities to develop their use is very important in the all colleges.

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