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## Comparative Study on Information Seeking Behaviour of Research Scholars and Teachers of Selective

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Science Departments in Burdwan University Amit Kumar Das\* and Dr. Sukumar Mandal\*\*  
Abstract Purpose

The study has been made on selected three departments of pure science research scholar and teachers' information seeking behavior in Burdwan University and to find out the various aspects of information seeking behavior, (i.e., motivation, various library visits and spending times, and resources used, satisfaction level, success rate of seeking information resources etc.). Methodology This study encompass on research scholars and teachers in pure science departments ( i.e. Chemistry, Physics and mathematics of the University Burdwan. The online Google form questionnaires were disseminated to teachers and research scholars in three science departments in Burdwan University. Out of that 186, 154 research scholars and 32 teachers of three pure science departments have returned at the response rate of 63.7%. The received data have deduced through

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Statistical Package in Social Sciences (SPSS) (Version - 25) and presented in

charts. Findings In this brief outline, the study reveals the information seeking behavior process of teachers and research scholars of the three science departments (chemistry, physics and mathematics) in Burdwan University. The study founds the various aspects of (motivation, various library visits and spending times, and resources used, satisfaction level, success rate of seeking information resources, etc.) information seeking behavior of the scholars and teachers. Library is the backbone of the University. Results of the study suggest user centric library infrastructure, collection development and services can pivotal decision making for policy makers to help for the betterment of services to the users of the Burdwan University. Keywords -

Information seeking behaviour, Science, Research scholar, Teachers,

Burdwan

University

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Introduction

In

university like academic libraries, users' information needs and seeking behaviour have studied more extensively to focus on various aspects of the information resources, services and infrastructures, search techniques, and especially methods. The rapid changes in information seeking behaviour and expectations of research scholars and teachers have changed with the technological advancement of library services. Providing library services for this considerably demanding group of users requires careful reconsideration of the role of current library services and capacities, as well as thorough investigation with regard to user behaviour and needs. The study of users' behaviour and needs can rectify and right directions for next generation all around university library enhancement. Department of Sciences - Burdwan University The University of Burdwan is the first higher education learning and established in 1960. Pupils were registered in major science disciplines, namely Physics, Chemistry, and Mathematics. Department of physics and mathematics have started in the same year 1960 and chemistry department have started in the next year 1961.

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Physics, Chemistry, and Mathematics are the main disciplines in Pure Sciences. Pure sciences are one of the most fascinating research oriented fields.

Literature Review

Various studies have been made recently on several aspects on faculties and research scholars' information seeking behaviour (Maron and Smith, 2008; Muench, 2011), user needs (Dallmeier-Tiessen et al., 2010), use of information (Rowlands and Fieldhouse, 2007; Borgman, 2009; Vilar and Zumer, 2011). In addition to this, studies have been made to shape the conceptualizations of information needs and information seeking behaviour models in scientific disciplines (Brown, 1991; Ellis, (1993, 1989a, & 1989b); Ellis & Haugan, 1997; & Ellis, Cox, & Hall, 1993; Kuhlthau, (1999, 1994, 1993, 1991, 1988, & 1983)). Objectives The main objectives are to explore the information seeking behaviour teachers and research scholars of three selected pure science departments namely chemistry, mathematics and physics in Burdwan University. The

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research objectives are as follows:-

- To investigate the prime information needs of teachers and scholars of pure science departments.
- To access the library visit of teachers and scholars of pure science departments.

To find the resources used by research scholars and teachers of pure science departments

- To explore the information seeking process adopted by the teachers and scholars of pure science departments
- To access the satisfaction level in information seeking process of teachers and research scholars in pure science departments

Methodology This study encompass on research scholars and teachers in pure science departments ( i.e. Chemistry,

Physics and mathematics of the University Burdwan. The online Google form questionnaires were disseminated to teachers and research scholars in three science departments in Burdwan University. Out of that 186, 154 research scholars and 32 teachers of three pure science departments have returned at the response rate of 63.7%. The received data have deduced through

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Statistical Package in Social Sciences (SPSS) (Version - 25) and presented in

charts.

Analysis and Discussion

Group Total

Research scholar

Teacher

Motivation of using library Self Count 97 25 122

% within Group 63.0% 78.1% 65.6%

Parents Count 21 3 24

% within Group 13.6% 9.4% 12.9%

Teachers Count 30 4 34

% within Group 19.5% 12.5% 18.3%

Friends Count 6 0 6

% within Group 3.9% 0.0% 3.2% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 1 Motivation of using library Table 1

depicts that

maximum 63% pure science research scholar respondents have self – motivated

of using library. 78% pure science faculty respondents ensure self – motivation in using library. Teachers are the second highest library access motivational factor for 19.5% pure science scholar and 12.5% of faculty respondents. The third library motivation factor, parents are 13.6%, 9.4% of research scholar and faculty respondents respectively (Figure – 1).

Figure 1

Motivation of using library

Group Total

Research scholar Teacher Library visit at beginning

Public Library Count 17 4 21

% within Group 11.0% 12.5% 11.3%

College Library Count 65 11 76

% within Group 42.2% 34.4% 40.9%

School Library Count 70 16 86

% within Group 45.5% 50.0% 46.2%

University Library Count 2 1 3

% within Group 1.3% 3.1% 1.6% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 2 Starting of Library use Table 2 describes that 46.2%

access of school library is the highest starting point of all the pure science department respondents. The second highest 40.9% respondents have started from college library system. Interestingly 11.3% pure science respondents have initiated from public library system. Only 1.6% respondents have begun from university library. Among all the scholar respondents, maximum 45.5% accessed school library facilities. Second highest 42.2% research scholar respondents have started from college library. Surprisingly 11% scholar have benefited from public library at the beginning. Only 1.3% scholars have enjoyed accessing from university at starting. In case of faculty members, the highest 50% have accessed school library as beginners. College library facilities are the second highest starting point for 34.4% faculties. Interestingly the third highest is the public library at beginning for 12.5% faculty respondents. Only 3.1% faculties have started accessing university library services. (Figure -2)

Figure 2 Library visit at beginning

Group Total

Research scholar Teacher Visiting Time in

University Library

Daily Count 65 3 68

% within Group 42.2% 9.4% 36.6%

1day/week Count 22 20 42

% within Group 14.3% 62.5% 22.6%

2day/week Count 13 5 18

% within Group 8.4% 15.6% 9.7%

3day/week Count 33 4 37

% within Group 21.4% 12.5% 19.9%

5day/week Count 5 0 5

% within Group 3.2% 0.0% 2.7%

According to need Count 3 0 3

% within Group 1.9% 0.0% 1.6%

4day/week Count 13 0 13

% within Group 8.4% 0.0% 7.0% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 3 Visiting Time in University Library

Table 3 shows that

highest 42.2% scholar respondents have accessed

university library

regularly. 62.5% faculty members have visited university library for 1 day/week as maximum. The second highest 21.4% research scholars have accessed library for 3 days/week. In case of 15.6% teachers have accessed library facilities for 2 days/week as second highest. Third highest visiting hour are 14.3% scholars, 12.5% faculties for 1 day/week, 3 days/week respectively. Only 9.4% faculty members visited for daily. 8.4% researchers each accessed library for 2 days and 4 days in a week. Very few research scholars have accessed for 5 days/week and according to their needs. (Figure -3)

Figure 3 Visiting Time in University

Library

Group Total

Research scholar Teacher University library visit hours 30

min

Count 1 0 1

% within Group 0.6% 0.0% 0.5%

1hr Count 10 1 11

% within Group 6.5% 3.1% 5.9%

2hr Count 90 10 100

% within Group 58.4% 31.3% 53.8%

3hr Count 33 13 46

% within Group 21.4% 40.6% 24.7%

4hr Count 19 8 27

% within Group 12.3% 25.0% 14.5%

1.3hr Count 1 0 1

% within Group 0.6% 0.0% 0.5% Total Count 154 32 186

% within

Group 100.0% 100.0% 100.0% Table 4

### University library visit hours

Table 4 describes that maximum 58.4% pure science scholars have expended 4 hours in university library. 21.4% research scholars have visited for 3 hours as second highest. The third highest time spent is four hours in university library by 12.3% scholar respondents. 40.6% pure science faculties have visited for

three hours as highest time spending. Second h visited for three hours as highest time spending. Second highest time spent is two hours by 31.3% faculty respondents. 25% faculties have spent in library for 4 hours as third highest. Majority of 53.8% pure science departments respondents have accessed university library for two hours. The second highest library visit is three hours by 24.7% respondents. 14.7% respondents have sepent 4 hours as thid highest response. (Figure -4)

Figure 4 University library visit hours

Group Total

Research scholar Teacher Use of

departmental library Yes

Count 154 32 186

% within Group 100.0% 100.0% 100.0% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 5 Use of departmental library

Table 5 describes that all the

pure science departments respondents have accessed

departmental library services. 82.80% pure science departments research scholars and 17.20% faculty respondents among total respondents have accessed the departmental library facilities. (Figure -5)

Figure 5 Use of departmental library

Group Total

Research scholar Teacher Visit in other libraries beside University Library

Yes Count 119 19 138

% within Group 77.3% 59.4% 74.2%

No Count 35 13 48

% within Group 22.7% 40.6% 25.8% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 6 Visit in other libraries beside University Library

Table describes that 74.2% pure science departments' respondents have accessed other libraries beside university library

facilities. Maximum 77.3% of pure science scholar respondents have

got services of other libraries. Where as in pure science faculties, 59.4% respondents have accessed other library services. (Figure -6)

Figure 6 Visit in other libraries beside University

Library

Group Total

Research scholar Teacher Other libraries spending time

Not spend Count 40 11 51

% within Group 26.0% 34.4% 27.4%

weekly 1 hr



Count 15 3 18

% within Group 9.7% 9.4% 9.7%

weekly 2 hr Count 21 12 33

% within Group 13.6% 37.5% 17.7%

weekly 3 hr Count 5 2 7

% within Group 3.2% 6.3% 3.8%

weekly 4 hr Count 7 1 8

% within Group 4.5% 3.1% 4.3%

monthly2hr Count 20 1 21

% within Group 13.0% 3.1% 11.3%

monthly3hr Count 36 2 38

% within Group 23.4% 6.3% 20.4%

monthly4hr Count 10 0 10

% within Group 6.5% 0.0% 5.4% Total Count 154 32 186

% within

Group 100.0% 100.0% 100.0% Table 7 Other libraries spending time Table 7 depicts that majority of 27.4%

pure science departments' faculty and scholar respondents never accessed other libraries than university library. 20.4% respondents spent monthly 3 hours, 17.7% have accessed for weekly 2 hours, and 11.3% have visited for monthly 2 hours. Only 9.7% pure science respondents spent weekly one hour in other libraries. In case of pure science research scholar respondents, majority of 26% never accessed other libraries, 23.4% respondents have spent monthly 3 hours, 13.6% take benefited weekly 2 hours, 13% accessed monthly 2 hours and only 6.5% scholar respondents spent monthly 4 hours in other libraries. Whereas majority of 37.5% pure science faculties have got access weekly 2 hours, 9.4% faculty respondents accessed weekly one hour and only 6.3% faculties each have spent weekly 4 % & monthly 3 hours basis. Surprisingly 34.4% faculty respondents never spent in other libraries. (Figure – 7)

Figure 7 Other libraries spending time

Group Total

Research scholar Teacher Pure Science Departments Major

Information Needs Professional Purpose Count 1 0 1

% within Group 0.6% 0.0% 0.5%

Research Count 27 2 29

% within Group 17.5% 6.3% 15.6%

Study Count 13 5 18

% within Group 8.4% 15.6% 9.7%

Research and Study Count 104 25 129

% within Group 67.5% 78.1% 69.4%

Others Count 9 0 9

% within Group 5.8% 0.0% 4.8% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 8 Pure Science Departments Major Information Needs

Table 8 describes that

majority of 69.4% scholars and faculty members in pure science department, the prime information need is research and study. Only study is the second highest information needs for 15.6% faculties and scholar respondents. The third major information needs is only study of 9.7% respondents. Only 0.5% respondents accessed for professional purpose. In respect of two groups in pure science departments, majority 67.5% of research scholars' primary information needs is research and study. 17.5% research scholars of pure science departments second basic information needs is only research. Only study, the third most important information needs is of 8.4% pure science scholar respondents. In case of faculties in pure science departments, majority of 78.1% faculties' prime

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information needs is research and study. The second most information needs is only study of 15.6%

faculties. Only research is the third important information needs of 6.3% faculties of pure science faculties. (Figure -8)

Figure 8 Aspects of Information Needs of Pure Science Departments

Group Total

Research scholar Teacher Access to

University library services Study Count 1 0 1

%

within Group 0.6% 0.0% 0.5%

Borrow books Count 2 1 3

% within Group 1.3% 3.1% 1.6%

All of above Count 151 31 182

% within Group 98.1% 96.9% 97.8% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 9 Access to University library services

Table 9 describes that majority of 97.8% of pure science respondents have

utilised all the

burdwan university services.

Only 1.6% and 0.5% respondents have accessed reading room service and borrow books respectively. According to groups point of view, maximum 98.1% research scholars of pure science departments have taken all types of university library facilities to fulfill their information needs. Only 1.3% scholar respondents of pure science departments have borrowed only books and 0.6% have for only reading room services. In case of faculty respondents in pure departments, 96.9% have used all the library facilities. Only 3.1% faculty respondents have accessed only books. (Figure -9)

Figure 9 Access to University library services

Group Total

Research scholar Teacher Key Purposes

of

Information needs New knowledge Count 1 1 2

% within Group 0.6 % 3.1% 1.1%

Study/research work Count 2 1 3

% within Group 1.3% 3.1% 1.6%

All of above Count 151 30 181

% within Group 98.1% 93.8% 97.3% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 10 Key Purposes of Information needs

Table 10 describes that

maximum 93.3%

faculties and scholars of pure science departments' information needs are research, study, current awareness service, career guidance services, seminars / conferences etc., syllabus oriented, etc. Only 1.6% and 1.1% respondent information needs are only study/ research and latest information respectively. In respect of two group of respondents, majority of 98.1% research scholar and 93.8% faculties of pure science departments key information need are all of the above. Study and research is one second key information need of 1.3% scholars and 3.1% faculty members of pure science departments. (Figure – 10)

Figure 10 Key Purposes of Information needs

Group Total

Research scholar Teacher Exchange of knowledge

with Faculty Yes Count 151 29 180

% within Group 98.1% 90.6% 96.8%

No Count 3 3 6

% within Group 1.9% 9.4% 3.2% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 11 Exchange of knowledge with Faculty Table 11 illustrates that majority of 96.8%

research scholars and faculty members in pure science departments have always discussed their views with their faculties. In case of two groups, 98.1% scholars and 90.6% teachers in pure science departments have exchange of knowledge with faculty members. (Figure –11)

Figure 11 Exchange of knowledge

with Faculty

Group Total

Research scholar Teacher Record History

Information seeking Yes Count 140 31 171

% within Group 90.9% 96.9% 91.9%

No Count 14 1 15

% within Group 9.1% 3.1% 8.1% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 12 Record History Information seeking Table 12 describes that

majority of 91.7%

scholars and teachers in pure science departments have always kept records of information seeking in

daily basis. It is found that maximum 80.9% scholars and 96.9% teachers have recorded the history of information searching details. In this two groups faculties are most active on record keeping behaviour of information that research scholars. (Figure -12)

Figure 12 Record History Information seeking

Group Total

Research scholar Teacher Approach in

information seeking behaviour Search engine Count 2 0 2

% within Group 1.3% 0.0% 1.1%

Documentary, Non Documentary, Library services used, ICT infrastructure used

Count 3 0 3

% within Group 1.9% 0.0% 1.6%

All Count 148 30 178

% within Group 96.1% 93.8% 95.7%

Using key terms for finding Count 1 2 3

% within Group 0.6% 6.3% 1.6% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 13 Approach in information seeking behaviour Table 13 describes that approaches of information seeking

behaviour such as all types of search techniques like print, web documents, humanr resources, internet, search engine, database, keywords for searching information

are applied for maximum of 95.7% scholars and teachers of pure science departments. Only each of 1.6% pure science scholars and faculties has applied keyword and documentary and non-documentary approaches in information seeking trechniques. In the views of two categories, majority of 96.1% research scholars and 93.8% teachers utilised all the techniques form information seeking. Only 1.9% and 0.6% scholars of pure science departments have used keywords and "documentary, non documentary" approches respectively. (Figure -13)

Figure 13 Approach in

information seeking behaviour

Group Total

Research scholar Teacher Information search time 1

hr Count 76 18 94

% within Group 49.4% 56.3% 50.5%

2hr Count 71 12 83

% within Group 46.1% 37.5% 44.6%

3hr Count 7 2 9

% within Group 4.5% 6.3% 4.8% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 14 Information search time

Table 14 shows that

majority of 50.5% faculty and research scholars

of pure science departments have searched one hour

to satisfy their information needs. 44.6% spent 2 hours and only 4.8% spent 3 hours for information seeking. In case of research scholars of pure science departments, 49.4% have searched for 1 hour, 46.1% respondents have accessed 2 hours. Minimum of 4.5% scholar respondents of pure science access time is 3 hours for information seeking. Whereas maximum 56.3% teachers of pure science have expensed 1 hour for searching their required information. 37.5% and only 6.3% faculties have spent 2 and 3 hours respectively. (Figure -14)

Figure 14 Rate of Success in

Information seeking

Group Total

Research scholar Teacher Information seeking attainment rate 100%

Count 27 1 28

% within Group 17.5% 3.1% 15.1%

90% Count 27 6 33

% within Group 17.5% 18.8% 17.7%

80% Count 60 15 75

% within Group 39.0% 46.9% 40.3%

70% Count 35 9 44

% within Group 22.7% 28.1% 23.7%

60% Count 1 6

% within Group 3.2% 3.1% 3.2% Total Count 154 32 186

% within

Group 100.0% 100.0% 100.0% Table 15

Information seeking attainment rate Table 15 describes that

maximum 40.3% scholars and teachers of pure science departments have accessed information at 80% attainment as highest rate. 23.7%, 17.7% and 15.1% pure science

scholars and teachers have retrieved information from university library at rate of attainment of 60%, 90% and 100% as 2nd, 3rd, and 4th highest respectively. Only 3.2% have the lowest rate of attainment in information seeking. In the comparison of between two categories of pure science departments, majority of 39% scholars and 46.9% faculties have 80% attainment rate in information seeking as highest. 22.7% research scholars and 28.1% teachers have attained of 70% rate as 2nd highest. Each of 17.5% research scholars of pure science have got success in information seeking at the rate of 90% and 100%. Whereas 90%, is the third highest rate of attainment in seeking information of 18.8% faculties. (Figure -15)

Figure 15 Information seeking attainment rate

Group Total

Research scholar Teacher Unwillingness of

University library access

No dissatisfaction Count 36 15 51

% within Group 23.4% 46.9% 27.4%

No comments Count 16 4 20

% within Group 10.4% 12.5% 10.8%

Need more resource Count 102 13 115

% within Group 66.2% 40.6% 61.8% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 16 Unwillingness of

University library access Table 16 depicts that majority of 61.8\*% pure science

faculties and research scholars have demanded for enrichment of resources in library. The second highest 27.4% users are happy with university library system. 10.8% pure science respondents have silent on library access willingness. The result reveals the issues of staff pattern, arrangements of orientation programme and seminars/conference, awareness programme, etc. in university library system infrastructure and services. According to two groups in pure science departments, majority of 66.2% scholars have demanded for enriching of university library resources. 23.4% pure science scholars have keen to visit university library. Only 10.4% pure science scholars have not tendered any comments. In case of pure science faculties, 46.9% are happy to access library. A handsome amount of 40.6% pure science teachers suggested for enrichment of resources in university library. 12.5% faculties also have silent on satisfaction of university library visiting. (Figure -16)

Figure 16 Unwillingness of University library access

Group Total

Research scholar Teacher Up-gradation of

University library infrastructure

Yes Count 128 29 157

% within Group 83.1% 90.6% 84.4%

No

Count 12 0 12

% within Group 7.8% 0.0% 6.5%

No comments Count 14 3 17

% within Group 9.1% 9.4% 9.1% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 17 Up-gradation of University library infrastructure

The table illustrates that 84.4%

pure science users have agreed with over all university library extension. 9.1% respondents have

silent and 6.5% have disagreed on upgradation. Comparative study between research scholars and faculties of pure science departments, 90.6% teachers and 83.1% scholar respondents have demanded on university extensions. "No comments" on upgradation in university infrastructure



have suggested by 9.1% scholars and 9.4% teachers of pure science departments. Only 7.8% pure science research scholars have disagreement on over all library upgradation. (Figure –17)

Figure 17 Up-gradation of

University library infrastructure

Group Total

Research scholar Teacher University library services Up-gradation

Yes Count 124 28 152

% within Group 80.5% 87.5% 81.7%

No Count 18 1 19

% within Group 11.7% 3.1% 10.2%

No Comments Count 12 3 15

% within Group 7.8% 9.4% 8.1% Total Count 154 32 186

% within Group 100.0% 100.0% 100.0% Table 18 University library services Up-gradation Table 18 illustrated that

maximum 81.7%

pure science departments'

faculties and research scholars have relied on the advancement in university library services. 10.2% respondents have felt that there is no need of advancement in library services. Only 8.1% pure science users have approved "no comments" regarding the upliftment of library facilities. In respect of two categories of respondents in pure science departments, 87.5% teachers and 80.5% scholars have trusted to unversity library enhancement. 11.7% scholars have disagreed and 7.8% have kept on silent. On the other hand, 9.3% faculties have remained silent and only 3.1% have disapproved for the library facilities development. (Figure – 18)

Table 18 University library services Up-gradation

Conclusion The study has been made on users' needs and information seeking behaviour of scholars and teachers in Burdwan University. It reveals that this study was better understanding of pure science departments' scholars and teachers' information seeking behavior. 63% pure science research scholar respondents have self – motivated of using library. 78% pure science faculty respondents ensure self – motivation in using library. 46.2% access of school library is the highest starting point of all the pure science department respondents. Approaches of information seeking behaviour such as all types of search techniques like print, web documents, humanr resources, internet, search engine, database, keywords for searching information are applied for maximum of 95.7% scholars and teachers

of pure science departments. 40.3% scholars and teachers of pure science departments have accessed information at 80% attainment as highest rate. 81.7% pure science departments' faculties and research scholars have relied on the advancement in university library services.

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research objectives are summarised as follows:

1. To study the existing information needs and seeking behavior of the teachers and researchers of pure science departments in the university of Burdwan
2. To determine the priority of information needs of the teachers and research scholars of pure science departments