

Information Seeking Behaviour of the Students of Hosmat College of Physiotherapy, Bangalore: A Study

Atmanand G Holeyannavar¹ and Vinayak M Bankapur²

¹Research Scholar, ²Associate Professor

Department of Library and Information Science

Rani Channamma University, Belagavi, Karnataka, India

E-Mail : nandu.nandu32@gmail.com, bankapur@rediffmail.com

Abstract - Information is a most vital role for daily needs, Information is vast but not systematic organized in internet. Only librarian will give you value information for the students in right information to right users at right time. Hosmat Physiotherapy College, Bangalore plays a vital role in providing the information to their students. In the present study, the authors have made an attempt to know the information seeking behaviour of the Physiotherapy Students. A structured, questionnaire was used for the collection of data. 150 questionnaires were distributed out of 116 got back majorities of the respondents. Majority of respondents i.e. 346 (33.37%) students visit the physiotherapy library once in a week and only 24 (20.69%) students visit the library many times a Week.

Keywords: Hosmat Physiotherapy, Information, Data.

I. INTRODUCTION

Information is one such essential commodity next to food, shelter, water for human need. In the electronic age information is capitalized as one very important source. Today the demand for information growth is very exponential. The study of information seeking has become an important tool for managing the needs of the users.

Information seeking is one of the basic behaviour of mankind. If we consider this seemingly simple activity, we can see that it fundamentally underpins almost every other activity that we undertake. Whenever, we do something that is more than a mere action, we need to think about how we will proceed. Typically, we first search our internal memory to find the required information. The next step may be to either ask someone or to refer to some written record. If the search is more complex, we may search a series of sources or engage with an expert to provide advice.

II. STATEMENT OF THE PROBLEM

“Information Seeking Behaviour of Students of Hosmat Physiotherapy College Library, Bangalore: A Study”

III. THE SPECIFIC OBJECTIVES OF THE STUDY

1. To know the students habit of using the library in Hosmat Physiotherapy College.

2. To study the purpose of information seeking by the students.
3. To suggest the strategies of improving the student's information seeking behaviour activities.
4. To study the problems faced by the students while seeking information in Hosmat Physiotherapy College.

IV. METHODOLOGY

The research method followed for the present study will be Survey method. The researcher will distribute the questionnaires among Students, and will request to fill up the questionnaire.

V. DATA ANALYSIS

This is very essential for a study to process data analysis them in accordance with the method laid down for the purpose in order to arrive at the possible results. In the present study, the main purpose of the questionnaire was to collect the data about “Information Seeking Behaviour of Students of Hosmat Physiotherapy College, Bangalore: A Study”. The data were analyzed using SPSS. The data obtained through the questionnaire were analyzed and interpreted in the following sections.

TABLE 1 AGE-WISE DISTRIBUTION OF RESPONDANTS

Age Group (Years)	No. of Students
17-18	23(19.83)
19-20	52 (44.83)
21-22	28 (24.14)
23-24	13 (11.20)
25-26	----
Total	116

The students profile with age group wise distribution is given in Table 1. It is observed that the number of students i.e. 23(19.83) belong to the age group of 17-18 years. This is followed by 52 (44.83) of students in the age group of 19-20 Years and 28 (24.14) in the age group of 21-22 years. Comparatively, lesser number of respondents belongs to higher age groups like 23-24 years and there in no students in the age group 25-26 years.

TABLE 2 DISTRIBUTIONS OF COURSE WISE

Course	No. of Respondents	% of the respondents
BPT	116	100
Total	116	100%

A total of 150 questionnaires were distributed to the respondents. Among these, only 116 respondents returned the duly filled in questionnaires. The table 2 reveals the

course wise distribution of the respondents. It is observed that 116 (100%) respondents belong to BPT and there are no students in MPT.

TABLE 3 DISTRIBUTION OF CLASS WISE

S.No.	Class Wise	No. of Respondents	% of the respondents
1	1 st Year BPT	53	45.69
2	2 nd Year BPT	39	33.62
3	3 rd Year BPT	13	11.21
4	4 th Year BPT	11	9.48
5	1 st Year MPT	----	----
6	2 nd Year MPT	----	----
	Total	116	100%

The table 3 depicts the class wise distribution of the respondents. The majority, i.e. 53 (45.69) respondents belong to 1st year BPT, whereas, 39 (33.62) respondents belong to 2nd year BPT, followed by, 13 (11.21) respondents

belong to 3rd year BPT and 11 (9.48) respondents belong to 4th year BPT. The number of respondents from 1st year to 4th year has increased. The other details are presented in table 3.

TABLE 4 PURPOSE OF LIBRARY VISIT

Purpose	No	%
Yes	108	93.10
No	8	6.90
Total	116	100.00

A question was asked to the respondents on whether they make use of the library. The data is presented in the table 4. It is evident from the study that majority, i.e. 108 (93.10%)

BPT respondents make use of the library, whereas, 08 (6.90%) respondents do not make use of the physical library.

TABLE 5 INITIATION TO DEVELOP THE HABIT OF USING THE LIBRARY

Initiation	Yes	%	No	%
Self	69	59.48	47	40.52
Teachers	21	18.10	95	81.90
Library Staff	0	0.00	116	100.00
Friends	11	9.48	105	90.52
Parents	6	5.17	110	94.83
Any Other	0	0.00	116	100.00

The table 5 reveals that the majority, i.e. 69 (59.48%) respondents visited the library on their own without taking any bodies help, whereas, 21 (18.10%) respondents took the

help of Teachers, followed by 11(9.48%) respondents helped their friends and parents, library staff have less preference.

TABLE 6 FREQUENCIES OF LIBRARY VISITS

Time	Yes	%	No	%
Every day	14	12.07	102	87.93
Once in a week	38	32.76	78	67.24
Many times a week	24	20.69	92	79.31
Fortnightly	4	3.45	112	96.55
Once in a Month	10	8.62	106	91.38
Occasionally	22	18.97	94	81.03
Never	2	1.72	114	98.28

A question was raised to the respondents on frequency of their visit to library. The majority, i.e.38 (32.76) respondents visited Once in a week, followed by 24 (20.69) respondents visited many times a week, 22 (18.97)

respondents visited occasionally and 14 (12.07) respondents visited everyday to the library. The other details are presented in table 6.

TABLE 7 PURPOSE OF LIBRARY VISIT

Purpose	Yes	%	No	%
Study	47	40.52	69	59.48
Browse internet	0	0.00	116	100.00
Get information	34	29.31	82	70.69
Borrow/return/ renew books	18	15.52	98	84.48
Refer books	67	57.76	49	42.24
Refer journals	6	5.17	110	94.83
Refer theses and dissertations	2	1.72	114	98.28
Refer reports/ proceedings	0	0.00	116	100.00
Use opac	0	0.00	116	100.00
Use cd-rom databases	0	0.00	116	100.00
Use e-journals	0	0.00	116	100.00
Use e-databases	1	0.86	115	99.14

A question was asked to the students on the purposes of using the library. The majority, i.e.67 (57.76) respondents visited library to refer Books, whereas, 47 (40.52) respondents to study, 34 (29.31) respondents to get

information. The other details like borrow / return / renew books, browse Internet, use CD-ROM, use of OPAC, use of e-journals and use of e-databases have given less preference and presented in table 7.

TABLE 8 LIBRARY RESOURCES UP-TO-DATE OF CURRENT DEVELOPMENTS IN YOUR FIELDS

Factor	Yes	%	No	%
Reading current issues of print journals/ magazine	39	33.62	77	66.38
Reading latest books in the field	38	32.76	78	67.24
Browsing current issues of electronic journals	16	13.79	100	86.21
Searching online databases	40	34.48	76	65.52
Browsing websites of companies/ organizations	17	14.66	99	85.34
Accessing e-books	15	12.93	101	87.07
E-mail alerts from publishers	5	4.31	111	95.69
Through awareness services from library like CAS & SDI	0	0.00	116	100.00
Interaction with other students and teachers	33	28.45	83	71.55
Attending conferences, workshops, etc.	24	20.69	92	79.31
Email discussion groups	11	9.48	105	90.52
Any other	3	2.59	113	97.41

In this rapid changing technology, keeping abreast with the current developments is a challenging task. There is number of information sources available which helps to up-date the knowledge. The details are presented in table 8. The study reveals that searching online databases, followed by,

39(33.92) respondents reading current issues of print journals/ magazine, 38 (32.76) respondents said that reading latest books in the field helps them keep up-to-date in their field of specialization and help them keep abreast with the latest developments.

TABLE 9 PURPOSE OF SEEKING INFORMATION

Purpose	Yes	%	No	%
General awareness	59	50.86	57	49.14
Prepare the class notes	87	75.00	29	25.00
Project work	49	42.24	67	57.76
Preparing answers to questions	54	46.55	62	53.45
Reading/Thinking purpose	48	41.38	68	58.62
Workshop and seminar	22	18.97	94	81.03
Discussion and Recreation	29	25.00	87	75.00
Any other	2	1.72	114	98.28

A question was raised to the respondents for what purposes they seek information and the data is presented in table 9. The majority, i.e. 87 (75.00) respondents seek information to prepare for the class notes, whereas, 59 (50.86)

respondents seek information for general awareness, followed by, 54 (46.55) respondents seek information to prepare answers to questions. The other details are presented in table 9.

TABLE 10 HOURS SPENT AT THE LIBRARY BY THE RESPONDENTS

Q 16	<3hrs	%	4-6hrs	%	7-9hrs	%	>10hrs	%
Searching journals/ magazine	36	31.03	78	67.24	1	0.86	1	0.86
Searching for books	54	46.55	57	49.14	3	2.59	2	1.72
Interaction with friends/ teachers	41	35.34	62	53.45	10	8.62	3	2.59
Browsing e- journals on internet	20	17.24	93	80.17	1	0.86	2	1.72
Searching online databases	25	21.55	87	75.00	1	0.86	3	2.59
Email alerts, correspondence	20	17.24	95	81.90	0	0.00	1	0.86
Accessing e-books	12	10.34	101	87.07	3	2.59	0	0.00
Photocopying	22	18.97	92	79.31	0	0.00	2	1.72
Scanning & printing	22	18.97	93	80.17	0	0.00	1	0.86

TABLE 11 PROBLEMS FACED IN WHILE SEEKING INFORMATION

	Almost	%	Often	%	Sometime	%	Rarely	%	%	Almost
Needed information is not available in library	12	10.34	46	39.66	42	36.21	12	10.34	4	3.45
Incomplete information in sources	6	5.17	63	54.31	27	23.28	17	14.66	3	2.59
Do not know how to use online catalogue	5	4.31	80	68.97	10	8.62	13	11.21	8	6.90
Information scattered in too many sources	10	8.62	87	75.00	11	9.48	5	4.31	3	2.59
Do not know how to use electronic resources	8	6.90	76	65.52	12	10.34	12	10.34	8	6.90
Too much information on internet	17	14.66	78	67.24	12	10.34	4	3.45	5	4.31
Lack of information skills to search	7	6.03	80	68.97	13	11.21	10	8.62	6	5.17
Internet speed is slow	21	18.10	77	66.38	11	9.48	5	4.31	2	1.72

A question was raised to the respondents on the amount of time spent on information gathering activities. The majority, i.e. 101 (87.07) respondents spent 4-6 hours time on

accessing e-books, whereas, 95 (81.90) respondents spent 4-6 hours on Email alerts, correspondence, 93 (80.17) respondents spent 4-6 hours on browsing e-journals on

internet and scanning & printing, 92 (79.31) respondents spent on photocopying. The study also reveals that for other information gathering activities also most of the respondents spend 4-6 hours per week. The other details are given in table 10.

The details regarding the problems faced while seeking information is given in table 11. It is evident from the study that for BPT students the Standard Deviation is not that fluctuating which means that the opinion given by the respondents doesn't vary. The opinion given by the respondents is nearer to the value 3, that means x value is 3. Hence, the respondents face problems sometimes.

TABLE 12 ENVIRONMENT AFFECT WHILE SEEKING INFORMATION

Factors	Yes	%	No	%
Information overloaded	47	40.52	69	59.48
Changing ICT environment	25	21.55	91	78.45
Changing pattern of new syllabus	10	8.62	106	91.38
Cross questions raised others	13	11.21	103	88.79
Extra work given by teachers	14	12.07	102	87.93
Different types of sources developed in library	12	10.34	104	89.66
Any other	2	1.72	114	98.28

There are factors which affect the information needs and seeking behavior. The details are given in table 12. It is observed from the data that the factor, information overloaded affects the most of the respondents, i.e. 47 (40.52), followed by, 25 (21.55) respondents opine that changing ICT environment affects their overall information seeking activities, 14 (12.07) respondents opine that extra work given by teachers will affect their information seeking. The other details are given in table 12.

VI. MAJOR SUMMARY OF FINDINGS

The major findings of the study are identified on the basis of data received from the respondents. The same are presented below:

1. A total of 150 questionnaire were distributed to the respondents, out of which an overwhelming i.e. 116 questionnaire were received back with a response rate 77.33%.
2. Among the 116 respondents, out of which the highest 53 of them belongs to 1st Year BPT (45.69%) whereas 39 respondents belongs to 2nd Year BPT (33.62%) and 179 respondents are from 3rd Year BPT (11.21%) (Table 3, Page No.3).
3. It is found from the data that majority i.e. 69 (59.48%) students using the Physiotherapy library by Self by BPT students. Further, only 21 (18.10%) students visiting the library on teacher's recommendations, (Table 5, Page No.4).
4. Majority of respondents i.e. 346 (33.37%) students visit the physiotherapy library once in a Week, by BPT students. Further, only 24 (20.69%) students visit the library many times a Week by BPT Students (Table 6, Page No.5).
5. The Majority of students study tells that searching online databases, followed by, 39(33.92) respondents reading current issues of print journals/ magazine, 38 (32.76) respondents said that reading latest books in the field helps them keep up-to-date in their field of

specialization and help them keep abreast with the latest developments. Table 8, Page No.7).

VII. CONCLUSION

Therefore, Information Seeking Behaviour (ISB) is essential to know its various categories and methods so that the real picture of users' perception is visualized. However, to run the library needs information seeking behaviour (ISB) which is required to adopt on priority basis to make the system successful.

REFERENCES

- [1] Wilson, "From the Development of the Discipline to Social Interaction", Information Science, Scandinavian University Press, Oslo, pp. 69- 11, 1994.
- [2] A. Agrawal and H.K. Chakraborty, "Information Need and Use Patterns of Earth Science Scholars of Banaras Hindu University", *Indian Journal of Information Library and Society*, Vol.8, No.3-4, pp. 119-127, 1995.