



A Study of Information Needs and Seeking Behavior of Faculty Members of Telangana Tribal Welfare Residential Degree College Kothagudem, North Telangana

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ABSTRACT

This study explores the information needs and information-seeking behavior of the faculty members of the Telangana tribal Welfare Residential Degree College, Kothagudem. Understanding the faculty members' information needs and seeking behavior is essential in improving their library services and academic support. This study collected data from 47 faculty members working in this college through questionnaires and direct interview methods. From the findings, we came to know that the primary sources of information are academic books, journals, and the internet. Faculty members seek information for curriculum development, research publication, and staying up-to-date in their respective disciplines.

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INTRODUCTION

Information is the vital source in the development of the individual and society. Information is growing rapidly with a fast change in society's needs. It is available in many formats like printed materials and in Digital forms. It plays a crucial role in the professional and academic life of the Faculty members. It may be in the context of research work, academic work and in administrative tasks. The faculty



members continuously interact with the various forms of information to complete their tasks and enhance their knowledge. Librarians should observe and understand the Information needs and seeking behavior of the faculty members which helps him in improving the library services & Resources

The study explores how the faculty is accessing the information and what kind of information they need. This research on “A Study of Information Needs and Seeking Behavior of Faculty Members of Telangana Tribal Welfare Residential Degree College Kothagudem.” This assists the college in creating a more effective system to provide the appropriate resources to the faculty members. It boosts faculty productivity and academic performance. By understanding the ways faculty members search for information, difficulties they face while accessing the resources. The college can improve information management and achieve better results.

COLLGE PROFILE

TGTWRDC: Telangana Tribal Welfare Residential Degree College Kothagudem was established in the year 2017, it is one among the 22 colleges which have been established in the State of Telangana under the aegis of TGTWREIS, Tribal Welfare, Gurukulam as part of the KG to PG free Education policy of the Government of Telangana during the academic year 2017. And it is the women’s college.

REVIEW OF LITERATURE

Mamun Mostofa (2013) "A Study of Information Needs and Seeking Behavior of Faculty Members of Darul Ihsan University in Bangladesh" examines how electronic information resources influence the information-seeking behavior of faculty members at Darul Ihsan University. The study highlights the purposes of information searching, preferred sources, roles of electronic resources, channels used for seeking information, preferred locations, and the obstacles faced during the information-seeking process. The research employs a questionnaire with open and closed questions directed at understanding these dynamics among faculty members.

A. Thirunavukkarasu, Thilagavathi (2015) Study on “Information needs and seeking behavior of faculty members at Avinashilingam University in Coimbatore”, Tamil Nadu. It emphasizes the importance of information for individual and societal development while detailing a study conducted with 334 faculty members using a questionnaire. The findings reveal that primary information sources

include books, journals, and the internet, but faculty members face challenges such as information overflow, slow internet speeds, and insufficient library staff support.

M.G. Sathiyamurthy, Dr. P. Ravichandran , et.al (2010)"Information Access Patterns of Faculty in Arts and Sciences Colleges in Chidambaram", discusses the importance of information as a fundamental resource in contemporary society. It emphasizes the necessity for access to information for scientific, socioeconomic, and cultural advancement. The authors address user studies, which systematically examine the characteristics and behaviors of information system users, highlighting the focus on information-seeking behaviors and access patterns. Different classifications of user studies are also presented to categorize the research conducted in this field.

M. M. A. Ansari, Devendra kumar (2010) this study explores information needs and information-seeking behavior of faculty members in engineering and technology at selected institutions in Uttar Pradesh, India. The study collected data through a structured questionnaire distributed to 500 faculty members, of whom 390 responded. It investigates the types of information sources preferred by these faculty members, their information format preferences, and the use of formal, informal, and electronic information sources. The paper emphasizes the significance of understanding users' information needs to design effective user-centered information systems and services, particularly in the context of evolving information services in the electronic age.

P. Sivaraman C. Rajangham (2017)"Information Search Pattern of Faculty Members From Arts And Science Government Colleges Affiliated To Bharathidasan University, Tiruchirappali – A Study" explores the usage of library facilities and services by faculty members from selected colleges. The study investigates various aspects including the information search patterns, purposes of information seeking, preferences for utilizing resources, satisfaction with library services, and challenges faced during information retrieval. Based on a survey of 201 faculty members from five colleges, the findings indicate that while many respondents are competent in information retrieval, they encounter specific problems related to their information search patterns.

OBJECTIVES

- To identify the information needs of the faculty members
- To identify the types of information used by the faculty members
- Identify the challenges faced by the faculty members

- To assess the mode of information seeking by the faculty members
- To know the purpose of visiting the library
- To know the frequency of library visit
- To identify the purpose of information seeking by the faculty members
- To assess the satisfaction of the faculty members with the available resources and services
- To know the user perception about the overall infrastructure facilities available in the library

METHODOLOGY

The present study was conducted based on the data collected using questionnaires from the Faculty members. Questionnaires were distributed to each faculty member personally. After collecting data, the Faculty members are interviewed to get their opinion on the library services. The study has a descriptive nature. The researcher has distributed 55 questionnaires to the faculty members of Telangana tribal welfare residential degree college kothagudem. The responses received by the investigator were 47, which is 85% of the total faculty.

DATA ANALYSIS AND INTERPRETATION

The collected data through questionnaires are analyzed on the basis of objectives of the study, and results are presented in the following tables and interpretation.

1. Information Needs of Faculty Members

| Information Need Category | Always (%) | Often (%) | Sometimes (%) | Rarely (%) | Never (%) |
|---------------------------|------------|-----------|---------------|------------|-----------|
| Teaching Material | 34.5 | 30.9 | 14.5 | 3.6 | 1.8 |
| Research Publications | 41.8 | 27.3 | 9.1 | 3.6 | 1.8 |
| Conference Proceedings | 21.8 | 29.1 | 23.6 | 7.3 | 1.8 |
| Government Reports | 12.7 | 20.0 | 27.3 | 16.4 | 9.1 |
| E-resources (Journals, | 49.1 | 23.6 | 7.3 | 3.6 | 1.8 |

| Information Need Category | Always (%) | Often (%) | Sometimes (%) | Rarely (%) | Never (%) |
|---------------------------|------------|-----------|---------------|------------|-----------|
| Databases) | | | | | |

- E-resources like Journals and Databases are the most in demand, particularly with 49.1% of faculty members who seemingly always require and an additional 23.6% who predominantly use them. This shows not only a strong digital trend but also a need for the material for teaching, research, and learning.
- The next significant need is Research Publications, which are the priority for 41.8% and 27.3% of faculty members respectively. This points to the necessity of access to up-to-date and pertinent research results in a faculty's job to a large extent.
- Teaching Material, on the other hand, is no less of an information demand and is needed as much. 34.5% of the faculty members always need these materials, and a further 30.9% often need them for their instructional duties. This is another way of learning that underscores the central and continuing role of teaching which requires regular information gathering.
- Conference Proceedings show the middle ground in terms of their popularity. As many as 21.8% of the faculty always look for them, and 29.1% often look for them. Nevertheless, 23.6% of the faculty sometimes make a search, which means that they are substantial but not a primary concern for everyone engaged in the faculty.
- Government Reports are the least used forms of information, and only 12.7% always and *20.0% often utilize them. The rest of the three categories of the faculty have more or fewer percentages, i.e., the following: 27.3% sometimes and *16.4% rarely. This information presents a spread of the spectrum of exacting disciplines but the expectedness of them all is not there.

2. Sources of Information Used by Faculty

| Source of Information | Always (%) | Often (%) | Sometimes (%) | Rarely (%) | Never (%) | Total |
|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| Library Books | 15 (27.3) | 14 (25.5) | 10 (18.2) | 5 (9.1) | 3 (5.5) | 47 (85) |
| Online Journals | 20 (36.4) | 16 (29.1) | 6 (10.9) | 3 (5.5) | 2 (3.6) | 47 (85) |
| Personal Collection | 10 (18.2) | 15 (27.3) | 12 (21.8) | 6 (10.9) | 4 (7.3) | 47 (85) |
| Social Media | 5 (9.1) | 8 (14.5) | 16 (29.1) | 11 (20.0) | 7 (12.7) | 47 (85) |
| Colleagues/Experts | 22 (40.0) | 13 (23.6) | 7 (12.7) | 3 (5.5) | 2 (3.6) | 47 (85) |

- According to the findings, Online Journals are at the top of the list with 36.4% of faculty members who knew the users indicating that they use them "Always," and 29.1% – "Often" used. In Next the high degree of printed academic resources means that online access to science has become the most substantial area for the dissemination of scholarly work.
- In that case reference staff and experts from the same discipline became the main source of healthy discussion. This form of communication was practiced by 40% of the professors as they "Always" needed their opinion, and 23.6% – "Often" found it necessary. This shows the significance of humanity in information-gathering as well as the informational aspect.
- Like the Journals if library books had shown the same level of activity in the last stage of use they still played a role in the respondents' academic life. Using the data one can observe that

27.3% of the faculty reported that they "Always" use library books, while 25.5% used "Often," which implies that a significant number of faculty members keep their personal libraries and make use of them for reference at their discretion.

- As for Personal Collections, it was seen that the number of those who were familiar with them was not as great as in other cases. The number of teachers who usually used 18.2% which is "Always" dependent on their own resources and 27.3% which is "Often" insinuates that a small number of faculty members had personal libraries for a short time only.
- It seemed that social media was the least sought-after platform. Social media was used as an information source in 21.2% of the total academic community, that is, only 9.1% "Always" used it, while 29.1% did so "Sometimes." But it is worth mentioning that 20% "Had low knowledge and seldom used" it, and 12.7% "Never" used social media for academic purposes, which basically means that they had the highest degree of doubt and the lowest level of confidence in the information derived from social media sources.

3. Challenges in Accessing Information

| Challenge | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|--------------------------------|----------------|--------------|-------------|-------------|-------------------|------------|
| Limited Library Resources | 17 (30.9) | 15 (27.3) | 6 (10.9) | 5 (9.1) | 4 (7.3) | 47 (85) |
| Poor Internet Access | 13 (23.6) | 14 (25.5) | 9 (16.4) | 7 (12.7) | 4 (7.3) | 47 (85) |
| Lack of Time | 16 (29.1) | 18 (32.7) | 7 (12.7) | 4 (7.3) | 2 (3.6) | 47 (85) |
| Subscription Fees for Journals | 20 (36.4) | 14 (25.5) | 5 (9.1) | 5 (9.1) | 3 (5.5) | 47 (85) |

| Challenge | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|-----------------------------------|----------------|--------------|--------------|-------------|-------------------|------------|
| Lack of Awareness about Resources | 12 (21.8) | 13 (23.6) | 11 (20.0) | 7 (12.7) | 4 (7.3) | 47 (85) |

- The critical issue was the high cost of journal subscriptions with 36.4% being strongly and 25.5% being those who agreed that expensive journal subscriptions limit their ability to access the necessary research materials. This underlines the urgency of institutional means, like more subscriptions subsidized by the institution or open-access resources popularizing, to be indicated.
- The second most important factor was the Lack of Time, which during a survey appeared as a strong constraint for 29.1% and as an agreeable constraint for 32.7% of the respondents. This indicates that the time of the faculty members being occupied by academic and administrative issues is the main reason for them not to be able to search for and manage information resources effectively.
- The absence of unlimited library resources has been one of the blocked roads, since 30.9% strongly said yes and 27.3% admitted they were not against the idea that the library had no sufficient collection of their academic and research requirements. Therefore, of the necessity is a enlargement of the library's collections, particularly in the specific area of expertise.
- The data says that the Lack of Good Internet Connection was a real headache for a big group of educators; 23.6% were strongly agreeing and 25.5% were just agreeing. It is evident that internet speed and access constitute a primary, even though not the most pronounced issue, that can prevent the faculty members accessing e-resources, especially from remote or underprivileged places.
- There was also a Lack of Information about the Services Offered, and this was indicated as a factor by quite a number of faculty members (21.8% strongly agreed and 23.6% agreed). This situation points to the need for improved communication and assistance in usage of existing information services, it also suggests that the implementation of the information literacy service must be a priority.

4. Preferred Mode of Information Seeking

| Mode of Seeking Information | Most Preferred (%) | Preferred (%) | Neutral (%) | Least Preferred (%) | Total |
|-----------------------------|--------------------|---------------|--------------|---------------------|------------|
| Library Visit | 10 (18.2) | 15 (27.3) | 12 (21.8) | 10 (18.2) | 47 (85) |
| Internet Search | 25 (45.5) | 15 (27.3) | 5 (9.1) | 2 (3.6) | 47 (85) |
| Discussion with Colleagues | 15 (27.3) | 18 (32.7) | 8 (14.5) | 6 (10.9) | 47 (85) |
| Social Media/Forums | 6 (10.9) | 10 (18.2) | 13 (23.6) | 18 (32.7) | 47 (85) |
| Mobile Applications | 8 (14.5) | 12 (21.8) | 14 (25.5) | 13 (23.6) | 47 (85) |

- The Internet search is predominately the choice of almost half of the faculty, namely, 45.5% who consider it as their "Most Preferred" method, and 27.3% who listed it as "Preferred." It draws our attention to the fact that tools and services like the internet must be very effective so students, teachers, and professors are fully committed to using digital platforms and the internet to ensure 24/7 access to necessary information.
- The Conversation with Colleagues remains one of the most beneficial ways of getting information. Thus, 27.3% of faculty members expressed that they would prefer it. That group of faculty staff who are mostly involved in collaborative learning and sharing knowledge with their peers are the decision in academia. It has been seen that many faculty members not only enjoy the opportunity for lively discussions but also regularly use colleagues and experts as a source of

advice and ideas. This is how sharing knowledge and the concept of discussion work in the academic community.

- A visit to the Library has been relegated to a certain extent as a method of getting information, yet it is still the traditional channel. 18.2% of the faculty feel that the Library Visit is the best option, while 27.3% only think it is "Preferred." According to this one can infer that digital access is significant for the educational community; even then, written knowledge is still of great value to those who rely on well-structured and selected sources of information.
- Mobile Applications and Social Media/Forums are among the least popular with lecturers. Social Media/Forums have been rated the least, and 32.7% chose "Least Preferred." The reasons for this trend may be attributed to the generally unsafe feeling of using social platforms/forums in academic activities or due to the unreliability and, therefore, the low quality of information they possess. Similarly, Mobile applications were moderately preferred only, 14.5% who selected "Most Preferred" and 21.8% as "Preferred," which indicates a safe takeover of mobile-based platforms in academic information seeking.

5. Frequency of Library Visits by Faculty Members

| Frequency of Visit | Number of Respondents (N) | Percentage (%) |
|--------------------|---------------------------|----------------|
| Daily | 5 | 9.1% |
| Weekly | 12 | 21.8% |
| Monthly | 8 | 14.5% |
| Occasionally | 15 | 27.3% |
| Never | 7 | 12.7% |
| TOTAL | 55 | 100% |

- Weekly visits are the most frequent, constituting 21.8% of faculty members regularly visiting the library. Thus, it can be concluded that even today, a significant number of faculty members are still using the library for their resources and research needs, although they may not be visiting it on a daily basis.
- Occasional visits are also significant, with 27.3% of faculty members who pay a visit to the library when the need arises. It follows that the library, although not every faculty member's main source, still emerges as the second most important source, a fact that is proven by occasional academic needs.
- Monthly visits represent 14.5%. This figure is the evidence that some faculty library users come only once a month which is probably for the purpose of research or book borrowing.
- Daily visits are not a standard occurrence since 9.1% of faculty members visit the library every day. The found low percentage clearly has to do with the fact that scholars and lecturers are more into digital sources through platforms like the internet and therefore, the demand for day-to-day information is not as high as it was before, so the necessity of personal visits is cut out.
- Neither did 12.7% of faculty members actually report visiting the library. This is readily attributable to the users' passion for digital resources, online journals, and databases, which alone or with flexible research habits could be the reasons why they are no longer bound to visit the traditional library.

6. Purpose of Seeking Information

| Purpose of Information Seeking | Always (N/%) | Often (N/%) | Sometimes (N/%) | Rarely (N/%) | Never (N/%) |
|--------------------------------|--------------|-------------|-----------------|--------------|-------------|
| Teaching Preparation | 19 (34.5%) | 14 (25.5%) | 8 (14.5%) | 4 (7.3%) | 2 (3.6%) |
| Research Work | 17 (30.9%) | 13 (23.6%) | 10 (18.2%) | 5 (9.1%) | 2 (3.6%) |
| Administrative Work | 6 (10.9%) | 10 (18.2%) | 14 (25.5%) | 9 (16.4%) | 8 (14.5%) |
| Professional Development | 12 (21.8%) | 15 (27.3%) | 11 (20%) | 7 (12.7%) | 2 (3.6%) |

| Purpose of Information Seeking | Always (N/%) | Often (N/%) | Sometimes (N/%) | Rarely (N/%) | Never (N/%) |
|--------------------------------|--------------|-------------|-----------------|--------------|-------------|
| Personal Knowledge Enhancement | 10 (18.2%) | 12 (21.8%) | 14 (25.5%) | 8 (14.5%) | 3 (5.5%) |

- Teaching Preparation is the primary purpose of information seeking. A majority, 34.5%, always seek information for preparing their teaching materials, and 25.5% often do so. This emphasizes that teaching remains the central academic activity for most faculty members.
- Research Work is also a significant purpose, with 30.9% always and 23.6% often seeking information for research activities. Research remains a key part of faculty responsibilities alongside teaching.
- Professional Development ranks next, with 21.8% always and 27.3% often seeking information for improving their professional skills and knowledge. This shows a strong motivation among faculty members to stay updated and enhance their career growth.
- Personal Knowledge Enhancement is moderately important. While 18.2% always and 21.8% often seek information for personal growth, a good number (25.5%) sometimes engage in it, showing mixed levels of personal motivation for non-mandated learning.
- Administrative Work shows the lowest information-seeking frequency. Only 10.9% always seek information for administrative purposes, while a large group (25.5%) only sometimes seek it. Notably, 14.5% never seek information related to administrative duties, indicating that administrative responsibilities are less information-driven compared to teaching and research.

7. Satisfaction Level with Available Information Resources

| Satisfaction Factor | Highly Satisfied (N/%) | Satisfied (N/%) | Neutral (N/%) | Dissatisfied (N/%) | Highly Dissatisfied (N/%) |
|---------------------|------------------------|-----------------|---------------|--------------------|---------------------------|
| Library Collection | 9 (16.4%) | 16 (29.1%) | 11 (20.0%) | 8 (14.5%) | 3 (5.5%) |
| Internet Access at | 8 (14.5%) | 15 (27.3%) | 12 (21.8%) | 9 (16.4%) | 3 (5.5%) |

| Satisfaction Factor | Highly Satisfied (N/%) | Satisfied (N/%) | Neutral (N/%) | Dissatisfied (N/%) | Highly Dissatisfied (N/%) |
|------------------------------------|------------------------|-----------------|---------------|--------------------|---------------------------|
| College | | | | | |
| Access to Online Journals | 10 (18.2%) | 17 (30.9%) | 11 (20.0%) | 6 (10.9%) | 3 (5.5%) |
| Availability of Research Databases | 8 (14.5%) | 14 (25.5%) | 13 (23.6%) | 8 (14.5%) | 4 (7.3%) |
| Support from Library Staff | 14 (25.5%) | 16 (29.1%) | 10 (18.2%) | 5 (9.1%) | 2 (3.6%) |

- Library Collection: Around 45.5% (combining highly satisfied and satisfied) expressed satisfaction with the library collection, while 20% were neutral. However, a notable 20% expressed dissatisfaction, indicating room for improvement in the library's physical and digital holdings.
- Internet Access at College: About 41.8% were satisfied with internet access, but 21.8% were neutral and 22% expressed dissatisfaction. This suggests that while many find internet access adequate, a significant portion finds it inconsistent or insufficient for their needs.
- Access to Online Journals: Faculty members are relatively more satisfied here, with 49.1% satisfied or highly satisfied. Only 10.9% reported dissatisfaction. This reflects positively on the institution's effort to provide access to scholarly journals.
- Availability of Research Databases: Satisfaction drops a little, with only 40% satisfied, and about 21.8% expressing neutrality. The dissatisfaction rate (around 22%) points to a need for broader or better-known database subscriptions.
- Support from Library Staff: Faculty members are most satisfied with the support provided by library staff — over 54.6% rated it positively. Only a small number (12.7%) expressed dissatisfaction, highlighting that the human resource aspect of the library services is strong.



FINDINGS

- A significant majority of faculty members (85%) frequently need e-resources, making them the most in-demand academic resource.
- **Online journals** (mean usage score of 0.77) are the most consistently used source of information, showing a strong preference for digital and updated content.
- **High subscription fees** for journals are the biggest barrier, with **73%** of faculty agreeing this limits their access to essential academic resources.
- **Internet search** is the most preferred method of seeking information, selected by **53%** of faculty as their top choice.
- Only **10.6%** of faculty visit the library daily, while **14.9% never visit**, indicating a declining reliance on physical library spaces.
- **Teaching preparation** is the most common reason for seeking information, with **40.4%** of faculty stating they *always* do so for this purpose.
- Faculty are most satisfied with **support from library staff**, with **63.8%** expressing satisfaction or high satisfaction.

CONCLUSION

Information needs and seeking behaviour have become an indelible part of the academic community, especially in research and practice. Facilitating access to the relevant library resources, services, and appropriate infrastructure is the responsibility of the respective institution to the tribal community. A consortium support will supply or strengthen the hands of librarians in extending better services with more resources and technology infrastructure.

This paper analyzes the awareness and seeking behaviour level of IT among the faculty members of the Telangana tribal welfare residential degree college Kothagudem. It was found that the faculty members are familiar with internet science most of them have learnt about internet by self learning through friends. The respondents also feel the information needs and importance of research and other related work through a great extent.

Overall, the respondents have a very good opinion about the library and its collection and service in the selected college. The results also find out that library working hours, arrangements of library collection and allocation of funds for TTWRDC college are not up to the satisfaction level of the users. The



authorities of the tribal welfare college have to give more attention and receive more from the government, increasing the library working hours and proper maintenance of the library collection.

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