CHAPTER SIX
REVIEW WITH CONCLUDING COMMENTS
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6.1 REVIEW

In order to cope with the culture of information revolution, new challenges of information societies coupled with recent trends of communication technologies, new requirements of academic and vocational markets students, teachers and other academic communities of the higher education systems are encouraged by the University Grants Commission (UGC) to become an information literate and life long learner for achievement and enhancement of quality education. But unfortunately in spite of the tremendous increase in information technology and processing activities, existing knowledge is often not applied to the solution of individual and societal problems and accordingly, current status of coverage of the services, relevance and utility of the programmes are questioned. It has been recognized by the concerned authorities that there is a need to evaluate the system to play its role with greater relevance and objectivity and a critical component of this task is that of bridging the knowledge and communication gap between those organizations and individuals in need of education, training and staff development services and programmes of those organizations and individuals who provide such services. An important prerequisite of such activities is the large scale mobilization and utilization of university resources and potentialities of the academician to facilitate the climate for information searching.
Generally information seeking behaviour is communication behaviour and most of the time student's information seeking behaviour involves purposeful selection of information for their goal achievement. Thus increased awareness and motivation for information searching among academic communities, more specifically among student communities have been recognized as an important precondition for facilitating the culture of information seeking behaviour within institutional systems.

Information seeking behaviour is a rational problem-solving process and in most cases such process is dynamic and changeable in terms of individual differences (Allen and Kin, 2000; Borgmon, 1989; Crozier, 1997; Humphreys and Revelle, 1984; Miculincer 1997; Solomon, 2002). Moreover, the significant theoretical and empirical observations (Chang and McDaniel, 1998; Chanlin, 1999; Dillon and Gabbard, 1998; Shute, 1993; Tobias, 1994) had focused that utilization of the sources and outcomes of information seeking behaviour were influenced by the nature of potential influences of different types of personal and situational variables in academic and information systems such as university pedagogy, evaluation system, availability of the resources etc.

In this context, premised on certain highly relevant theoretical information and research findings (Chapter-One and Two), the present investigation had been conducted after an outline plan (approved by the Ph.D Committee in Applied Psychology, University of Calcutta; Chapter-three) under the title: "A STUDY ON THE NATURE OF INFORMATION SEEKING BEHAVIOUR AMONG THE UNIVERSITY STUDENTS", with a hope to present data-based facts and
tools for evaluating the nature of information seeking behaviour of the university students and to specify the related facilitating factors (personal and situational variables of the students) to the experts, researchers, academic academicians, professionals and officers in library and information centers for enhancement and development and use of information dissemination services to universities of West Bengal.

To achieve the major objectives of the study, the present investigation was basically divided into two parts:

**Part I** Selection of samples, test development and local adaptation of scales/test/inventories (Chapter-Three, Four and Five).

**Part II** Processing of the findings for hypotheses testing (Chapter-Five).

Altogether 750 university students concerned had been made involved in the present investigation with the following break up: 150 students for construction/adaptation of tools and 600 students for verification of seven major hypotheses (Chapter-Three, Four and Five).

The study had concentrated on development of three instruments- (i) General Information Schedule (GIS), (ii) Information Seeking Behaviour Inventory (ISBI) and (iii) Learning Behaviour Inventory (LBI) as well as local adaptation of one instrument-(iv) Achievement Motivation Scale (AMS) (Chapter-Four, Chapter-Five). For standardization of test/scales necessary statistical techniques had been taken for estimation of Validity, Reliability, Norms, etc (Chapter-Five).
The homogeneity of the matching criteria of samples characteristics (age, level of study, socioeconomic status and area of living) were tested by using $X^2$ (Chapter-Five 5.7). Besides, the profile of the qualitative attributes of the university students were prepared to indicate the background information of the informant students of the selected NAAC accredited universities of West Bengal (Appendix D).

In the first phase that is part-I of the study -development and adaptation of tools as well as sample selection were computed. Accordingly altogether 7 tables had been presented in the treatment of the responses for standardization of the tests and samples characteristics in the first phase (Part I) of the study (Chapter-Five, 5.1 to 5.7).

In the second phase that is part II (Chapter-Five, Section 5.2) of the study, after testing of the matching criteria of the samples, the data were collected from the sample groups of the university students of three types of universities (5 star, 4 star and 3 star) by using five tools namely-(i) General Information Schedule (GIS), (ii) Information Seeking Behaviour Inventory (ISBI) and (iii)Learning Behaviour Inventory (LBI) (iv)Achievement Motivation Scale (AMS) and (v) NEO- Five factor Inventory NEO-FFI (Appendix A).

Data as collected were treated strictly adhering to the steps described under treatment with data (Chapter-Four ). On the basis of the findings, characteristic features, the norms and group norms for General Information
Schedule (GIS), Information Seeking Behaviour Inventory (ISBI), Learning Behaviour Inventory (LBI) and Achievement Motivation Scale (AMS) were prepared (Chapter- Five, Table 5.1 to 5.9 and Appendix D). Summary of significant differences and peculiarities among the groups of students of universities in terms of level of information seeking behaviour of students, as well as, its causal relationship with their personal variables and situational variable of the universities were prepared on the scores of NEO-Five personality inventory, learning behaviour inventory and achievement motivation scale on the basis of statistical tests of significance through the results of ANOVA and ‘t’ tests and depicted through following section:

SECTION 5.2.A: Comparison on Information Seeking Behaviour of groups of students with respect to their discipline of studies and gender

The summary of significant differences on the nature of information seeking behaviour of the students with respect to their discipline of studies (arts, science and commerce) and gender (male and female) were prepared (Table 5.12) on the basis of interpretation of descriptive statistics; X2, ANOVA and ‘t’ test scores of information seeking behaviour (Section 5.2.A,Table 5.8 to Table 5.11).

SECTION 5.2.B: Information Seeking Behaviour and personal attributes of students

The peculiarities and significant differences among three groups of students (high, moderate and low information seekers) for person related variables (Neo-Five
personality traits, Learning Behaviour and achievement motivation) of the university students were prepared (Table 5.18) on the basis of one way ANOVA, and 't' test results (Table 5.13 and 5.15).

SECTION 5.2.C: Information Seeking Behaviour and Outcome of Information searching (Level of satisfaction)

The peculiarities and significant differences in the nature of outcome (Level of satisfaction) of the information searching among the three groups of students (high, moderate and low information seekers) were prepared on the basis of one way ANOVA and 't' test results (Table 5.16 to 5.17).

SECTION 5.2.D: Intercorrelation among 'information seeking behaviour' and personal correlates of the students'

The summary of peculiarities and differences among the groups of students for the profile of correlation and intercorrelation matrix of the sets of measured variables were prepared (Table 5.25) on the basis of results of correlational analysis and regression analysis (Table 5.19 to 5.24).

Summary of important findings (Table 5.12, 5.16 to 5.25 and figure 5.1 to 5.4) helped to identify the characteristics features of each group. The statistical significant results highlighted in favour of accepting selected hypotheses, which have been presented in Chapter-Three and had helped to draw the following summary of facts and inferences about the measured variables:
6.2 SUMMARY OF IMPORTANT FINDINGS

A. Information seeking behaviour (Components and score distribution patterns) of university students

A. 1. Results (Table 5.1 and 5.2) of the 'item total correlation' (correlation values ranged from 0.41 to 0.79) and 'component enquiry areas-total score correlation' (values ranges between 0.72 to 0.85) indicated that the profile of information seeking behaviour of the university students can be considered as a construct composed of multiple combination of the personal attributes related to multiple components namely 'need for information', 'drive for search', 'mode of information use', 'diversity in search', 'Preferred nature of accessibility of resource', 'Involvement in resource utilization' and 'Level of cognitive nature of search'. This implies that information seeking behaviour of the university students may generate at personal, situational and institutional level.

A. 2. The nature and distribution of information seeking behaviour inventory scores (Table 5.8) along with its seven components revealed similarities and dissimilarities among the groups of students with respect to their discipline of studies (arts, science and commerce). Of course, the distribution patterns of information seeking behaviour scores of all the three groups (Figure 5.1) were close to normality [Chi Square ($X^2$) values ranges between 2.74 to 8.53].

A. 3. The level of overall information seeking behaviour along with its seven components (Table 5.8 and 5.9) revealed that the trends of information seeking
behaviour of university students in the three disciplines of studies were moderately high. It was highest among the students of science discipline (M = 156.33) followed by the students of arts discipline (M = 155.74) and students of commerce discipline (M = 155.66). This was an indication of a moderately high trend of information seeking behaviour among the students of different disciplines of studies of the universities of West Bengal.

A. 4. The relative influence of the component wise analysis highlighted that ‘information need’ and ‘drive for search’ were the topmost influential factors for facilitating information seeking behaviour among male and female students of all disciplines (Table 5.10).

B. Profile of information seeking Behaviour of the university students with respect to their Gender and Discipline of studies

B. 1. Information Seeking Behaviour and Gender of the students

Mean and Unit score (Table 5.9 and 5.10) highlighted that the relative weightage of the profile of information seeking behaviour inventory scores indicated marked specificity with respect to the gender and discipline of studies of the university students.

Mean value and 2 x 2 ANOVA (2 types of sex x 3 disciplines of studies) results of the information seeking Behaviour (Table 5.12 ) emphasized that significant differences existed between the male and female groups of university students.
pertaining to the nature of overall information seeking behaviour (F = 7.09) including its 4 components – Information need (F = 11.09), Drive for search (F = 25.52), Mode of information use (F = 9.52) and Involvement in resource utilization (F = 4.59). The profile of such differences on information seeking between male and female students was unaffected even in the interaction of the discipline of studies of the university students. Previous study also supported the above mentioned differences between male and female information searchers (Agosto, 2001; Fallows, 2005; Julien, 2005; Kennedy et al, 2003; Losh, 2003; Marcella, 2001; Roy et al, 2003; Steinerova and SusoL, 2007)

Hence the proposed hypothesis $H_1$ that is, the nature of the test scores of information seeking behaviour of the university students varies in terms of their gender (male and female) was accepted in this study.

B. 2. Information seeking behaviour and discipline of studies of the students (Table 5.10 and 5.12)

The insignificant F values (Table 5.11) highlighted that in general, university students of different disciplines had projected their uniformity in terms of overall strength for information seeking behaviour along with its four components namely – 'Information need', 'Mode of information use', 'Diversity of search', 'Preferred nature of accessibility of resource' and 'Involvement in resource utilization'. This pattern of uniformity in the attributes of information seeking behaviour of the students of different disciplines might be attributed as the commonality of teaching – learning approach, evaluation systems and similar pattern of
information and knowledge processing approaches adapted in the curriculum of all the discipline of studies. Other studies also supported theses types of common features or characteristics of information seeking behaviour at different stages of information process (Bilal and Kirby, 2002; Ellis, et al., 1993; Falester, 1995; Smart, Feld, and Ethington, 2000).

With this uniform background of searching dimension significant differences existed between the students of arts groups and students of other two disciplines (science and commerce) with respect to selected attributes. The science and commerce disciplines differed significantly (Table 5.11) from the arts students with respect to their drive for search ($F = 3.70$ and $t_1 = 2.31$ and $t_2 = 2.36$) and level of cognitive nature of search ($F = 7.60$ and $t_1 = 3.68$ and $t_2 = 3.13$). This may be rooted from the paradigm and curriculum specific to cognitive domain of search of the respective discipline (Anderson, 2002; Bates, 1996; Ellis, 1989; Folster, 1995).

Hence the proposed Hypothesis H2 that is, Irrespective of gender (male and female) the nature of the test scores of information seeking behaviour of the university students varies in terms of their discipline of studies (arts, science and commerce) was accepted partially only for two components of information seeking behaviour (drive for search and level of cognitive nature of search).

In general the students (above 50%) with science background had indicated holistic learning style and more explorative, analytic and synthetic in their information searching and the other two groups of searchers were more
concentrated on acquisition of stepwise fashion of study in a broad content of comprehension and transformation of knowledge (Ford et al., 2002). The present findings highlighted that there was similarities and differences in the search strategies among the students of various disciplines.

C. Comparative profile of personal attributes (NEO Five Personality traits, Learning behaviour and Achievement Motivation and level of satisfaction) of groups of university students with high, moderate and low information seeking behaviour.

C. 1. NEO Five Personality traits (Table 5.13)

Significant F and 't' values (Table 5.13) highlighted that the level of two personality traits extraversion ($F = 22.84$, $t_1 = 6.27$, $t_2 = 4.75$ and $t_3 = 3.18$) and conscientiousness ($F = 23.06$, $t_1 = 6.22$, $t_2 = 3.42$ and $t_3 = 3.86$) had revealed dissimilarities among the university students with respect to their level of information seeking behaviour (high, moderate and low).

The high level ($M_1 = 38.36$ and $F_1 = 23.06$ and $M_2 = 23.20$ and $F_2 = 22.84$) of conscientiousness trait (such as competent, orderly, disciplined and dutiful, achievement striking, deliberate purposeful etc) and extraversion trait (such as assertive, optimistic, energetic etc) were significantly high among the high level information searchers than the other two groups. This means such attributes had
facilitated the behaviour of high level information searchers to achieve something of standard of excellence and motivated them to put hard work for information searching (Costae and Mc Crae, 1992; Tidwell, and Sias, 2005). Again due to their extraversion trait they were found to be more purposeful in need of information and their searching drive was found to be high. Not only this, due to their conscientiousness trait this group was found to be actively using, sharing and exchanging information to the maximum than the other two groups. Besides their group of students with their dutifulness, orderliness and disciplined nature had projected their perception of low level obstacles in their information searching (Heinstrom, 2003).

The relative high level of neurotic tendency ($M = 25.33$ and $F = 4.84$) suggested that neurotic tendencies and negative emotions such as anger, guilt, embarrassment, disgust, fear, sadness etc, of the low level information searchers students had consumed their energy and their concentration for search had acted as an obstacle to successful information seeking. Due to their vulnerability to negative emotions, the Information seeking drive of low information searchers was blocked. These types of association between neurotic tendencies and low level information searching of students have been supported by earlier researchers as well (Ford et al., 2001; Heinstrom, 2003).

Hence the proposed hypothesis $H3$ that is the nature of the test scores of the NEO-five personality factors (Neuroticism, extraversion, openness, agreeableness and conscientiousness) of the university students varies in terms of their level of Information Seeking Behaviour (high, moderate and low) was
accepted only for four traits (Neuroticism, Extraversion, Openness and Conscientiousness).

C.2. Learning behaviour (Table 5.14)

In general the trend (Table 5.14) of the cooperative learning behaviour ($M_1 = 29.96$) of the three group of university students (high, moderate and low) were relatively better than their proneness towards other two learning behaviour components - competitive learning behaviour ($M_2 = 28.99$) and individualistic learning behaviour ($M_3 = 29.12$). The study (Table 5.14) highlighted that the attitude of cooperative learning behaviour of students has indicated variation ($F = 2.72$, $t_2 = 3.94$ and $t_3 = 5.38$) with respect to their level (high, moderate and low) of information seeking behaviour of the university students. The attitude of cooperative learning behaviour was significantly highest among the high level information seekers ($M = 29.96$) and it was followed by the attitude of low level information searchers ($M = 29.12$) and moderate level information searcher ($M = 28.99$). Previous studies also projected the patterns of relationship of learning with information seeking behaviour (Anderson et al, 2003; Burdick, 1996; Deutsch, 1962; Ford et al, 2003).

Thus the proposed hypothesis (H4) that is the nature of the test scores of the learning behaviour of the university students varies in terms of their level of Information Seeking Behaviour (high, moderate and low) was accepted for only one component namely cooperative learning behaviour of students.

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C.3. Achievement Motivation (Table -5.15)

The significant F and ‘t’ values (F = 8.86, t₁ = 3.88, t₂ = 2.79 and t₃ = 9.43) (Table 5.15) highlighted that the trends of achievement motivation including its two components namely vocational motivation (F = 3.95, t₁ = 2.34, t₂ = 4.36 and t₃ = 5.15) and academic motivation (F = 9.21, t₁ = 4.09, t₂ = 5.91 and t₃ = 13.00) of the university students had indicated variation in terms of their level of information seeking behaviour (high, moderate and low).

The study highlighted that the need for success or attainment of excellence had facilitated the way the students performed and this motivation had acted as a driving force behind all actions of the university students which has involved their information drives, utility of information, etc. Previous researchers showed a strong relation between information seeking behaviour and achievement motivation (Butler, 1999; Davis, 1987; Elliot and McGregor, 1999; Harackiewicz et al, 1997; Kuhlthau, 1991).

Thus the hypothesis (H5) that the nature of the test scores of the achievement motivation of the university students varies in terms of their level of Information Seeking Behaviour (high, moderate and low) was accepted.
C.4. Level of satisfaction with information search

Significant F and 't' values (Table 5.16) highlighted that the level of satisfaction with information search of the students had revealed dissimilarities with respect to the profile of information searching.

The result (Table 5.16) highlighted that the level of satisfaction with information search was moderately high among all the student groups. It was significantly higher among the high information searchers (M = 40.74, F = 43.42, t1 = 13.31, t2 = 7.70 and t3 = 4.88) followed by the level of satisfaction of moderate level (M = 36.89) information searchers and low level information (M = 34.35).

Hence the proposed Hypothesis (H6) that is the nature of the test scores of level of satisfaction of information searching of the university students varies in terms of their level of Information Seeking Behaviour (high, moderate and low) was accepted.

D: Profile of intercorrelation of test variable (Table -5.19 to 5.25)

The nature of the profile of relationship (Tables 5.19 to 5.25) among the information seeking behaviour and personal attributes (NEO-five personality traits, learning behaviour and achievement motivation and level of satisfaction) of information searching had indicated marked specificity with respect to the level of
information searching behaviour (High, moderate and low) of the university students.

Hence the proposed Hypothesis (H7) that is the nature of relationship among sets of variables (test scores) for Information seeking Behaviour, selected personal attributes (NEO – Five personality traits, Learning behaviour and achievement motivation) and outcome of information searching (Level of satisfaction) of the university students reveals dissimilarities with respect to the level of information seeking behaviour (high, moderate and low) was accepted.

The result of the correlation (Table 5.19 to 5.21) indicated that while the level of information seeking behaviour was directly related to the level of conscientiousness trait (range of correlation values 0.24 to 0.88), extraversion trait (range of correlation 0.45 to 0.68), cooperative learning behaviour (range of correlation values 0.52 to 0.68) and attributes of achievement motivation (range of correlation values 0.23 to 0.88), at the same time it was negatively correlated with neuroticism (range of correlation values -0.45 to -0.66).

The profile of stepwise regression analysis value (Table 5.24) indicated that the role of conscientiousness trait ($R^2 = 0.49$) was most influential as predictor of information seeking behaviour of the university students.
6.3 CONCLUDING COMMENTS

Information seeking behaviour is a natural and necessary mechanism of human existence. It has often been compared as a rational problem solving process where a gap in knowledge triggers a conscious search for information. As information searching has been claimed to be crucial for improvement of quality education among students, National Policy on Education (1986 and 1992) had recommended that universities should develop their own mechanism for maintenance and promotion of information searching among students. In this context, the findings of the present study had helped the present investigator to draw the following inferences about the nature and management aspects of information seeking behaviour among the university students:

1. Information seeking behaviour may be considered as a human communication process which is influenced by psychological, social or organizational (institutional) variables. There are multiple personal, situational and institutional factors which are influencing the university students for generating their information seeking behaviour. In general the profile of the information seeking behaviour of the university students may be considered as a combination of the components namely information need, drive for search, mode of information use, diversity for search, level of cognitive nature of search, involvement in resource utilization and preference for accessibility of resource.
2. The trends of moderate level of information searching behaviour were the general characteristics of the university students of West Bengal. All the attributes of information seeking behaviour had indicated their positive linear relationship for facilitating the information seeking behaviour of the university students of West Bengal.

3. The nature of overall information seeking behaviour including its four components namely 'information need' (to satisfy curiosity, develop thought process and knowledge, improve general awareness and problem solving skills etc), 'drive for search' (through the use of internet, try to collect information from library etc), 'mode of information use' (in the form of sharing knowledge with teachers, experts and others, disseminating the information in seminars, workshops, conferences, implementation of knowledge in examination and other academic purpose etc) and 'involvement in resource utilization' (collection of resources through books and print materials, audio-visual aids, participation in workshop, seminars, coaching centers and tutors, use of internet and computer facilities and library use etc) of the university students had indicated variation with respect to their gender. While the female students had projected their high level information need including 'mode of information use', 'drive for search' and 'involvement in resource utilization' at the same time the male students had indicated significantly better proneness towards diversity in acquisition of knowledge and content of search.

4. With uniform tendencies towards information searching the students of science and commerce discipline differed significantly from arts students with respect to
their 'drive for search' and 'level of cognitive nature of search' (elementary knowledge acquisition, comprehension of detail information and analysis and synthesis of materials etc) to collect information.

5. The qualitative profile of 'level of cognitive domain of search' contents of students depicted their uniqueness with respect to the discipline of studies of students.

6. The profiles of personality factors (neuroticism, extraversion and conscientiousness) indicated marked specificity with respect to the level of information seeking behaviour of the university students.

7. The pattern of cooperative learning behaviour and achievement motivation and level of satisfaction for information searching of the university students were significantly higher among the high level information searchers than that of the other two groups.

8. The strength of conscientiousness traits such as (competence, orderliness, disciplined life style, responsibilities, achievement orientation etc.), extraversion trait (sociable, assertive, active, energetic, optimistic attitude etc.), achievement motivation (desire to achieve goals through individual efforts with an emphasis in establishing realistic goals, striving to search these goals etc.) and cooperative learning behaviour (to work together or collaboratively to accomplish goals through sharing of the knowledge etc.) and satisfaction with searching were significantly higher among the high level information searchers.
9. The nature of profile of relationship of overall information seeking behaviour, NEO-five personality traits (Neuroticism, extraversion, openness, agreeableness and conscientiousness), achievement motivation (vocational need and need for academic success) learning behaviour (cooperative, competitive and individualistic) and satisfaction with searching had showed reportable variation with respect to the level of information seeking behaviour (high, moderate and low) of the students.

10. While the level of information seeking behaviour were directly related to the three personality traits (conscientiousness, extraversion and openness), achievement motivation, cooperative learning behaviour and level of satisfaction of the searchers, at the same time it was inversely related to the neuroticism trait of and perceived hazards of searching of the students.

11. In general, there was complex networking of information seeking behaviour and personal attributes (Neo-five personality trait, achievement motivation and learning behaviour) of the students and variety of such networking systems were involved in regulating the characteristics features of information seeking behaviour (high, moderate and low) and level of satisfaction of the searchers.

12. While the relative contribution and influence of conscientiousness trait and achievement motivation were more influential than any other personal factors in facilitating the information seeking behaviour of the university students, at the same time neuroticism trait of the student was inhibiting factor for information seeking behaviour.
13. With in the frame of cooperative learning situation, the higher level conscientiousness trait (such as dutifulness, orderliness, discipline etc) propelled by the spirit of achievement motivation was important precondition for facilitating the information seeking behaviour among university students.

14. The qualitative response profile highlighted that the potential information users in the university system were facing a number of communication hurdles (channels, technology and system and information integrity) due to infrastructural constraints, problem for managing time, financial problem for managing documentation and cost of information searching, confusion in overloading of theme of contents in documents, lack of experts for sharing experiences etc which they must resolve or overcome before they are able to choose to acquire and apply their knowledge. In this regard empirical observation projected that the students exposure to skill development training for using of electronic sources of information more specifically through inclusion in curriculum contents, participation and presentation in seminars, regular classroom interactive and discussion session with reference to course and career related current topics, exposure and skill of audio-visual presentation, environment of positive and collaborative studies, prompt appraisal feedback from the peer group and teachers and others, practice of acquisition and utilization of searched information in curriculum and evaluation process etc were facilitating the climate for information gathering propelled by their spirit of achievement motivation and feeling of satisfaction.
15. As the studies highlighted that the skill and training of computer handling among the students have facilitated the climate and drive to use internet facilities and computer based instructions, etc., therefore, the present study recommended that the introduction of computer education modules in general education and professional courses at first degree level or at higher secondary level will be helpful for the students to use information dissemination services and develop potentials in information literacy.

16. Generally university students had indicated that they were commonly using both print–electronic materials available in the university systems. Not only that the use of EMRC (Educational media resources) were more fruitfully used only under the guidance of teachers. The present findings suggested that awareness and orientation training of the librarians and as well as officers of media resource centers and interactive discussions sessions on emerging thrust areas of different subjects may be helpful to develop their skill to disseminate the need based resource support to facilitate the culture of information searching among the university students. The study also indicated the demands of development of resource materials in local language. Documentation centers should take special attention in this regard.

17. The findings of the present study had revealed certain aspects of information seeking behaviour and related personal factors and quality of information searching among different groups of university students in terms of well described test measures. The concerned test and tools along with suggested profile of the responses can be successfully used by the universities and library documentation
and information centers for bridging the knowledge and communication gap between the programmes and the individual students in need of educational training, placement services etc, and those organizations and individuals that provide such services.

6.4 SUGGESTION FOR FURTHER RESEARCH

The present researcher suggests in an unbiased way the following points for consideration:

1. To augment the scientific worth of the test measures and profiles, presented in the present dissertation, by replicating the study involving larger sample size with necessary stratification.

2. To verify the predictability of the tests measures and profiles presented here by the investigator, through a follow up study or action research on information seeking behaviour of students in terms of their academic achievement status, research and management outcomes in the universities, by selecting them with the instruments used in the present study.

3. To undertake further researches for generalization of the present findings by including all possible independent treatment conditions.
4. The generalization of the present study being affected by reliance on convenience sample composed of students of the three disciplines of studies of the state aided universities of West Bengal. A study involving the students of all disciplines as well as the professional course (such as medicals, engineering, MBA’s, etc) will be more helpful to generalize more strongly the findings of the trends of information seeking behaviour of the students.

5. All measures were self report inventory by nature and were more liable to usual limitation of such study. Some supplementary objectives and external criterion measures for information seeking behaviour may be used to enhance the validity of the study.

6. The present study focused on sample groups of students during a single term of their studies (i.e. Post graduate tenure period). Longitudinal studies are also needed in order to provide a basis for the assessment and identification of trends (success and failure) of information seeking behaviour of the university students. These studies will be helpful for teachers and librarians to establish a conceptual framework for setting priorities and goals for improvement of information dissemination services and instructional process and also to design and implement information services (library, document centers, etc) among the different group of students with in university system.