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INFORMATION SEEKING BEHAVIOR AND KNOWLEDGE SHARING SOURCES OF RHEUMATOLOGY STUDENTS

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ABSTRACT

Objective: This study investigates that the rheumatology student's, information-seeking behavior and knowledge sharing sources and their ways. The reason for motivating information seeking is to create the awareness of knowledge sharing, to know knowledge sharing tools, their frequency facing problems, and their satisfaction level of sharing methods.

Methods: A survey research on the population in Chennai was designed. The questionnaire was distributed to 220 students. 211 questionnaires have been returned to the respondents. We have used the Chi-Square test, ANOVA, simple percentage, and cross table. Statistical Package for Social Science (SPSS) software used for data analysis.

Result: Rheumatology student's purposes of information seeking are mainly used for exam preparation. They are having a moderate level of awareness on knowledge sharing. Lack of Knowledge sharing tools in the library resources is the problem of knowledge sharing which reduced the level of satisfaction.

Conclusion: The information source used for information seeking is not significant for the gender of the respondents. It concludes that there is a significant difference between formal communication and Age of the respondents and no a significant difference between the informal communication and age of the respondents. This study would be helpful for rheumatology students to improve their information-seeking skills and knowledge sharing skill for the future.

KEYWORDS: *Information seeking, Information seeking behaviour, knowledge sharing, Knowledge sharing sources, Rheumatology students.*

INTRODUCTION

Behavior of information seeking is variance from one person to another person, from one culture to another culture. Information seeker will revelation is different behaviors based on their needs (Alsalmi, H. M. 2019). Information seeking behaviour study is most important one because this is one way to analyse to why and how users fail to access the accurate information in the libraries. Information seeking and Knowledge sharing is a part of human life. Knowledge sharing is most important component of library activities (Dzandu, M. D., Boateng, H., & Tang, Y. (2014, May). The aim of this study to investigated to the information seeking behaviour and knowledge sharing. Users apply different methods to information seeking, and knowledge sharing strategies. (Kim, J. (2009). They are using knowledge sharing tools such as what's up, Facebook, Gmail, and other social Medias. In that time they are facing so many problems such as the lake of time, lake of computers, lake of knowledge sharing tools, and lake of internet connections (Sun, S., Jiang. 2019, January)

LITERATURE REVIEW

Eid, M. I., & Al-Jabri, I. M. (2016) examines the college student's knowledge sharing behaviour and online knowledge sharing behaviour. This study used qualitative research; they invited 30 participants including teachers-7 and students-23. Semi-structure interview was conducted by the participants. 31 questions for students and 16 questions for teachers asked. They are used mobile phone record software. This study also suggested on how to improve students' knowledge sharing behaviour.

Chong, C. W., Teh, P. L., & Tan, B. C. (2014). This study carryout the essential element and meaningful knowledge sharing at university level. Survey method was used in this study. Data collected from the six private and six public universities in Malaysia. 700 questionnaires were distributed, 474 were finally collected, and it was used for data analysis. Totally 67.71% of the respondents respond to this study. This study concluded that extraversion, conscientiousness, instructor support, degree of competition and technology support are found to have positive relationship with the knowledge sharing patterns. And the emotional stability was found to have negative relationship.

Alsalmi, H. M. (2019). This study investigated the information seeking in multilingual digital libraries. This study conducted the comparative case study for five individual university students. They asking some questions for this study such as, what do

Saudi digital library, user experience, what kind of language (Arabic and English) and what kind of strategies they used. Qualitative study was used in this study. Data collected were video-stimulated recall method. This study concluded that the participants realised that finding resources was not easy. They are facing problem to seek information. Participants using English search task was felt more confident and satisfied. Respondents faced difficulties finding Arabic resources than English resources in the Saudi digital library.

OBJECTIVE

- To identify the reason for motivating information seeking and knowledge sharing
- To find the sources used for information seeking and its purpose.
- To determine the awareness of knowledge sharing.
- To find the formal communication and informal communication of knowledge sharing methods.
- To determine the efficiency of different Knowledge sharing tools, their frequency, associated problems, and their satisfaction level of knowledge sharing methods.

METHODOLOGY

A questionnaire method has been used by this study. Each questionnaire has 12 questions. First part have the Gender and Age, second part have information seeking behaviour questions. Third part have knowledge sharing questions such as the Awareness level of knowledge sharing, communications methods, frequency of knowledge sharing, and problem of knowledge sharing methods. And the forth part is satisfaction level its Likert scale method question. This questionnaire has been distributed in Chennai, such as the Tamil Nadu Dr.M.G.R. Medical University, Sri Ramachandra medical college and research institute, and medical college, Chennai.

Questionnaire tool was used for primary data collection method. 220 questionnaire has been distributed. 211 questionnaires have been returned to the respondents. We have to use Chi-Square test, ANOVA, simple percentage, and cross table. SPSS software was used for data analysis.

HYPOTHESIS

- There is no significant difference between the information sources used for information seeking and the gender of the respondents.
- There is no significant difference between the communication and Age of the respondents.
- There is no significant difference between the satisfaction level and gender of the respondents.

RESULTS AND DISCUSSION

TABLE-1

This table shows that the Gender of the respondent, age of the respondents, and reason for motivating for information seeks. Majority of the respondent 120 (56.9%) were male, and 91 (43.1%) of the respondents were female.

GENDER	FREQUENCY	PRCENTAGE
Female	91	43.1
Male	120	56.9
Total	211	100.0
AGE	FREQUENCY	PRCENTAGE
17-20	104	49.3
20-23	72	34.1
23-26	19	9.0
above 26	16	7.6
Total	211	100.0
REASN FOR MOTIVATING	FREQUENCY	PRCENTAGE
Update knowledge	22	10.4
My teachers	83	39.3
Personal interest	74	35.1
Others	32	15.2

Total	211	100.0
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104 (49.3%) of the respondents belongs to 17-20 years, 72 (34.1%) of the respondents belongs to 20-23 years, 19 (9.0%) of the respondents belong to 23-26 and 16 (7.6%) of the respondents belongs to above 26. Hence it is 104 (49.3%) were 17-20 age. 83 (39.3%) of the respondent are selecting my teacher reason for motivating, 74 (35.1%) of the respondents are selecting personal interest reason for motivating, 32 (15.2%) of the respondents are select others, and 22 (10.4%) of the respondents are select Update knowledge reason for motivating to information seeking. Majority of the respondents 83 (39.3%) were my teachers reason for motivating to seeks information.

Chi-square test

- **There is no significant difference between the information sources used for information seeking and the gender of the respondents.**

TABLE-2

The table 6.2 explains the Pearson Chi-Square value is 2.767 at 5% level which is not significant. P value .429 is more than 0.05, hence null hypothesis is accepted.

INFORMATION SOURCES USED FOR INFORMATION SEEKS	GENDER		TOTAL
	FEMALE	MALE	
Databases	24 36.9%	41 63.1%	65 100.0%
Subject portal	32 50.8%	31 49.2%	63 100.0%
Books	33 42.9%	44 57.1%	77 100.0%
News papers	2 33.3%	4 66.7%	6 100.0%

Total	91	120	211
	43.1%	56.9%	100.0%
Pearson Chi-square value	2.767		
Df	3		
P value	.429		
Hypothesis	Accepted		

It concludes that the information source used for information seeking is no significant for the gender of the respondents.

FIGHER-1

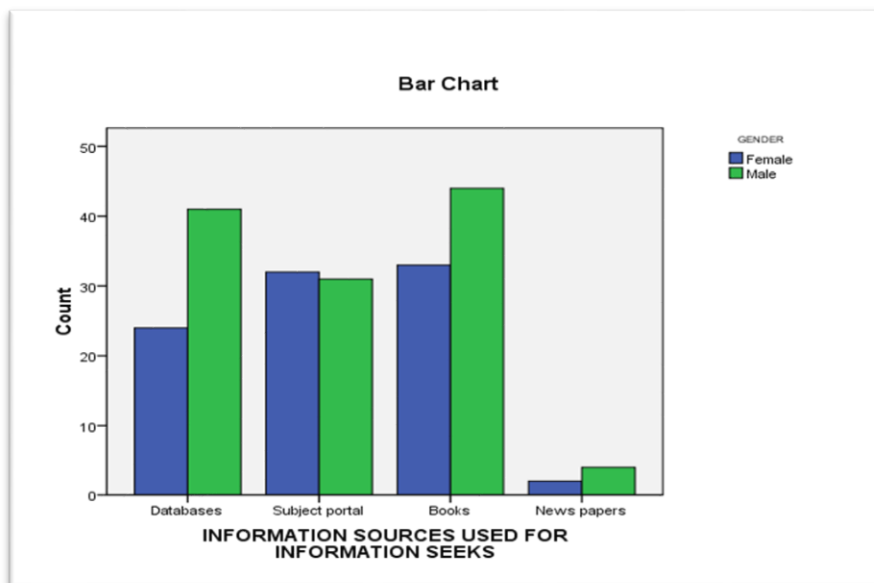


TABLE-3

This table shows that the Purpose, Awareness, Knowledge sharing tools, Timing, and the Problem of knowledge sharing. Among the 211 respondents, Majority of the respondents 100 (47.4%) belong to Preparing exam purpose.

PURPOSE	FREQUENCY	PERCENTAGE
Preparing assignments	83	39.3

Preparing exam	100	47.4
General knowledge	28	13.3
Total	211	100.0
AWERENESS	FREQUENCY	PERCENTAGE
Low	15	7.1
Moderate	111	52.6
High	85	40.3
Total	211	100.0
KNOWLEDGE SHARING TOOLS	FREQUENCY	PERCENTAGE
Gmail	47	22.3
What's up	98	46.4
Facebook	52	24.6
Other social media	14	6.6
Total	211	100.00

TABLE-4

TIMING	FREQUENCY	PERCENTAGE
30 minutes - 1 hour	68	32.2
1 hour- 2 hours	101	47.9
2 hours-3 hours	30	14.2
More than 3 hours	12	5.7
Total	211	100.0
PROBLEM	FREQUENCY	PERCENTAGE
Lake of Time	35	16.6
Lake of Knowledge Sharing Tools Using the Library Resources	83	39.3
Lake of Computer	43	20.4
Lake of Internet Connection	50	23.7
Total	211	100.0

Majority of the respondents 111 (52.6%) belong to moderate level of awareness of knowledge sharing. 101 (47.9%) of the respondent belong to 1 hour- 2 hours for using knowledge sharing. 83 (39.3%) of the respondents belong to Lack of Knowledge Sharing Tools Using the library resources.

ANOVA

There is no significant difference between the communication and Age of the respondents.

TABLE-5 Communication

The p-value 0.014 of the variable formal communication is significant at 5% level. Hence the null hypothesis is rejected. It concludes that there is significance difference between the formal communication and Age of the respondents.

The p-value .057 of the variable informal communication to be significant at 5% level of not significance. Hence the null hypotheses are accepted. It concludes that there is no significance difference between the informal communication and Age of the respondents.

COMMUNICATION		Sum of Squares	Df	Mean Square	F	Sig.
FORMAL COMMUNICATION	Between Groups	3.880	3	1.293	3.622	.014
	Within Groups	73.911	207	.357		
	Total	77.791	210			
INFORMAL COMMUNICATION	Between Groups	2.979	3	.993	2.547	.057
	Within Groups	80.717	207	.390		
	Total	83.697	210			

POST HOC TUKEY HSD

TABLE-5.1

Dependent Variable	Age of the respondents	Age of the respondents	Mean Difference	Std. Error	Sig.
FORMAL COMMUNICATION	17-20	20-23	-.25534*	.09161	.029
		23-26	-.11134	.14908	.878
		above 26	.16827	.16047	.721
	20-23	17-20	.25534*	.09161	.029
		23-26	.14401	.15412	.786
		above 26	.42361	.16515	.053
	23-26	17-20	.11134	.14908	.878
		20-23	-.14401	.15412	.786
		above 26	.27961	.20275	.514
	above 26	17-20	-.16827	.16047	.721
		20-23	-.42361	.16515	.053
		23-26	-.27961	.20275	.514
INFORMAL COMMUNICATION	Age of the respondents	Age of the respondents	Mean Difference	Std. Error	Sig.
	17-20	20-23	-.07372	.09574	.868
		23-26	-.22065	.15580	.491
		above 26	-.42788	.16769	.055
	20-23	17-20	.07372	.09574	.868
		23-26	-.14693	.16106	.798
		above 26	-.35417	.17259	.173
	23-26	17-20	.22065	.15580	.491
		20-23	.14693	.16106	.798
		above 26	-.20724	.21188	.762
	above 26	17-20	.42788	.16769	.055
		20-23	.35417	.17259	.173
23-26		.20724	.21188	.762	

CROSS TABLE

TABLE-6 Satisfaction Level of Knowledge Sharing

This table describes the satisfaction level of knowledge sharing and gender of the respondents among the total respondents 211. Majority of the respondents 77 were exhibit moderate level of satisfaction, 50 of respondent's show Moderate dissatisfaction, 38 respondents were not satisfied, 34 respondents were highly dissatisfied, 12 respondents satisfied of knowledge sharing.

SATISFACTION LEVEL OF KNOWLEDGE SHARING	GENDER		TOTAL
	FEMALE	MALE	
Highly satisfied	4	8	12
	33.3%	66.7%	100.0%
Moderate satisfied	36	41	77
	46.8%	53.2%	100.0%
Not satisfied	12	26	38
	31.6%	68.4%	100.0%
Moderate dissatisfied	24	26	50
	48.0%	52.0%	100.0%
Highly Dissatisfied	15	19	34
	44.1%	55.9%	100.0%
Total	91	120	211
	43.1%	56.9%	100.0%

FINDINGS

- Among the total sample of 211, Majority of the respondents 100 (47.4%) belong to preparing for exam purpose.

- According to the designation of the respondents 83 (39.3%) were responded due to the motivation of the teachers urging to seeks information.
- Out of 211, Majority of the respondents 111 (52.6%) belong to moderate level of awareness of knowledge sharing.
- Among the total sample 211, majority of the respondent 101 (47.9%) belong to 1 hour- 2 hours for using knowledge sharing.
- However, 83 (39.3%) of the respondents belong to Lake of Knowledge Sharing Tools Using the library resources.
- The Pearson Chi-Square value is 2.767 at 5% level is not significant. P value 0.429 is more than 0.05, hence null hypothesis is accepted. It concludes that the information source used for information seeking is not significant for the gender of the respondents.
- A one way ANOVA table results prove that the p-value 0.014 of the variable formal communication to be significant at 5% level of significance. Hence the null hypotheses are rejected. It concludes that there is significance difference between the formal communication and Age of the respondents.
- The p-value 0.057 of the variable informal communication to be significant at 5% level. Hence the null hypotheses are accepted. It concludes that there is no significance difference between the informal communication and age of the respondents.

CONCLUSION

This study concludes that the information seeking behavior and the way they can use knowledge sharing tools, their purpose of rheumatology students. Rheumatology student's purposes of information seeking are exam preparation. They are having a moderate level of awareness of knowledge sharing. Lake of Knowledge Sharing Tools Using the library resources is the problem of knowledge sharing, they are having moderate level of satisfaction. So we need to conducting seminars, conference, and training programs for knowledge sharing methods. This would be helping rheumatology students to improve the information seeking skills and knowledge sharing skills for the future.

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