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## FACTORS MOTIVATING UPON INFORMATION SEEKING BEHAVIOR

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### ABSTRACT

The purpose of this paper is to present some of the results of the project Evaluating the motivating Factors and impact on Information Seeking Behaviour of the Faculty Members of Engineering Colleges affiliated to Mahatma Gandhi University, Kottayam, Kerala. The aim of the study is to investigate Faculty Member's Information Seeking behaviour, and to ascertain whether their use and behaviours varied by designation and Institution in which they worked.

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### INTRODUCTION

Identifies some of the issues that are the motivation of faculty members in libraries. Perhaps that such motivation is central, to a quality culture. As libraries become more sophisticated in their approach to quality, self-motivation will become a central issue. Briefly reviews the rational-economic model, the social model, the self-actualizing model and the complex model as a basis for reviewing motivation of faculty members. Environmental factors that had an impact on motivation include: approaches to financial rewards, culture and the diversity of staff experience and roles. Possible strategies for motivation include developmental strategies such as appraisal, managing dissatisfies and financial and social reward. Information seeking behaviors, especially as they apply to educational activities, are the ways in which faculty members locate information, which include how they define an information need, their patterns of seeking and how they evaluate source<sup>1,2,3</sup>. Rowley<sup>4</sup> identified some of the issues that affect the motivation of staff members in libraries. Environmental factors that have an impact on motivation. Mark Shield<sup>5</sup> examined the relationship between motivation and method of job and work design. The main factors influencing motivation identified in his study included environmental factors such as technological factors and economic recession, the nature of higher education systems and user community. T.Y Malliah<sup>6</sup> conducted a study of the job environment of library professionals in University Library in Karnataka in which he found a positive correlation between job motivation and varieties of factors such as job rotation, promotion poles and superior and subordinate relations in the organization. A.H Manslow<sup>7</sup> said Motivation is the term used to describe those processes, both instinctive and rational, by which people seek to satisfy their basic drives, perceived needs and personal goals, which trigger human behavior.

### METHODOLOGY

The present study is questionnaire based survey in which a structured questionnaire was used as the instrument for collection of data from the respondent. This questionnaire was prepared and distributed among the 26 institutions of engineering college faculty members. After constant personal persuasion by the investigators 1164 field questionnaires collected and analyzed by taking different variables into account. The following engineering Colleges Affiliated to Mahatma Gandhi University, Kottayam, Kerala. Have been taken under the purview of the study:

1. Rajiv Gandhi Institute Of Technology, Kottayam
2. Amaljyothi Engineering College, Kottayam
3. Mangalam College of Engineering, Kottayam
4. Saintgits College of Engineering, Kottayam
5. St. Joseph's College of Engg. and Technology, Kottayam
6. Mar Athanasius College of Engineering, Ernakulam
7. Adi Shankara Institute of Engineering and Technology, Kalady
8. Federal Institute of Science and Technology (FISAT), Ernakulam
9. Ilahia College of Engg. and Technology, Ernakulam
10. K.M.E.A Engineering College, Ernakulam
11. Matha College of Technology, North Paravur
12. Rajagiri School of Engineering and Technology, Kochi
13. S.C.M.S. School of Engineering Technology, Ernakulam
14. S.N.Gurukulam College of Engineering, Ernakulam
15. S.N.M Institute of Management and Technology, North Paravur
16. Vishwajyoti College of Engineering and Technology, Ernakulam
17. Jaibharath College of Management & Engineering Technology, Kochi
18. 18Indira Gandhi Institute of Engg. & Tech. for Women, Kothamangalam

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**Table 1** Weighted Arithmetic Mean and Rank of factors on motivation the Information Seeking Behavior of respondents

S. No	Motivational factors	0	1	2	3	4	WAM	Rank
1	To prepare for class teaching	32 2.75%	41 3.52%	167 14.35%	314 26.98%	610 52.41%	52.41	2
2	To guide students projects / research scholars	30 2.58%	24 2.06%	101 8.68%	385 33.08%	624 53.61%	53.61	1
3	General awareness for new knowledge	28 2.41%	31 2.66%	175 15.03%	341 29.30%	589 50.60%	50.6	3
4	For participation in seminars/conferences etc.,	42 3.61%	52 4.47%	212 18.21%	497 42.70%	361 31.01%	31.01	7
5	To increase promotional opportunities	143 12.29%	186 15.98%	298 25.60%	321 27.58%	216 18.56%	18.56	13
6	To conduct seminars / summer / winter school programmes/workshops etc.,	87 7.47%	91 7.82%	297 25.52%	372 31.96%	317 27.23%	27.23	10
7	To write and publish papers	94 8.08%	61 5.24%	201 17.27%	362 31.10%	446 38.32%	38.32	4
8	To prepare notes for special lectures / public speech etc.	81 6.96%	83 7.13%	276 23.71%	378 32.47%	346 29.73%	29.73	8
9	To set questions	91 7.82%	112 9.62%	351 30.15%	352 30.24%	258 22.16%	22.16	12
10	To set and use equipments	121 10.40%	142 12.20%	346 29.73%	349 29.98%	206 17.70%	17.7	15
11	To check authenticity of available results / information	139 11.94%	141 12.11%	304 26.12%	397 34.11%	183 15.72%	15.72	16
12	To check and evaluate results	116 9.97%	147 12.63%	282 24.23%	323 27.75%	296 25.43%	25.43	11
13	To broaden the area of attention and work done in related areas	71 6.10%	79 6.79%	294 25.26%	381 32.73%	339 29.12%	29.12	9
14	To crystallize broad and vague assertions	149 12.80%	198 17.01%	249 21.39%	393 33.76%	175 15.03%	15.03	17
15	To evolve innovative ideas / techniques	59 5.07%	98 8.42%	237 20.36%	372 31.96%	398 34.19%	34.19	5
16	To know the information about govt. decisions on S&T policy of funding	161 13.83%	191 16.41%	284 24.40%	371 31.87%	157 13.49%	13.49	18
17	For pleasure of doing good work, self -fulfillment and self -satisfaction	54 4.64%	67 5.76%	256 21.99%	398 34.19%	389 33.42%	33.42	6
18	To have visibility among peers and colleagues	164 14.09%	167 14.35%	249 21.39%	376 32.30%	208 17.87%	17.87	14

0 – Non-motivator 1 – Weakest motivator 2 – Average motivator 3 – Fairly motivator 4 – Strongest motivator

**Table 2** Motivating Factors vs designation

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	520531	17	30619.470	5.93202	0.0553	5.4863
Columns	80501	4	20125.25	3.8977	0.0658	6.4863
Error	351105	68	5163.3088			
Total	952137	89				

**Table 3** Motivating Factors vs institution

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	1987886	17	116934.47	11.4454	0.0875	8.8896
Columns	1520350	4	380087.5	37.2024	0.06531	12.6483
Error	694737	68	10216.720			
Total	422973	89				

**Table 4** Chi-Square test of motivation factors vs institution

S. No	Motivational Factors	Calculated $\chi^2$ value	Rank
1	To prepare for class teaching	352.59	2
2	To guide students projects / research scholars	475.18	1
3	General awareness for new knowledge	328.15	3
4	For participation in seminars / conferences etc.,	192.50	7
5	To increase promotion opportunities	52.55	13
6	To conduct seminars / summer / winter school programmes / workshops etc.,	93.83	10
7	To write and publish papers	238.32	4
8	To prepare notes for special lectures / public speech etc.,	161.71	8
9	To set questions	60.56	12
10	To set and use equipments	32.30	15
11	To check authenticity of available results / information	24.87	16
12	To check and evaluating results	61.28	11
13	To broaden the area of attention and work done in related areas	105.86	9
14	To crystallize broad and vague assertions	16.68	17
15	To evolve innovative ideas / techniques	203.47	5
16	To know the information about Govt. decisions on Science and Technology policy of funding	11.08	18
17	For pleasure of doing good work, self-fulfillment and self-satisfaction	199.35	6
18	To have visibility among peers and colleagues	42.76	14

**Table 5** Chi-Square test of motivating factors vs designation

S. No	Motivational Factors	Calculated $\chi^2$ value	Rank
1	To prepare for class teaching	327.59	2
2	To guide students projects / research scholars	331.82	1
3	General awareness for new knowledge	252.64	3
4	For participation in seminars / conferences etc.,	187.46	7
5	To increase promotion opportunities	35.22	13
6	To conduct seminars / summer / winter school programmes / workshops etc.,	111.72	10
7	To write and publish papers	219.82	4
8	To prepare notes for special lectures / public speech etc.,	184.95	8
9	To set questions	37.58	12
10	To set and use equipments	18.00	15
11	To check authenticity of available results / information	12.564	16
12	To check and evaluating results	94.03	11
13	To broaden the area of attention and work done in related areas	133.12	9
14	To crystallize broad and vague assertions	12.06	17
15	To evolve innovative ideas / techniques	193.61	5
16	To know the information about Govt. decisions on Science and Technology policy of funding	8.01	18
17	For pleasure of doing good work, self-fulfillment and self-satisfaction	187.65	6
18	To have visibility among peers and colleagues	34.49	14

19. Mar Baselious Institute of Technology & Science, Kothamangalam
20. Caarmel Engineering College, Ranni
21. Mount Zion College of Engineering, Kadammanitta Pathanamthitta
22. Musaliar College of Engineering and Technology, Pathanamthitta
23. Sree Bhudha College of Engineering for women, Pathanamthitta
24. Govt. Engineering College, Idukki
25. University College of Engineering Thodupuzha
26. Mar Baselius Christian College of Engg. and Tech., Peerumedu

**Motivating factors of Information Seeking Behavior**

The Motivation is one of the most important factors that determine the efficiency of an organization. In order to motivates the faculties, it must determine the motives or needs of the faculties and provide them a conducive environment in

which they seek their information for the satisfaction of their needs.

Factors motivating faculty to go in search of information have been rated on a five point scale and studied making use of statistical tools and listed and presented in the table follows. The data in table 1 presents WAM value along with the rating of the factors motivating them. The WAM values of the eighteen variables along with their rank are also presented in this table.

**Weighted Arithmetic Mean of motivating factors**

In order to ascertain the rating of the factors form the above table the WAM value along with the rating of the factors motivating them are presented. The WAM values of the eighteen variables along with their rank are also presented in this table.

Factors motivating the information seeking behavior of the faculty are listed according to their importance based on the nature of their weighted arithmetic mean.

1. To guide students projects / research scholars (42.36)
2. To prepare for class teaching (35.57)
3. General awareness for new knowledge (33.86)
4. To write and publish papers(38.32)
5. To evolve innovative ideas / techniques(34.19)
6. For pleasure of doing good work, self -fulfillment and self –satisfaction(33.42)
7. For participation in seminars/conferences etc(31.01)
8. To prepare notes for special lectures / public speech etc(29.03)
9. To broaden the area of attention and work done in related areas(29.12)
10. To conduct seminars / summer / winter school programmes/workshops etc(27.23)
11. To check and evaluate results(25.43)
12. To set questions(22.16)
13. To increase promotional opportunities(18.56)
14. To have visibility among peers and colleagues(14.87)
15. To set and use equipments(17.7)
16. 16.To check authenticity of available results / information(15.72)
17. 17. To crystallize broad and vague assertions(15.03)
18. 18. To know the information about govt. decisions on S&T policy of funding(13.43)

#### **ANOVA(Two way)significance of the motivating factors as against the faculty**

To test the significance of the variables of the motivating factors, ANOVA (Two-way) was made and the results are presented in Tables. 2 & 3

It can be such from a reading of data presented in Table 2 that, the P- value is 0.05 less than the table value of the variables, which infers that the difference in the sample mean is not significant. The level of significance was tested at 95% confidence interval. It can be occluded that there is no significant difference between the sample mean.

It can be seen from a reading of data presentation Table 3 that, the p- value is less than the table value of the variables, which infers that the difference in the sample mean is not significant. The level of significance was tested at 95% confidence interval. It can be occluded that there is no significant difference between the sample mean.

#### **Chi -Square Test to determine the ranking of motivating factors.**

These variables were further subjected to the Chi square test to buttress the above argument, that there is not much difference between the earlier findings often and Chi square test with regard to the motivational factors of the samples institution were and designation wise. The results are presented in Tables 5.24 (a) and Tables 5.24 (b).

It can be seen that the computed Chi -Square value is greater than the tabulated value of all the eighteen variables at 95% confidence interval. Hence, the difference in the rank of the motivating factors is significant institution wise.

It can be seen that the computed Chi square value is greater than the tabulated value of all the eighteen variables at 95% confidence interval. Hence, the difference in the ranking of the motivating factors among is significant designation wise.

#### **CONCLUSION**

The strength of an organization is essentially dependent upon its resources. In an education system is no exception, lies in the accumulated knowledge of it faculty. A system based on perfect fulfillment of the needs of its faculty helps and encourage to perform with distinction the increasingly complex jobs entrusted to them. Guiding student projects, preparation for class teaching, general awareness for new knowledge and participation in seminars/conferences etc., are major motivating factors for seeking information, It has been found that the institution and designation of the sample have direct bearing on the motivation for Information seeking has been proved by ANOVA and Chi Square Test

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