



Information Seeking Behaviour of Secondary School Students in Srirangapattana Town in Mandya District in Karnataka: A Survey

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Abstract

The present study examines the information-seeking behaviour of secondary school students in Srirangapattana Town of Mandya District, Karnataka. The study aims to identify students' information needs, information-gathering habits, use of information sources, and awareness of library services and facilities. A survey method was adopted, using a structured questionnaire, interview schedule and observation as tools for data collection. The findings reveal that 89.93% of students have access to a school library, while 92.72% reported visiting the library. Studying was the major purpose of library use, reported by 83.96% of respondents, followed by borrowing books. Course-related information was the most required type of information, while competitive examinations were the major reason for seeking information. Discussion with teachers was the most commonly used method of seeking information. The study recommends strengthening library resources, conducting information-literacy programmes, improving ICT facilities, and providing regular guidance to develop effective and independent information-seeking behaviour among students.

Keywords: ISB, Information Seeking Behaviour, Information Gathering Habits, School Students.

1. Introduction

Information plays an important role in the educational, intellectual and personal development of students. In the present information rich environment, secondary school students require timely, relevant and reliable information for their academic activities, examinations, assignments, general knowledge and overall development. Information seeking behavior refers to the methods and approaches adopted by individuals to identify, locate, access, evaluate and use information to satisfy their information needs. At the secondary school level, the development of effective information-seeking skills is particularly important because students begin to depend on a variety of information sources beyond their textbooks and classroom teaching. School libraries play a significant role in supporting the information needs of students by providing textbooks, reference materials, newspapers, magazines, story books, dictionaries, guides and other information resources. With the increasing availability of electronic resources and the Internet, students have access to a wider range of information; however, their ability to identify appropriate sources and effectively use available information resources varies considerably. Understanding their information needs and seeking habits is therefore essential for improving library collections, services and user education programmes. The present study focuses on the information seeking behaviour of secondary school students in Srirangapattana Town of Mandya District in Karnataka.

2. Review of Literature

Many similar studies related to the topic have been reviewed and the literature review gives a broader outlook of it. Some of the important reviews are presented below.

Fatima and Ahmad (2008) studied the Information Seeking Behaviour of the Students at Ajmal Khan Tibbiya College, Aligarh Muslim University. The study examined the information-seeking behaviour of 60 students through a questionnaire. The findings revealed that textbooks and journals were the most preferred information sources for coursework. The study also emphasized the need for proper guidance in the use of library resources and services to help students satisfy their information requirements.

Umesh (2020) conducted a study entitled Information Literacy of Mysore South Block Students: Status and Perceptions. The study examined the role of school libraries and the perceptions of secondary school students regarding library use. It found that changes in the ICT environment had influenced students' information-seeking behaviour. The study recommended that professional librarians should conduct information-literacy programmes to create awareness among students and teachers about library resources and services.

Muthukumar and Srinivasa Ragavan (2019) investigated the Information Literacy Skills of CBSE School Students from Tamil Nadu, India. The study examined students' information-searching skills, purposes of library visits, search strategies, and their ability to locate useful information. The study highlights the importance of developing information-literacy skills among school students so that they can effectively identify, search, locate, and use appropriate information resources.

Kavitha and Chandrashekara (2022) conducted a study on Information Needs and Information Seeking Behaviour of Secondary School Students in Mysore North Block. A questionnaire was administered to 200 students, of which 194 responses were received. The study found that students used school libraries for borrowing books, reading newspapers and magazines, referring to reference books, preparing class notes, browsing the Internet, and obtaining photocopies. A considerable proportion of students also expressed the need for library orientation programmes and assistance from library staff. The authors concluded that librarians should initiate orientation programmes to increase awareness and effective use of library resources and services.

Das and Das (2023) examined the Information Consumption Behaviour of School Students in secondary and higher secondary schools of Patrasayer Block in Bankura District, West Bengal. The study investigated students' use of school libraries and other information sources. The findings indicated that students used the Internet and library resources for educational purposes, while the school library continued to play an important role in developing reading habits and helping students identify appropriate ways of accessing information. The study emphasized the importance of school libraries in developing students' information-seeking and information-use skills.

3. Objectives of the Study

The specific objectives of the study are as follows:

- To identify the information needs among students of secondary schools in Srirangapattana town in Mandya district in Karnataka.
- To assess the Information gathering habits of secondary school students.
- To investigate the level of use of various information sources.
- To study the information seeking behaviour of secondary school students.
- To find out the awareness and use of library services and facilities.
- To give suggestions to improve the Information seeking behaviour of secondary school students in Srirangapattana town in Mandya district in Karnataka.

4. Scope, Limitations and Methodology

The scope of the study is confined to the secondary school students in Srirangapattana town of Mandya District in Karnataka. The survey method was adopted, using questionnaire as a tool for data collection. A structured questionnaire was designed and distributed among the postgraduate students and faculty members

under the study. Out of 582 questionnaire were distributed among the secondary school students in Srirangapattana Town of Mandya District in Karnataka, Of which 536 filled-up questionnaires were received back consisting of 92.09% responses. In addition to questionnaire method, interview schedule and observation method were also used to collect required information as a supplement to the questionnaire method to bring more clarity to the data which are essential and use for analysis and interpretation of data.

5. Data Analysis

The data was collected by different methods were analyzed and interpreted and the same is presented in the following tables.

5.1. Distribution of the Questionnaire

A total of 582 questionnaire were distributed among the Secondary School Students in Srirangapattana Town of Mandya District in Karnataka, Of which 536 filled-up questionnaires were received back consisting of 92.09% responses. Among the received responses 192 (93.65%) are from Government Schools, followed by 109 (90.08%) Aided Schools and 235 (91.79%) of students are from Un-aided Schools.

Table-1: Type of Management of Schools

Type of Management	Questionnaire Distributed	Questionnaire Received	Percentage
Government	205	192	93.65
Aided	121	109	90.08
Un-aided	256	235	91.79
Total	582	536	92.09

5.2. Age Wise Distribution

The Age-Wise distribution of the students has been tabulated in Table-2. About 182 (33.96%) respondents belong to 14 Years, 174 (32.46%) belong to 15 Years and 180 (33.58%) belong to 16 Years.

Table-2: Age Wise Distribution

Age	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)
14 Years	57 (29.69)	41 (37.61)	84 (35.74)	182 (33.96)
15 Years	64 (33.33)	33 (30.28)	77 (32.77)	174 (32.46)
16 Years	71 (36.98)	35 (32.11)	74 (31.49)	180 (33.58)
Note: Figures in parentheses indicate percentage				

The Table-2 also depicts that 64 (33.33%) of Government School students belong to 15 years, followed by 41 (37.61%) of Aided School students belong to 14 years and 84 (35.74%) of Un-aided School students belong to 14 years.

5.3. Library Facility at School

The information about utilization of library facility at school by the students has been summarized in Table-3. About 482 (89.93%) of respondents reported 'Yes' for availability of Library Facility, with a Mean 2.10788 and SD 0.89302. About 54 (10.07%) respondents reported 'No', with a Mean 1.83333 and SD 0.81080.

Table-3: Library Facility at School

Library Facility	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Yes	169 (88.02)	92 (84.40)	221 (94.04)	482 (89.93)	2.10788	0.89302
No	23 (11.98)	17 (15.60)	14 (05.96)	54 (10.07)	1.83333	0.81080

Note: Figures in parentheses indicate percentage

The Table-8 also depicts that 169 (88.02%) of Government School, followed by 92 (84.40%) of Aided School and 221 (94.04%) of Un-aided School students reported 'Yes' for library facility. About 23 (11.98%) of Government School, followed by 17 (15.60%) of Aided School and 14 (5.96%) of Un-aided School students reported 'No' for library facility.

5.4. Library Visit

The information about visit to the library by the students has been summarized in Table-4. About 497 (92.72%) of respondents reported 'Yes' for library visit, with a Mean 2.10664 and SD 0.88963. About 39 (07.28%) respondents reported 'No', with a Mean 1.74359 and SD 0.80759.

Table-4: Library Visit

Library Visit	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Yes	173 (90.10)	98 (89.91)	226 (96.17)	497 (92.72)	2.10664	0.88963
No	19 (09.90)	11 (10.09)	09 (03.83)	39 (07.28)	1.74359	0.80759

Note: Figures in parentheses indicate percentage

The Table-4 also depicts that 173 (90.10%) of Government School, followed by 98 (89.91%) of Aided School and 226 (96.17%) of Un-aided School students reported 'Yes' they visit the library. About 19 (9.90%) of Government School, followed by 11 (10.09%) of Aided School and 9 (3.83%) of Un-aided School students reported 'No' i.e. they do not visit the library.

5.5. Purpose of Use of the Library

The purpose of use of the library by the students has been gathered and summarized in the Table-5. The major purpose of library use is 'Studying' with 450 (83.96%) respondents, with a Mean 2.04444 and SD 0.88583, followed by 'To borrow the books' 291 (54.29%) with a Mean 2.10997 and SD 0.83002, 'Reading textbooks' 190 (35.45%) with a Mean 1.96316 and SD 0.78386, 'Reading story books' 180 (33.58%) with a Mean 2.15556 and SD 0.86167 and 'Reading newspapers/magazines' 167 (31.16%) with a Mean 2.23952 and SD 0.83494. The other purposes include 'Xeroxing of materials' 97 (18.10%) with a Mean 1.83505 and SD 0.75547, 'Use reference sources' 96 (17.91%) with a Mean 1.94792 and SD 0.83379, 'Finding information for preparing assignments' 85 (15.86%) with a Mean 2.00000 and SD 0.82605, and 'Use of the Internet' 75 (13.99%) with a Mean 2.32000 and SD 0.83522. The least preferred purpose is 'Use of computerized facilities' with only 40 (7.46%) respondents, with a Mean 2.20755 and SD 0.78569.

Table-5: Purpose of Use of the Library

Purpose of Use of the Library	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Studying	167 (86.98)	96 (88.07)	187 (79.57)	450 (83.96)	2.04444	0.88583
Reading story books	55 (28.65)	42 (38.53)	83 (35.32)	180 (33.58)	2.15556	0.86167
To borrow the books	86 (44.79)	87 (79.82)	118 (50.21)	291 (54.29)	2.10997	0.83002
Reading newspapers/magazines	43 (22.40)	41 (37.61)	83 (35.32)	167 (31.16)	2.23952	0.83494
Reading textbooks	62 (32.29)	73 (66.97)	55 (23.40)	190 (35.45)	1.96316	0.78386
Use reference sources	36 (18.75)	29 (26.61)	31 (13.19)	96 (17.91)	1.94792	0.83379
Use of the Internet	18 (09.38)	15 (13.76)	42 (17.87)	75 (13.99)	2.32000	0.83522
Finding information for preparing assignments	29 (15.10)	27 (24.77)	29 (12.34)	85 (15.86)	2.00000	0.82605
Use computerized facilities	12 (06.25)	18 (16.51)	23 (09.79)	40 (07.46)	2.20755	0.78569
Xeroxing of materials	37 (19.27)	39 (35.78)	21 (08.94)	97 (18.10)	1.83505	0.75547
Note: Figures in parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.						

Among the types of schools the highest purpose of using the library is Studying, reported by 167 (86.98%) of Government School, 96 (88.07%) of Aided School and 187 (79.57%) of Un-aided School students.

5.6. Method of Finding a Required Book

The method of finding a required book preferred by the students has been obtained and tabulated in Table-6. The majority of respondents 320 (59.70%) find the book by Searching the book on shelves personally, with a Mean 2.14375 and SD 0.89336, followed by with assistance from the library staff 129 (24.07%) with a Mean 1.83721 and SD 0.88739 and with assistance from co-students 87 (16.23%) with a Mean 2.20690 and SD 0.80427.

Table-6:Method of Finding a Required Book

Method of Finding a Required Book	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Searching the book on shelves personally	108 (56.25)	58 (53.21)	154 (65.53)	320 (59.70)	2.14375	0.89336
With assistance from the library staff	63 (32.81)	24 (22.02)	42 (17.87)	129 (24.07)	1.83721	0.88739
With assistance from co-students	21 (10.94)	27 (24.77)	39 (16.60)	87 (16.23)	2.20690	0.80427
Note: Figures in parentheses indicate percentage						

The Table-6 also depicts that 108 (56.25%) of Government School, followed by 58 (53.21%) of Aided School and 154 (65.53%) of Un-aided School students find the required book by searching the book on shelves personally.

5.7. Kind of Information Required

The Kind of Information Required by School Students has been obtained and summarized in Table-7. The major kind of information required is course related 279 (52.05%) with a Mean 2.40143 and SD 0.78754, followed by factual information and general knowledge 182 (33.96%) each with a Mean 2.04396, SD 0.80400 and Mean 2.35714, SD 0.76239 respectively, Subject related 160 (29.85%) with a Mean 2.25000 and SD 0.83666, Biographical information 132 (24.63%) with a Mean 2.19697 and SD 0.83882, Current information 131 (24.44%) with a Mean 2.19847 and SD 0.80476, Geographical information 119 (22.20%) with a Mean 1.99160 and SD 0.85500, Entertainment 77 (14.37%) with a Mean 2.32468 and SD 0.72866 and The least required is others 62 (11.57%) with a Mean 2.09677 and SD 0.87454.

The table-7 also depicts that 55 (28.65%) of Government School and 64 (58.72%) of Aided School students require factual information and 165 (70.21%) of Un-aided School students required is course related information.

Table-7: Kind of Information Required by School Students

Kind of Information Required	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Course related	53 (27.60)	61 (55.96)	165 (70.21)	279 (52.05)	2.40143	0.78754
Subject related	41 (21.35)	38 (34.86)	81 (34.47)	160 (29.85)	2.25000	0.83666
Factual information	55 (28.65)	64 (58.72)	63 (26.81)	182 (33.96)	2.04396	0.80400
Current information	32 (16.67)	41 (37.61)	58 (24.68)	131 (24.44)	2.19847	0.80476
Entertainment	12 (06.25)	28 (25.69)	37 (15.74)	77 (14.37)	2.32468	0.72866
General knowledge	32 (16.67)	53 (48.62)	97 (41.28)	182 (33.96)	2.35714	0.76239
Biographical information	36 (18.75)	34 (31.19)	62 (26.38)	132 (24.63)	2.19697	0.83882
Geographical information	44 (22.92)	32 (29.36)	43 (18.30)	119 (22.20)	1.99160	0.85500
Others	21 (10.94)	14 (12.84)	27 (11.49)	62 (11.57)	2.09677	0.87454
Note: Figures in parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.						

5.8. Reason for Which Information is Needed

The reason for which information is needed by the students has been obtained and summarized in Table-8. The major reason for information needed is competitive exams 328 (61.19%) with a Mean of 2.09726 and SD of 0.85922, followed by curricular 288 (53.73%) with a Mean of 2.10417 and SD of 0.81835, General 225 (41.98%) with a Mean of 2.12889 and SD of 0.84133, Co-curricular 193 (36.01%) with a Mean of 2.11675 and SD of 0.84995 and Extracurricular 150 (27.99%) with a Mean of 2.12667 and SD of 0.81892. The least reason is Others 107 (19.96%) with a Mean of 2.14953 and SD of 0.89447.

The Table-8 also depicts that 107 (55.73%) of students of Government schools, 83 (76.15%) of students of Aided schools and 139 (59.15%) of students of Un-aided schools need information for preparing for competitive examination.

Table-8: Reason for Which Information is Needed

Reason for Information is Needed	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
General	67 (34.90)	62 (56.88)	96 (40.85)	225 (41.98)	2.12889	0.84133
Curricular	83 (43.23)	92 (84.40)	113 (48.09)	288 (53.73)	2.10417	0.81835
Co-curricular	61 (31.77)	52 (47.71)	84 (35.74)	193 (36.01)	2.11675	0.84995
Extracurricular	42 (21.88)	47 (43.12)	61 (25.96)	150 (27.99)	2.12667	0.81892
Competitive exams	107 (55.73)	83 (76.15)	139 (59.15)	328 (61.19)	2.09726	0.85922
Others	36 (18.75)	19 (17.43)	52 (22.13)	107 (19.96)	2.14953	0.89447
Note: Figures in parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.						

5.9. Types of Reading Materials Used for Academic Activity

The Types of Reading Materials Used for Academic Activity by the students has been summarized in Table-9. The Table-9 depicts that for Textbooks, 196 (36.57%) are Highly Frequently used, 189 (35.26%) Very frequently used, 83 (15.49%) Frequently used, 53 (09.89%) Sometimes and 15 (02.80%) Not at all.

About Class notes, 211 (39.37%) are Highly Frequently used, 173 (32.28%) Very frequently used, 97 (18.10%) Frequently used, 36 (06.72%) Sometimes and 19 (03.54%) Not at all.

About Dictionaries, 137 (25.56%) are Very frequently used, 168 (31.34%) Highly Frequently used, 133 (24.81%) Frequently used, 62 (11.57%) Sometimes and 36 (06.72%) Not at all.

About Guides/Year books, 89 (16.60%) are Frequently used, 137 (25.56%) Very frequently used, 168 (31.34%) Highly Frequently used, 73 (13.62%) Sometimes and 69 (12.87%) Not at all.

About Non-book materials, 167 (31.16%) are Sometimes, 163 (30.41%) Frequently used, 74 (13.81%) Highly Frequently used, 71 (13.25%) Very frequently used and 61 (11.38%) Not at all.

About Electronic Resources, 179 (33.40%) are Sometimes, 165 (30.78%) Not at all, 86 (16.04%) Frequently used, 69 (12.87%) Very frequently used and 37 (06.90%) Highly Frequently used.

Table-9: Types of Reading Materials Used for Academic Activity

Reading Materials	(N=536)				
	Highly Frequently used	Very frequently used	Frequently used	Sometimes	Not at all
Textbooks	196 (36.57)	189 (35.26)	83 (15.49)	53 (09.89)	15 (02.80)
Class notes	211 (39.37)	173 (32.28)	97 (18.10)	36 (06.72)	19 (03.54)
Dictionaries	137 (25.56)	168 (31.34)	133 (24.81)	62 (11.57)	36 (06.72)
Guides/Year books	89 (16.60)	137 (25.56)	168 (31.34)	73 (13.62)	69 (12.87)
Non-book materials	74 (13.81)	71 (13.25)	163 (30.41)	167 (31.16)	61 (11.38)
Electronic Resources	37 (06.90)	69 (12.87)	86 (16.04)	179 (33.40)	165 (30.78)
Note: 5-Highly frequently used, 4-Very frequently used, 3-frequently used, 2-Sometimes, 1-Not at all					
Note: Figures in parentheses indicate percentage					

5.10. Methods Used for Seeking Information

The Methods Used for Seeking Information by the students has been summarized in Table-10. The major method used for seeking information is discussion with teachers 286 (53.36%) with a Mean of 2.16974 and SD of 0.81542, followed by discussion with friends 258 (48.13%) with a Mean of 2.25194 and SD of 0.85050, discussion with library staff 165 (30.78%) with a Mean of 2.21818 and SD of 0.75537. The least used method is consulting knowledgeable person 151 (28.17%) with a Mean of 1.98675 and SD of 0.85341. The Table-10 also depicts that 71 (36.98%) of students of Government schools, 83 (76.15%) of students of Aided schools and 117 (49.79%) of students of Un-aided schools use discussion with teachers method to seek information.

Table-10: Methods Used for Seeking Information

Methods used for Seeking Information.	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Discussion with teachers	71 (36.98)	83 (76.15)	117 (49.79)	286 (53.36)	2.16974	0.81542
Discussion with friends	69 (35.94)	55 (50.46)	134 (57.02)	258 (48.13)	2.25194	0.85050
Discussion with library staff	33 (17.19)	63 (57.80)	69 (29.36)	165 (30.78)	2.21818	0.75537
Consulting knowledgeable person	56 (29.17)	41 (37.61)	54 (22.98)	151 (28.17)	1.98675	0.85341
Note: Figures in parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.						

5.11. Problems Faced While Seeking the Information

The problems faced by the students while seeking the information has been collected has summarized in Table-11. The major problem faced is materials not available 125 (23.32%) with a Mean of 1.80800 and SD of 0.88269, followed by incomplete information materials 112 (20.90%) with a Mean of 2.33036 and SD of 0.80610, lack of time 102 (19.03%) with a Mean of 2.21569 and SD of 0.90345, do not know the use of catalog 90 (16.79%) with a Mean of 1.88889 and SD of 0.83592, information scattered in too many sources 89 (16.60%) with a Mean of 1.78652 and SD of 0.86728, others 84 (15.67%) with a Mean of 1.78571 and SD of 0.82623 and library staff not willing/unfriendly 83 (15.49%) with a Mean of 2.07229 and SD of 0.90225. The least problem faced is information materials old 42 (07.84%) with a Mean of 2.02381 and SD of 0.77115.

The Table-11 also depicts that 63 (32.81%) of students of Government schools face problem due to materials not available, followed by 27 (24.77%) of students of Aided schools face problem due to incomplete information materials and 61 (25.96%) of students of Un-aided schools face problem due to incomplete information materials.

Table-11: Problems Faced While Seeking the Information

Problems Faced While Seeking the Information	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Materials not available	63 (32.81)	23 (21.10)	39 (16.60)	125 (23.32)	1.80800	0.88269
Library staff not willing/unfriendly	31 (16.15)	15 (13.76)	37 (15.74)	83 (15.49)	2.07229	0.90225
Incomplete information materials	24 (12.50)	27 (24.77)	61 (25.96)	112 (20.90)	2.33036	0.80610

Lack of time	33 (17.19)	14 (12.84)	55 (23.40)	102 (19.03)	2.21569	0.90345
Do not know the use of catalog	37 (19.27)	26 (23.85)	27 (11.49)	90 (16.79)	1.88889	0.83592
Information scattered in too many sources	45 (23.44)	18 (16.51)	26 (11.06)	89 (16.60)	1.78652	0.86728
Information materials old	12 (06.25)	17 (15.60)	13 (05.53)	42 (07.84)	2.02381	0.77115
Others	33 (17.19)	19 (17.43)	18 (07.66)	84 (15.67)	1.78571	0.82623
Note: Figures in parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.						

5.12. Purpose of Seeking and Using Information

The purpose of seeking and using information by the students has been gathered and summarized in the Table-12. The major purpose is Reading/Studying 145 (27.05%) with a Mean of 2.20690 and SD of 0.82960, followed by Gaining the knowledge 137 (25.56%) with a Mean of 2.16058 and SD of 0.85635, Do assignment 118 (22.01%) with a Mean of 2.17797 and SD of 0.73221, Solve question papers 111 (20.71%) with a Mean of 1.90991 and SD of 0.77749, Examination preparation 103 (19.22%) with a Mean of 2.00000 and SD of 0.84761, Prepare for the talent exam 97 (18.10%) with a Mean of 2.17526 and SD of 0.91955 and Update knowledge 94 (17.54%) with a Mean of 2.03191 and SD of 0.84365. The least purpose is For supplementary reading 74 (13.81%) with a Mean of 2.16216 and SD of 0.88573. The Table-12 also depicts that 41 (21.35%) of students of Government schools seek information for gaining the knowledge, followed by 51 (46.79%) of students of Aided schools seek information for doing assignment and 63 (26.81%) of students of Un-aided schools seek information for gaining the knowledge.

Table-12: Purpose of Seeking and Using Information

Purpose of Seeking and Using Information	Government (N=192)	Aided (N=109)	Un-aided (N=235)	Total (N=536)	Mean	SD
Gaining the knowledge	41 (21.35)	33 (30.28)	63 (26.81)	137 (25.56)	2.16058	0.85635
Update knowledge	32 (16.67)	27 (24.77)	35 (14.89)	94 (17.54)	2.03191	0.84365
Do assignment	23 (11.98)	51 (46.79)	44 (18.72)	118 (22.01)	2.17797	0.73221
Solve question papers	39 (20.31)	43 (39.45)	29 (12.34)	111 (20.71)	1.90991	0.77749
Examination preparation	37 (19.27)	29 (26.61)	37 (15.74)	103 (19.22)	2.00000	0.84761
For supplementary reading	24 (12.50)	14 (12.84)	36 (15.32)	74 (13.81)	2.16216	0.88573
Reading/Studying	38 (19.79)	39 (35.78)	68 (28.94)	145 (27.05)	2.20690	0.82960
Prepare for the talent exam	34 (17.71)	12 (11.01)	51 (21.70)	97 (18.10)	2.17526	0.91955
Note: Figures in parentheses indicate percentage and because of multiple choice options the percentage is exceeded to more than 100%.						

6. Suggestions

Based on the results the following suggestions are made for further improvement in Information seeking behaviour and effective use of library resources and services among secondary school students in Srirangapattana Town of Mandya District, Karnataka

- School libraries should be adequately equipped with sufficient and up-to-date textbooks, reference books, competitive examination materials, newspapers, magazines, and supplementary reading materials to meet the diverse information needs of students.
- Schools should conduct information-literacy programmes to develop students' skills in identifying their information needs, searching for relevant information, evaluating sources, and using information effectively.
- Schools should encourage regular reading by providing attractive and age-appropriate story books, newspapers, magazines, biographies, general knowledge materials, and other supplementary reading resources.
- Students should be encouraged to participate in group discussions, peer learning, and collaborative activities, while also being guided to verify information obtained from friends and other informal sources.
- The speed of the internet should be increased to save user valuable time and to speed up information search and retrieval process.
- The libraries should organize training, seminars and workshops for the users at regular interval of time to keep users in tune with latest ICT enabled technologies.

7. Conclusion

The study concludes that secondary school students in Srirangapattana Town have diverse information needs and make use of libraries, teachers, friends and other information sources to satisfy those needs. However, greater emphasis should be placed on developing students' information literacy, catalogue-use skills and ability to identify and effectively use different information resources. School librarians and teachers can play a vital role by providing regular library orientation, guidance in information searching, improving electronic resource awareness and ensuring the availability of adequate and up-to-date reading materials. Such measures would help students become more confident, independent and effective information seekers and would contribute positively to their academic achievement and overall educational development.

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