

CHANGING PATTERNS OF INFORMATION SEEKING BEHAVIOR OF KBCNMU STUDENTS IN THE AGE OF SOCIAL MEDIA

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Abstract: In the age of social media, this study investigates how students at Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU) are changing the way they look for information. With the use of a Google Form survey sample of the first 100 participants, the study seeks to determine how social media platforms affect students' information-gathering strategies. The information shows a marked shift in the use of digital and social media channels in place of traditional information sources. The preference for quick and easily accessible content, the influence of social media on the credibility and verification of information, and the reliance on library resources and teachers more than social media platforms like Facebook, Instagram, and Twitter for academic and non-academic information are some of the key findings. The study makes clear that institutions must modify their methods for disseminating information to accommodate students' evolving tastes. It also recommends more research be done to determine how these behavioral changes may affect students' academic performance and information literacy.

Keywords: Information Seeking Behaviour, Social Media, Kaviyatri Bahinabai Chaudhary North Maharashtra University Jalgaon

Introduction:

Information is power in today's world, and everyone needs accurate information to gain power over others in terms of wealth, health, and knowledge. Information is used by people in their social, professional, and personal lives. They look for information from a variety of sources in order to be satisfied with this process. In the mobile age, social media platforms like Facebook, Instagram, Whatsapp, Twitter, LinkedIn, Pinterest, Snapchat, and Telegram are among the most widely used and user-friendly information sources.

Users can create and share content on social media websites and applications. To access information on social media, one must connect with others or join a group; however, connections between people only offer a particular kind of information, opinions, advice, and recommendations. Given that the way people seek information on social media differs from how they do it on the Web, Google, and other electronic databases, Students can interact with other students—both domestic and foreign—as well as their institute through social media. These relationships aid in their problem-solving, stress relief, cultural acculturation, emotional stability, and ability to get over homesickness. Everyday people utilize social

media as a source of knowledge, and they can find a variety of topics there, including information about institutions, health, education, culture, and instructors and students.

In this sense, social media has developed as a resource for meeting international students' information demands. In contrast to search engines and in-person encounters, social media is essential because it is quick to use, inexpensive, and provides particular information. Postgraduate students are the main users of university libraries' resources, and they use a range of information sources to satisfy their varied information demands. Additionally, they must refer to a variety of specialized knowledge sources for a variety of tasks, including preparing for class discussions, creating presentations, writing assignments, term papers, and project reports, as well as exams and other learning activities. Although students are often one of the most studied groups in the field of human information behaviour, it can be challenging to compile the research on students' information behaviour into a logical body of knowledge. Numerous researches on various facets of information behaviour have been done on various student groups.

Information Seeking Behavior:

The broad field of user studies, which encompasses a variety of information science research and also has an impact on computer science and communication studies, gave rise to the idea of information seeking behaviour. Information seeking behaviour and user research are included in the broad definition of information science. Regarding information behaviors and associated ideas, there are numerous definitions, models, and theories. In order to provide readers with a more comprehensive understanding, a few definitions of topics that are included in the paper "Information seeking behavior: an overview" by Ms. K. Poongodi and Dr. J. Santhi, which was published in Paripex Indian Journal of research 6(1) January 2017

Information: Chen and Herson (1982) defined information as “all knowledge, ideas, facts, data and imaginative works of mind which are communicated formally and / or informally in any format”.

Information Need: “Information need is described as an anomalous state of knowledge” (Belkin et al 1982.)

Information Seeking: “Information seeking can be defined as “Purposive acquisition of Information from selected information careers”. (Johnson 1977)

Information Seeking Behavior: Information seeking behaviour is defined as “the totality of human behaviour in relation to sources and channels of information including both active and passive information seeking and information use. Thus it includes face-to-face communication with others, as well as the passive reception of information as in, for example watching television advertisement without any intention to act on the information given. (Wilson 1999.)

Information Searching Behaviour: The strategies followed and attitudes applied in attempting in an in-depth manner to seek for information are known as information searching behaviour.

Information Use Behaviour: The behaviour which is involved as to how the information sought is put to use are termed as information seeking behaviour. These behaviours are dealt with making the information, adding it to the context to which it is sought, saving for further use, etc. These activities involve physical as well as mental acts.

Misinformation: First Draft News a leading research outlets defines misinformation as “information that is false, but not created with the intention of causing harm”

Disinformation: “False and deliberately created to harm a person, social group, organization or country.”

News Literacy: Define by schooljournalism.org as “critical thinking skills for analyzing and judging the reliability of news and information, differentiating among facts, opinions and assertions in the media we consume, create and distribute.

Numerous studies have examined various facets of students' information behavior across various student populations; however, this evaluation of the literature primarily considers studies involving university students and is predicated on the classification of the literature by Rowley and Urquhart (2007). study on individual information behavior and study on resource utilization patterns are the two primary research directions, according to these two authors. While studies in the later direction focus on the use of information sources and frequently include implications for training and support, research in the former direction uses small-scale studies that typically analyze the information behavior of students in specific universities and disciplines.

Furthermore, there are three subgroups of research into individual information behavior: (a) studies of searching for and obtaining information; (b) studies looking at disciplinary differences in this usage and seeking; and (c) studies looking at information behavior in a broader context that frequently includes teaching and learning (Rowley and Urquhart 2007, 1163)

1. KaviyatriBahinabai Chaudhari North Maharashtra University Jalgaon

University established on August 15, 1990, under the Maharashtra Universities Act, XXIX of 1989, the KavayitriBahinabai Chaudhari North Maharashtra University, Jalgaon (formerly known as North Maharashtra University, Jalgaon) began its academic and administrative operations in the academic year 1991–1992. In a shorter period than three years, the University is acknowledged by the University Grants Commission (UGC) Act, 1956 under sections 2 (f) in 1991 and 12 (B) in 1994. The three districts of Jalgaon, Dhule, and Nandurbar, that cover primarily rural and tribal areas of the Khandesh region, are under the authority of the university. The majority of "first generation learners" in this field are now able to access higher education thanks to the university. Academic excellence, equity, and accessibility are the main objectives of the university's educational mission.

2. Literature Review:

500 randomly chosen students from each of the university's three faculties were given questionnaires by Omobolane S. F. and Samuel O. O. doing the survey research method. It was found that the majority of students (66%) looked for information for academic purposes,

and that their favorite location to look for and use information resources was the library (62.8%). Furthermore, that their course of study (47.6) had an impact on the manner (55.4%) in which they desire knowledge. Then, suggestions were made that, in order to improve the usability of electronic databases and search, the library should have operational internet connectivity.

In an effort to provide a broad overview of the topic of university students' information behavior, Libellarium conducted a survey of the literature. The literature is presented in this review in four key areas: studies that concentrate on the use of electronic information resources; disciplinary differences in information searching and usage; the impact of curriculum and wider context, including learning and teaching; and the effects of personality factors.

Tahir Masood Qureshi's study determined the influence of many aspects on the overall structure of the students' information-gathering system. Through the use of questionnaires, information was gathered from 1000 respondents who were chosen at random from nine renowned Pakistani universities. Distributed by Sarah Bukhari 205 international students from four Malaysian universities completed the questionnaires. Nonetheless, social media has surpassed search engines and in-person interactions in dominance. By including social media, this study improves on earlier models of information-seeking behavior and offers insightful information for universities, higher education institutions, and international students. Parismita Bora study focuses mostly on how university library users seek information. The research is being done at six Assamese universities. Users were given the questioner at random, and their answers were gathered, collated, and analyzed as necessary. The goal of Singh's paper is to look into how international students go about getting the information they require. The study that was conducted employed a survey method. A standardized questionnaire that 120 international students self-administered was used to gather the data. The study is restricted to University of Delhi postgraduate, M.Phil., and Ph.D. students who are not citizens. It was discovered that whereas research scholars require information for doing their research and authoring research publications, post-graduate students require information about their program of study. The majority of them use the internet to research topics. Electronic databases, e-journals, e-theses, and e-dissertations were used by research academics. Books are another source of information used by 88.6% of the respondents. The original data was collected by Neha Garg, Junior Research Fellow, Department of Library and Information Science, Kurukshetra University, using a structured questionnaire sent at random to users. According to the results, 66.32% of respondents visit the library to obtain information for their subject-specific syllabus, while 50% go there to get ready for a competitive exam.

The information-seeking habits of university students studying agriculture were examined by Kalbande, D.T. SRF, MPKV Libray, Rahuri, Dist. Ahamadnagar (M.S). In Rahul Sarma's study, the postgraduate life science students at Rajiv Gandhi University in Arunachal Pradesh were asked to identify the sources they specifically used to obtain e-resources. Research Scholars' Information Needs and Information-Seeking Behavior at Bangalore University According to a survey conducted by N. Manjunath, the majority of participants (91.5%) regularly utilized the Google search engine, and the majority (90.8%)

were aware of the existence of electronic information sources. The majority of responders (32.3%) picked up technological resources on their own through trial and error. The majority of respondents (26.9%) reported having information about journal papers as a necessary information source. The majority of respondents (36.2%) stated that they are looking for information in order to write papers.

In order to investigate faculty members' information-seeking behaviors at Karnataka's agricultural universities, Hemantha Kumar G.H. (2017) Survey method will be used. A questionnaire will be designed to get faculty members' input in order to achieve the study's goals. The gathered data will be statistically analyzed to support the goals and theories. Ajay Kaushik (2016) conducted research on the YMCA University Faculty's Information Seeking Behavior. India's Faridabad. According to the survey, government documents, dissertations and theses, and conference proceedings are the information sources that teachers are least concerned with.

Objectives:

With the following objectives in mind questionnaire was designed to get answers

1. Examine how social media influences the information-seeking behaviour of students at KBCNMU.
2. Identify the types of information students seek on social media platforms.
3. Analyze the frequency and methods of information retrieval among students.
4. Assess the impact of social media on traditional information sources and academic research habits.

3. Methodology:

To conduct this study, survey method used with structured questionnaire which included multiple option questions as well as Likert scale options to answer. Questionnaire was distributed as Google form. First 100 students who responded were taken into record for analysis.

4. Data Analysis:

Graph No.01 Gender wise Percentage of Respondent

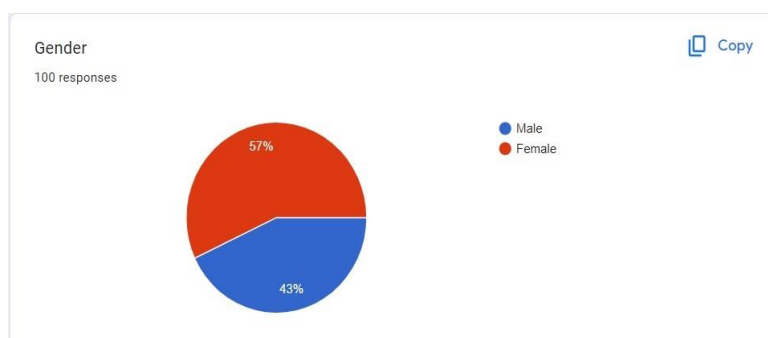


Illustration: Graph No 01 shows that among 57% responded were female students and remaining 43% were male.

Graph No.02: Percentage of Respondent showing familiarity about misinformation, and disinformation

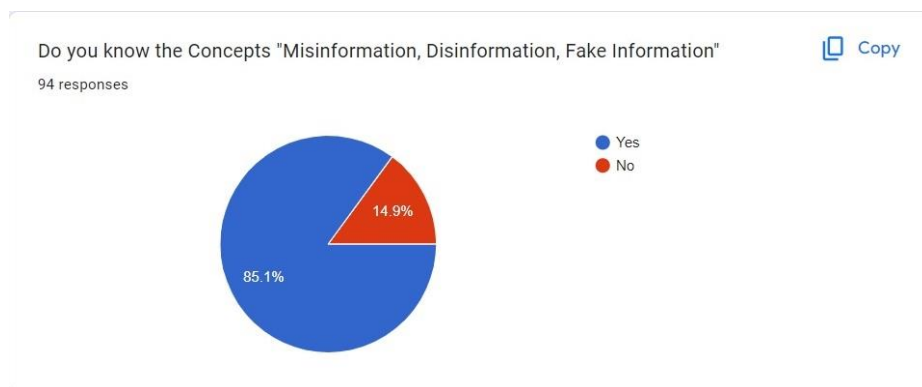


Illustration: Majority of students (85.1%) knows the concept of misinformation or disinformation.

Graph No.03: Bar Graph showing usage popularity of various social media platforms among students

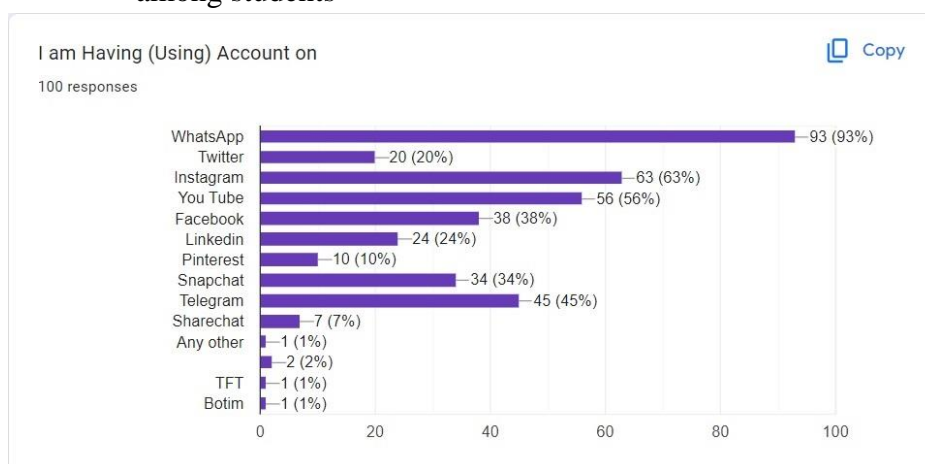


Illustration: WhatsApp is most popular social media app used by 93% students, followed by instagram 63%. Many students used more than one social media app. YouTube (56%), Telegram (45%), Facebook (38%), Snapchat (34%), Linkedin (24%) etc. are also used by students.

Graph No.04: Bar Graph Showing Respondents Trust on social media platforms

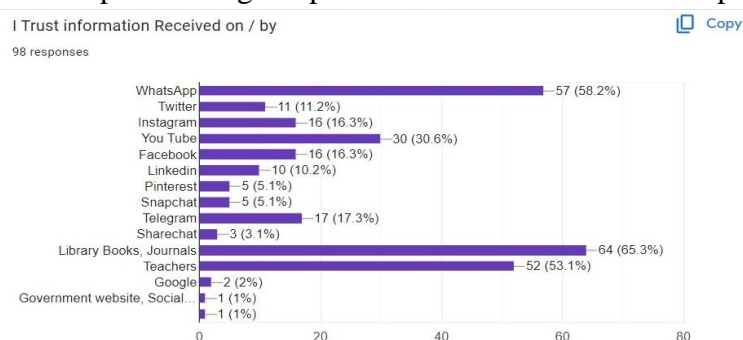


Illustration: Library resources remains the most trusted source (65.3%) among students followed by whatsapp (58.2%). More than half of population (53.1%) still trust that teachers give authentic information. 30.6% believe that youtube videos have information which is trustworthy.

Graph No.05: Percentage of duration spends on social media

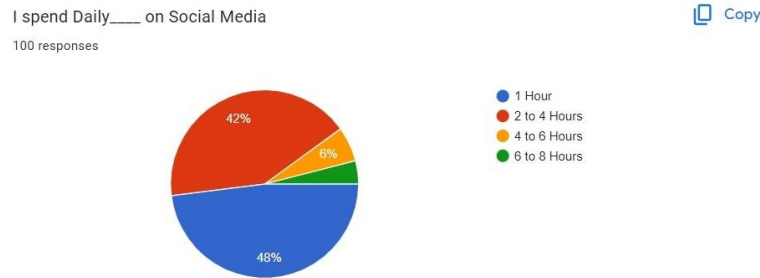


Illustration:Majority of students (48%) spends 1hour on social media. Whereas 42% spend between 2 to 4 hours daily.

Graph No.06 Percentage of duration spends on social media during weekends

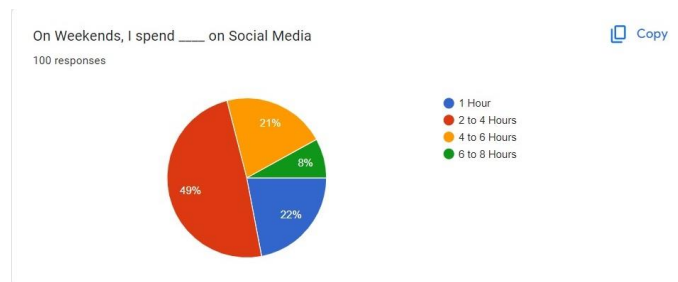


Illustration:The percentage of time spends on social media increase at weekends as 49% students use it more than 2 to 4 hours.

Graph No.07 Graph Showing 5 Point Rating for trustworthiness of social media

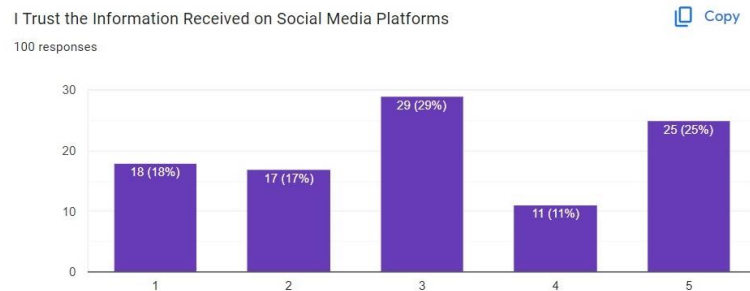


Illustration:On 5 point rating scale 29% choose to stay neutral where as 25% givestrongly disagree to statement.

Graph No.08: Graph Showing Attitude about information authenticity during sharing information

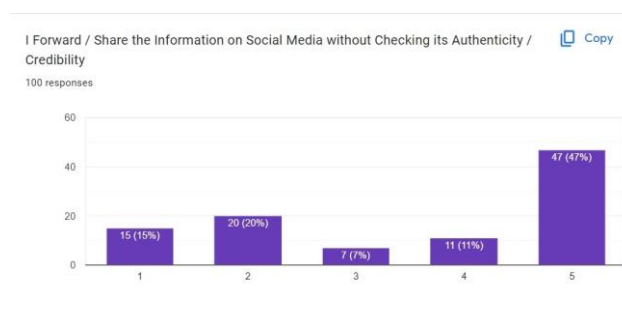


Illustration:47% Students Strongly disagree that they share information on social media without checking its authenticity.

Graph No.09: Graph showing Time dimension during information seeking

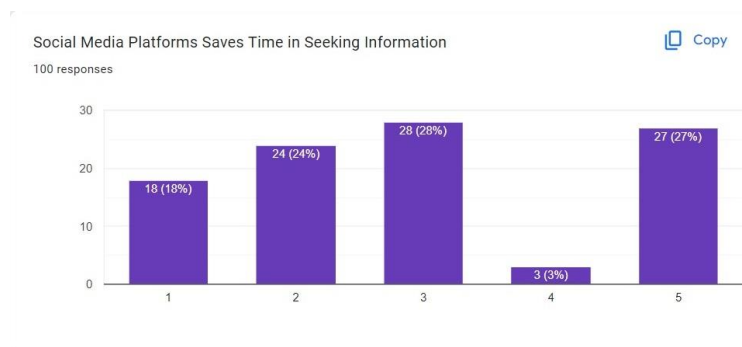


Illustration:28% students choose 3 as option which indicates that they stay neutral about the statement that social media platform save time in seeking information. Where 27% strongly disagree about the statement.

Graph No.10: Graph showing usefulness of social media for entertainment and education

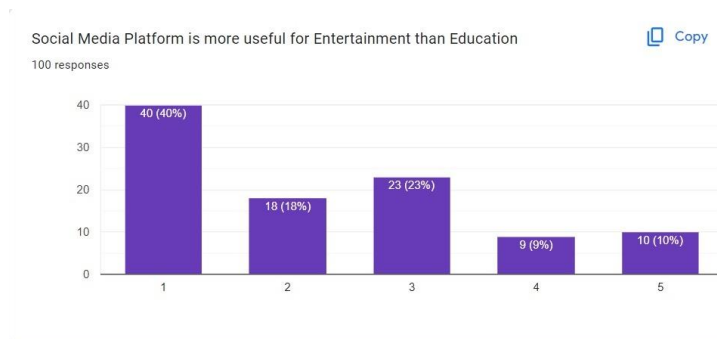


Illustration:Majority of students (40%) agree with the statement that social media platform is more useful for entertainment than education.

Graph No.11: Graph Showing Trustworthiness of social media

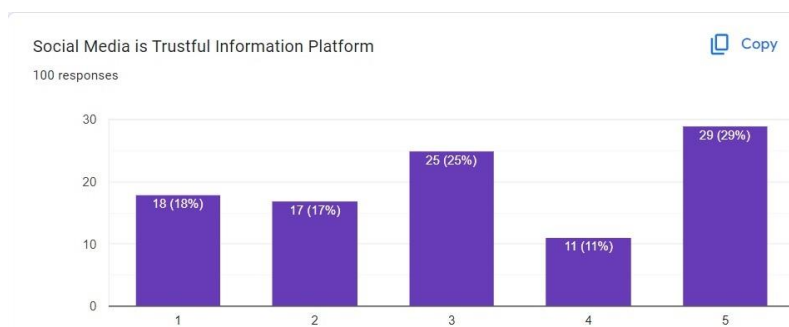


Illustration:29% students believe that social media is not a trustful information platform.

Graph No.12: Graph showing attitude towards user preference tracking by social media

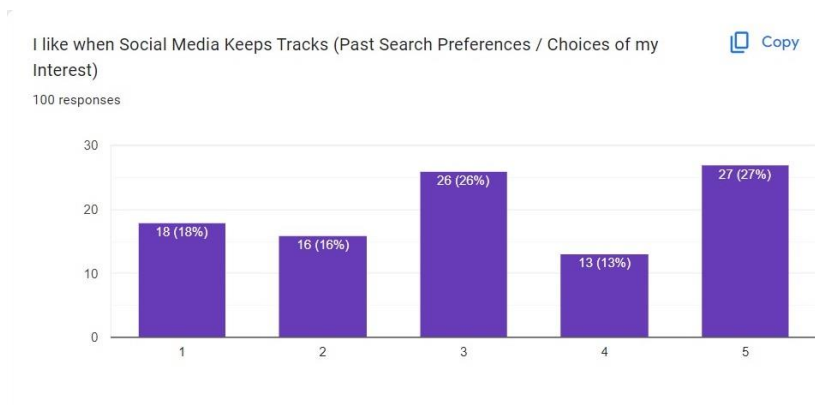


Illustration: 27% respondents didn't like the way social media remembers / track records of their past searches and 26% respondents choose to be neutral.

Graph No.13: Graph showing difficulties percentages for obtaining new information

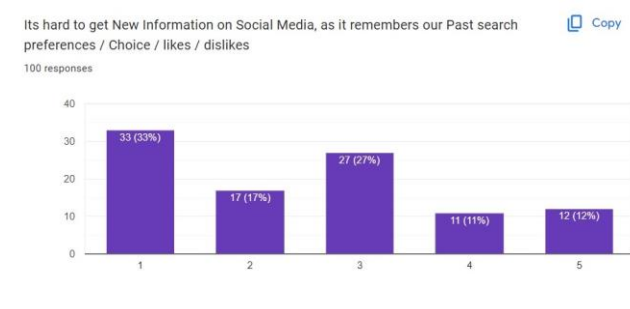


Illustration: 33% of students strongly agree to the statement and feels that remembering past search preferences / history makes hard to find new information.

Graph No.14: Bar graph showing information validity / credibility options

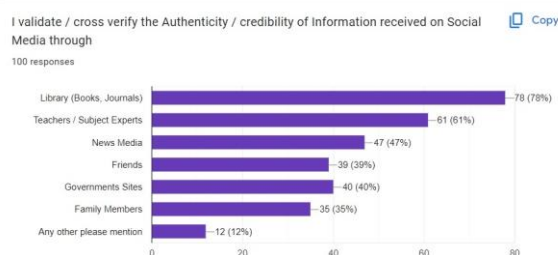


Illustration: Library books and journal (78%) and Teachers (61%) remains the most authentic and credible source for students to cross verify information received on social media.

5. Findings:

1. Majority of students (85.1%) knows the concept of misinformation or disinformation.
2. WhatsApp is most popular social media app used by 93% students, followed by instagram 63%. Many students used more than one social media app. You Tube (56%), Telegram (45%), Facebook (38%), Snapchat (34%), Linkedin (24%) etc are also used by students.
3. Not Sharing the information without checking its authenticity shows higher percentage (47%) trend among students.

4. Library resources remains the most trusted source (65.3%) among students followed by whatsapp (58.2%). More than half of population (53.1%) still trust that teachers give authentic information. 30.6% believe that youtube videos have information which is trustworthy.
5. Majority of students (48%) spends 1 hour on social media. Whereas 42% spends more than 2 to 4 hours. The percentage of time spends on social media increase at weekends as 49% students use it more than 2 to 4 hours.
6. 33% students gives max rating for the fact that new information is hard to get because of past search preference record by social media.
7. Library books and journal (78%) and Teachers (61%) still remains the most authentic and credible source for students to cross verify information received on social media.

Conclusion:

The study, which examined how KBCNMU students' information-seeking behavior has changed in the social media age, found notable changes driven by both the widespread use of social media platforms and technology improvements. Digital sources are supplementing and, in some cases, replacing traditional methods of information retrieval, such as library trips and dependence on academic periodicals. Because of their accessibility, usability, and real-time nature of information distribution, social media platforms—especially Facebook, YouTube, and WhatsApp—have emerged as important resources for information seekers. But library collection, teachers sharing of information is counted most authentic source of information.

According to the findings, students value social media's immediacy and convenience, but they also need to be digitally literate to deal with the problems posed by reliable and accurate information. Educational establishments need to adjust by adding social media literacy to their curricula and provide advice on how to identify reliable sources. Furthermore, libraries and academic services must develop to incorporate social media and digital resources, resulting in a hybrid model that makes use of the advantages of both contemporary and conventional information-seeking techniques.

In summary, social media is driving a revolutionary phase in KBCNMU students' information-seeking behavior. Accepting this shift and ensuring that students acquire critical evaluation skills will enable them to make wise decisions and further their academic and personal development. Future studies should keep an eye on these developments and investigate the long-term effects of social media on information consumption patterns and academic achievement.

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