CHAPTER-I
INTRODUCTION

1.1. NEED FOR THE STUDY:

Information is needed in every sphere of intellectual activities. It has become part of our life. It is considered as a powerful tool which plays a central role in the development of the society. Information is considered as “recorded experience that is used in decision-making” (Welliseh, 1972). Chen and Hernon (1982) has defined that “Information is all knowledge, ideas, fact, data and imaginative works of mind which are communicated formally and informally in any format. It is the important basic resource as it is needed by all”. The present society is referred as knowledge society. The society considers knowledge as a factor of production – the production of which is not a possibility unless required information is provided to the society. Everyone in the society requires information which is available in different formats- print, non-print and electronic and in different categories- primary, secondary and tertiary and in different channels- formal and informal. Everyone needs information and this need pays way to information seeking – “an activity undertaken by any individual in response to a perceived information need” (Nwobasi, 2013).

Information needs are diverse and are always changing. These can be social, economical, political, cultural or educational etc. The information need of one person or group is different from another person or group. Kumar (1990) notes that “Users are different in (1) Attitudes and Believes, (2) Goals or Objectives, (3) Capabilities, (4) Uses, (5) Communication Attitudes, (6) Experiences and Habits, (7) Cultural Backgrounds, (8) The Sources they used”. Line remarks (1974) that “Information need is what an individual ought to have for his work, his research, his edification, his creation etc”. Hernon and Chen- observe that “Information need occurs whenever people find themselves in situations that require some form of knowledge for resolution”. It also arises wherever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit which leads to its seeking.

Information seeking is “the process of searching the information from the information resources. ‘Information seeking’ like ‘Information need’ also differs from person to person (Khongtim, 2006). Information seeking normally will be manifested through a particular way of behaviour known as information seeking behaviour or information gathering habits”.


Information seeking behaviour is a broad term. Information seeking behaviour is the technique or the process of searching for the information. Information seeking behaviour depends on the types of information need of the people. So information seeking behaviour arises when the person is able to recognize what type of information is needed, what are the goals or objectives and what kind of information resources to use. “It involves a set of actions that an individual, takes to express information needs, seek information, evaluate and select information and finally uses this information to satisfy his/her information needs” (Fatima, 2008).

Information seeking behaviour includes “information searching and information gathering. Information seekers search for information after identifying what type of information they need and later gather it from different sources following appropriate searching techniques” (Ikoja-Odogo, 2004). It is a process that requires an information seeker or what might be called “personal information structures” such as a person’s cognitive abilities, his or her knowledge, skills in relation to the problem or task domain, knowledge and skills specific to a system and knowledge and skills regarding information seeking. Kakai and others (2004) observe that “information seeking behaviour involves active or purposeful information as a result of the need to complete course assignment, preparing for class notes, to write term papers, to gain the general knowledge, to discuss the class debates and to write the exams”.

Every user of a library needs information. Information is sought because one needs information resources to satisfy one’s requirements. Everyone requires information- be it students or teachers, men or women, rural or urban, old or young and the like (Williamson, 2008). School children require information in their pursuit of curricular, co-curricular and extracurricular activities. At school level they need basic sources like dictionaries, encyclopedia, biographical sources, yearbooks, geographical sources etc. Since the present society is called as knowledge society, impacts of ICT can be seen in every aspect life of everyone including school children. Because of the very changing nature of information and its availability in multiple formats and channels the users of information – the school children are finding it very difficult to identify to locate relevant information. With the current expansion of Information and Communication Technologies there is a need for continuous investigation into how school children seek information in the digital environment (Warwick, 2008).
ICTs in schools provide an opportunity to students to seek their information in digital environment. The use of various multimedia devices such as television, videos and computer applications offer more challenging and engaging learning environment for students of all ages (Kesaraporn, 2011). With the rapid inclusion of ICT in primary and secondary education a huge impact can be seen on access to information and also on information seeking behaviour of user community. It is imperative on part of the librarian and library-staff to know and examine the parameters of information seeking and information use by different categories of users for providing need-based relevant information services (Druin, 2009).

The present generation of school children was born after the emergence of World Wide Web in the late 1990’s. They are in the transition stage of information searching as much of the information is available on the web but the school and library spaces are still dominated by print media. The information seeking pattern of students is changing from print to static electronic information (CD-ROM and Legacy Databases) to online electronic resources (Bilal, 2000). The increase in information available on the Web has affected information-seeking behaviour, with many types of information in many different locations all available in one place (Chung, 2007).

In fact the World Wide Web has become the most important information and communication medium in the 21st century. The web is a convenient source of specific information which students are increasingly using to complete their assignments (Beheshti, 2008). Children in the present era have better accessibility to digital information through many tools, facilities and services of Internet. But finding the desired information using these tools can be a difficult task for the school children. The users of information- the school children are finding difficulty in identifying and physically locating the relevant information at the time when it is required (Khan, 2012). Besides this searching electronic information sources requires various search strategies and skills than searching print sources (Cooper, 2002). In this context, the libraries being the storehouses of knowledge and the centers of learning have a major responsibility in providing the information to the user. Hence there is a need to examine the issues related to how school children find information in the digital environment.

In general, the use of the web and information seeking and retrieval pattern in the electronic environment have been studied and discussed at different levels (Kadli, 2011). However, there is lack of research that focuses on the information seeking
behaviour of school children in digital environment in the Indian context. A literature search carried out on LISA (2007), LISTA (2015), Emeraldinsight.com (2015) reveal that information-seeking behaviour of users in different settings in college and university environment graduate students, researchers and teachers has been the focus of enquiry for decades. Information-seeking behaviour of school children has not attracted much research as not a single study had been reported on the theme, in the Indian context.

There is a necessity to focus on the present status of information gathering habits of school children in digital environment to help improving the student’s capability of searching digital information. Identification of the information needs of school children and creating a awareness towards using information sources is an important task. Therefore it is necessary to know the information needs, seeking behaviour and use of information sources by school children in order to plan and develop the school libraries (Rehman, 2009). Hence, the present study has been undertaken to identify the information needs and gathering habits of school children in digital environment.

1.2. STATEMENT OF THE PROBLEM:

“Information needs and gathering habits of school children in digital environment: A case study of Bijapur district.”

1.3. OBJECTIVES OF THE STUDY:

The primary objective of the study is to know information gathering habits of school children in the digital environment. The specific objectives are as follows:

1) To identify the information needs of school children in the digital environment.
2) To assess the information gathering habits of school children in the digital environment.
3) To investigate the level of use of various information sources in the digital environment.
4) To study the information seeking behaviour of school children in the digital environment.
5) To examine the methods of searching e-information in the digital environment.
6) To find out the awareness and use of library services and facilities in the digital environment.
7) To give suggestions to improve the information gathering habits of school children in the digital environment.
1.4. HYPOTHESES OF THE STUDY:

Based on the objectives of the study the following hypotheses were formulated.

1) Information needs of school children in the digital environment have no bearing on their personal attributes.

2) Information gathering habits of school children in the digital environment have no bearing on their personal attributes.

3) The level of use of various information sources in the digital environment has no bearing on their personal attributes.

4) The information seeking behaviour of school children in the digital environment has no bearing on their personal attributes.

5) The methods of searching e-information in the digital environment has no bearing on their personal attributes.

6) The awareness and use of library services and facilities in the digital environment has no bearing on their personal attributes.

1.5. SCOPE AND LIMITATIONS OF THE STUDY:

The present study is based on the primary data collected from sample respondents having the following identified limitations. The scope of the present study is limited to the data elicited using questionnaire on information needs and gathering habits of children studying in class IX and class X, with specific reference to digital environment. It is geographically confined to Vijayapura District of Karnataka State (Formerly known as Bijapur district, Appendix: I). The limitations of the methodology of research adopted also apply to the study.

1.6. RESEARCH DESIGN:

The research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, ensuring effective addressing of the research problem. It constitutes the blueprint for the collection, measurement and analysis of data. A research design is utilized to structure the research, to indicate that all the major elements of the research have been designed to work together. Research design is the framework that has been created to seek answers to research questions (Creswell, 2011).

A schematic design depicting the overall design for this research work is shown in the form of flow chart in Figure No-1.1.
Identification of general research problem on Information needs of secondary school children in digital environment

Collected Review of Related Literature

Research Problem: Information Needs and Gathering Habits of School Children in Digital Environment: A Case Study of Bijapur District

Objectives of the study

Development of Research Tools

Pre-tested Research Tools

Re-designed Research Tools and Collected Data

Summary of Findings, Suggestions and Conclusion

Figure No-1.1 Schematic Design of Research Study
1.6.1. Methodology:

Primary and secondary sources were used for data collection. The secondary data gathered using library sources helped to provide a framework and insight based on previous studies on the information need and gathering habits of school children. There are various methods of research to collect primary data such as survey method, case study method, historical method, experimental method etc. For the present study the survey method of research was felt most suitable and appropriate for the collection of primary data to know the information needs and gathering habits of school children in digital environment, in Vijayapura District.

There are various data collection tools such as interview, observation, data sheet dairy and questionnaire etc for collecting primary data from the respondents. The questionnaire was most suitable for the present research, since the data was collected directly from the respondents and the questions were asked according to the objectives of study.

1.6.2. Development of the Questionnaire:

An in-depth analysis of the topic of research was made to identify the major facts and sub facets. Specific variables to be measured were identified. Taking into consideration the objectives of the study and the discussions held with respective groups, investigative questions were translated into operational statements. These statements were framed by adopting inventory technique to gather information to measure each of the variables. Structured questionnaire was designed in English language, keeping in view the objectives of the study.

The questionnaire included questions on personal data (Name, Age, Class, Name of the school, Parents literacy level etc). Other questions included in this questionnaire asked for information on their information needs, seeking behaviour and gathering habits. The questionnaire was divided into six parts:

1. First part stressed on general characteristics of school children i.e. class, gender, domicile, category, type of management, nature of school, parents annual income and also stress on literacy level of parents.
2. Second part stressed on information needs of school children. This part emphasized on awareness about various types of information sources and information needs of school children. Information needs of children indicate course related materials, subject related books, class notes, factual information, current information, story books, general knowledge books, biographical information and geographical information.
3. Third part highlighted on information gathering habits of school children. This part emphasized on purpose of information gathering, methods used for gathering the information, languages preferred to get the information, problems faced while gathering the information and also aware of the information sources by children.

4. Fourth part dealt with information seeking behaviour of school children. This part stressed on purpose of information seeking, time taken to searching the information and problems facing while seeking the information by children.

5. Fifth part highlighted on searching electronic information sources by school children. This part highlighted on awareness about internet and electronic information resources by school children.

6. Sixth part stressed on awareness about library by school children. This part highlighted on purpose of use of library, method of finding the required book from the library, awareness and use of OPAC and library catalogue by children.

Taking into consideration the objectives of the study, the questionnaire was prepared to elicit data from school children. Likert scaling technique was used, wherever questions requiring answers with magnitude.

1.6.3. Pilot Survey:

A small representative group of children from two reputed schools with all demographic categories within the proximity of Vijayapura District were considered for pilot survey namely PDJ High School, Vijayapura and Sainik School, Vijayapura. After the survey, each of the questions was examined to identify the possible problems in answering the questions. Suitable solutions were worked out and modifications were made and the final structured questionnaire was prepared.

1.6.4. Final Survey:

After the Pilot survey preparations were made for final survey. Survey was conducted for five months. The survey covered thirty five villages/colonies of seven educational blocks of Vijayapura District. In all seventy schools have been visited to gather data from 1050 secondary school children. Survey was conducted during the period as mentioned below:
Table No. 1.1: Details of Final Survey

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Educational Blocks</th>
<th>Villages/Colonies</th>
<th>Date of Interview</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Basavana Bagewadi</td>
<td>1. Almatti dam set</td>
<td>02/01/2014 to 16/01/2014</td>
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<td></td>
<td></td>
<td>2. Managuli</td>
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<td></td>
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<td>3. Basavana Bagewadi</td>
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<td>4. Nidagundi</td>
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<td>5. Hoovina Hipparagi</td>
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<tr>
<td>2</td>
<td>Vijayapura Rural</td>
<td>1. Arakeri</td>
<td>17/01/2014 to 28/01/2014</td>
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<td></td>
<td></td>
<td>2. Babaleshwar</td>
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<td>3. Baratagi</td>
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<td>4. Honaganahalli</td>
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<td>5. Tikota</td>
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<tr>
<td>3</td>
<td>Vijayapura Urban</td>
<td>1. Treasury Colony</td>
<td>29/01/2014 to 12/02/2014</td>
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<td></td>
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<td>2. Allapur Layout</td>
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<td>5. BLDE Road</td>
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<td>4</td>
<td>Indi</td>
<td>1. Atharga</td>
<td>13/02/2014 to 05/03/2014</td>
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<td>2. Indi</td>
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<td>5. Tamba</td>
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<tr>
<td>5</td>
<td>Muddebihal</td>
<td>1. Balabatti</td>
<td>09/06/2014 to 27/06/2014</td>
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<td></td>
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<td>2. Minajagi</td>
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<td>5. Talikoti</td>
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<td>6</td>
<td>Sindagi</td>
<td>1. Almel</td>
<td>01/07/2014 to 19/07/2014</td>
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<td></td>
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<td>2. Devar Hipparagi</td>
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<td>3. Kalakeri</td>
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<td>4. Korawar</td>
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<td>5. Sindagi</td>
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<tr>
<td>7</td>
<td>Chadachan</td>
<td>1. Chadachan</td>
<td>21/07/2014 to 09/08/2014</td>
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<td></td>
<td></td>
<td>2. Horti</td>
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<td>3. Jigajivanagi</td>
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<td>4. Zalaki</td>
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<td></td>
<td>5. Baradol</td>
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</table>

Survey has been conducted for 1050 secondary school children and data has been analyzed.
1.6.5. Sampling Design:

The study population comprised of school children in Vijayapura District. The study population was scattered in wide geographic area of 10,541 sq km. There are seven educational blocks in Vijayapura District (Formerly Bijapur district). The study population consisted of secondary school children studying in Class IX and Class X of higher secondary schools in Vijayapura District. Using cluster method 5 villages from each of the seven educational blocks were identified, as indicated below Figure No1.2. Block-1: Basavana Bagewadi (5 Villages), Block-2: Vijayapura Rural (5 Villages), Block-3: Vijayapura Urban (10 Schools), Block-4: Indi (5 Villages), Block-5: Muddebihal (5 Villages), Block-6: Sindagi (5 Villages) and Block-7: Chadachan (5 Villages).

From every block one hundred and fifty students have been identified using purposive sampling and were interviewed, for the purpose of study. In total 35 villages with 70 schools and 1050 school children have been chosen for this study. The present study adopted multistage sampling that combines cluster method with stratified technique.

![Sampling Design Diagram]

**Figure No-1.2: Sampling Design**

1.6.6. Statistical Design:

Appropriate statistical testing like Chi-square test was adopted to statistically verify the significance of the results during analysis and descriptive statistics is also used for effective preparation and also to draw inferences. Chi-square test of independence has been used to test the null hypotheses.
1.6.7. Operational Definitions:

1. **Information:** Fact or message conveyed or represented or recorded by a particular arrangement or sequence of things. It includes both electronic and physical information related to curricular, co-curricular and extracurricular aspects of school children.

2. **Information Need:** A situation wherein a school child ought to have information for his/her curricular, co-curricular and extracurricular assignments.

3. **Information Gathering/Seeking:** The process of searching the information from the information resources.

4. **Information Seeking Behaviour:** The way school children search for and utilize information to satisfy their curricular, co-curricular and extra-curricular needs.

5. **School Children:** Children studying in class IX or class X of KSEEB or CBSE or ICSE.

6. **Digital Environment:** A digital environment is a simulated "place" made through the use of one or more computers. It is a created world within a computer, or a group of computers and everything that happens and this trace becomes as digital footprint (Digital Environment, 2015).

7. **Vijayapura District:** One of the thirty districts of Karnataka state having headquarters at Vijayapura (Formerly known as Bijapur district with headquarters at Bijapur) having jurisdiction over five talukas namely Basavan Bagewadi, Vijayapura, Indi, Muddebihal and Sindagi (Bijapur District, 2015).

1.7. **CHAPTERIZATION:**

The thesis is divided into the following chapters.

1. **Chapter-I: Introduction.**

In this chapter the need for the study is established and statement of the problem is enumerated. Objectives of the study and hypothesis framed are indicated. The scope and limitations of the study are also discussed. Factors considered in the identification of the study population, development of the questionnaire, methodology adopted for the survey, sampling method used, statistical test employed are discussed in this chapter.
2. **Chapter-II: Review of Related Literature.**
   
   This chapter provides a review of related literature on the topic.

3. **Chapter-III: Secondary School Education in Karnataka State with special reference to Vijayapura District.**
   
   This chapter provides a brief history about present status of secondary school education and development of secondary education in pre-independent and post-independent Karnataka in general and Vijayapura District in particular.

4. **Chapter- IV: Data Analysis and Interpretation.**
   
   It includes the description of the data, its analysis and results obtained from the research data.

5. **Chapter- V: Summary of Findings, Suggestions and Conclusion.**
   
   A brief summary of the findings based on the results of the survey and discussions are enumerated. Further suggestions and conclusion are also given.

**Bibliography:**

   At the end, a bibliography arranged alphabetically by authors name is provided.

**Appendices:**

- **Appendix-I:** Notification of Revenue Secretariat, Government of Karnataka
- **Appendix-II:** Questionnaire
- **Appendix-III:** List of schools surveyed in Vijayapura District
- **Appendix-IV:** Papers published
1.7 REFERENCES:


