



## INFORMATION-SEEKING BEHAVIOUR OF FACULTY MEMBERS IN BUSINESS MANAGEMENT SCHOOLS OF TELANGANA: A COMPREHENSIVE STUDY

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### Abstract

*This study investigates the information-seeking behavior of faculty members in business management schools across Telangana. It aims to understand how faculty members identify, access, and utilize information resources to support their teaching, research, and professional development. By analyzing patterns and preferences in information-seeking behavior, the study explores the types of resources used, the effectiveness of current library services, and the challenges faced by faculty in obtaining relevant information. Methodologies include surveys and interviews with faculty to gather insights into their information needs, usage of library databases, and satisfaction with library support. The findings will offer valuable insights into improving library services and resource provision to better meet the needs of business management educators.*

### Key Words:

- *Information-Seeking Behavior, Business Management Schools, Faculty Members, Academic Resources, Information Needs, Research Support & Teaching Resources*

### Introduction:

In the rapidly evolving field of business management education, faculty members play a pivotal role in shaping the learning experiences and research outcomes of students. Their effectiveness hinges significantly on their ability to access and utilize relevant and up-to-date information. Understanding the information-seeking behavior of faculty in business management schools is crucial for enhancing library services and ensuring that academic resources align with their needs.

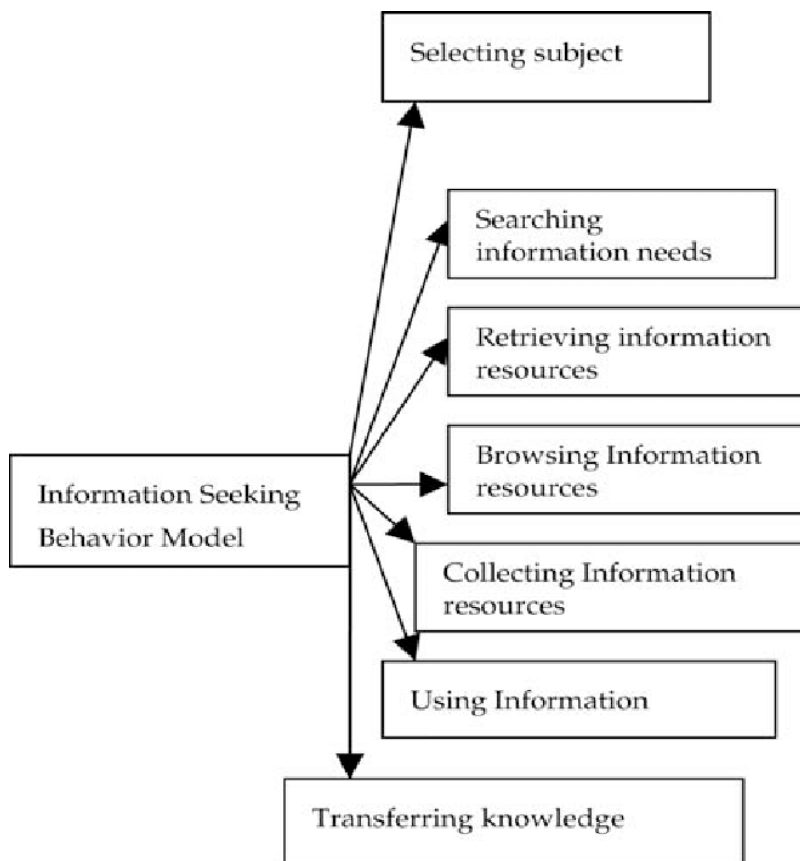
Information-seeking behavior encompasses the processes and strategies individuals use to identify, acquire, and utilize information. For faculty members, this behavior is influenced by various factors, including their research interests, teaching requirements, and professional development needs. Effective information-seeking strategies enable faculty to stay current with industry trends, develop impactful teaching materials, and conduct high-quality research.

In Telangana, business management schools are integral to the state's educational landscape, with faculty members engaged in diverse activities such as curriculum development,

scholarly research, and professional practice. Despite the availability of numerous information resources, including digital libraries, academic databases, and specialized business tools, faculty members may face challenges in accessing and effectively using these resources. Factors such as resource availability, library service quality, and the integration of technology can impact their information-seeking practices.

This study aims to provide a comprehensive analysis of the information-seeking behavior of faculty members in business management schools across Telangana. By examining how faculty identify their information needs, the types of resources they use, and the challenges they encounter, the study seeks to offer actionable insights into improving library services and resource management. Through surveys and interviews, this research will uncover patterns in information use, assess the effectiveness of current library support, and identify opportunities for enhancing faculty access to critical business information.

The findings from this study will contribute to a deeper understanding of the information needs of business management educators, informing the development of tailored library services that support their academic and professional endeavors. This, in turn, will help foster a more effective learning environment and advance the quality of business management education in Telangana.



### ***Information Needs of Faculty Members***

Faculty members in business schools have diverse information needs, depending on their academic and research focus. These needs generally fall into three primary categories:

1. **Teaching Materials:** Faculty members require information to prepare lectures, case studies, and course materials. They often seek textbooks, journal articles, case studies, and industry reports that provide current examples and data relevant to the business curriculum.
2. **Research Support:** Faculty engage in scholarly research, which requires access to up-to-date academic literature, databases, and specialized resources in areas such as finance, marketing, management, economics, and entrepreneurship. They need access to peer-reviewed journals, working papers, statistical databases, and professional associations' publications.
3. **Professional Development:** Faculty members also seek information to stay updated on trends in business education and industry practices. This includes attending conferences, subscribing to professional journals, and accessing reports on emerging business strategies and management techniques.

### ***Information-Seeking Behavior of Faculty Members***

The information-seeking behavior of faculty members in business schools is shaped by their specific academic roles, familiarity with digital tools, and the availability of resources. The process typically follows these steps:

1. **Identifying Information Needs:** Faculty members begin by recognizing gaps in their knowledge, either for teaching or research purposes. They may rely on curriculum demands, student queries, or research questions to define their needs.
2. **Searching for Information:** Faculty members utilize various sources to seek information, with academic libraries playing a central role. Key channels include:
  - **Library Databases:** Faculty members access databases such as JSTOR, ProQuest, EBSCO, and Scopus to retrieve journal articles, case studies, and other academic publications.
  - **Search Engines:** Google Scholar is a frequently used tool to access free or institutionally available academic papers.
  - **Professional Networks:** Faculty often consult colleagues or attend conferences and seminars to gather information on current trends and research in their field.
  - **Open Educational Resources (OERs):** Some faculty members also use OER platforms to find free teaching materials and research publications.
3. **Evaluating Information:** Faculty members critically assess the relevance and reliability of the information they retrieve. They tend to prioritize peer-reviewed journal articles, trusted industry reports, and data from reputable sources.
4. **Using and Organizing Information:** After identifying relevant information, faculty members incorporate it into their teaching materials or research projects. They may

also store it for future use using reference management software such as EndNote or Mendeley.

### ***Challenges in Information-Seeking***

Faculty members in business schools often face challenges when seeking information, which can hinder their productivity:

1. **Access Limitations:** Despite digital advancements, access to certain high-quality journals and databases may still be restricted due to licensing or subscription costs.
2. **Overwhelming Volume of Information:** With vast amounts of digital information available, faculty members may struggle to filter out irrelevant or low-quality sources and identify the most pertinent information.
3. **Time Constraints:** Faculty members juggle teaching, research, and administrative responsibilities, leaving them with limited time to thoroughly search for and evaluate information.
4. **Technology Barriers:** Not all faculty members are equally skilled in using digital databases and search tools, leading to inefficiencies in retrieving information.

### ***Improving Library Services for Faculty***

Academic libraries play a pivotal role in addressing the information needs of business school faculty. To improve support, libraries can:

1. **Offer Training Programs:** Libraries can provide workshops or online tutorials to help faculty members improve their research skills, including advanced search techniques, database navigation, and reference management tools.
2. **Increase Access to Digital Resources:** Expanding subscriptions to business-specific databases and journals can help ensure that faculty members have access to the most relevant materials.
3. **Personalized Services:** Libraries can offer tailored services, such as research assistance, resource guides, and current awareness services, to help faculty members stay informed about the latest developments in their field.
4. **Promote Open Access Resources:** Encouraging the use of open educational resources and open-access journals can help alleviate access limitations and provide faculty members with additional avenues for information retrieval.

The information needs and seeking behavior of faculty members in business schools are diverse and driven by their academic and research responsibilities. While digital advancements have made it easier to access vast amounts of information, challenges such as access restrictions and time constraints persist. Academic libraries must continue to evolve and provide targeted services to support faculty members in fulfilling their information needs, ensuring they can access and utilize the most relevant and reliable resources for their teaching and research activities. By addressing these challenges and enhancing library services, faculty members will be better equipped to contribute to the advancement of business education and research.

Available resources in business and Management schools Business and management schools offer a wide array of resources to support faculty, students, and researchers in their academic

and professional pursuits. These resources encompass traditional materials, digital tools, and specialized services. Here's an overview of the available resources commonly found in business and management schools:

### 1. Library Collections

- **Books and Textbooks:** Comprehensive collections of business and management books, including textbooks, reference books, and case studies.
- **Academic Journals:** Access to leading business and management journals covering various fields such as finance, marketing, management, and entrepreneurship.
- **Industry Reports:** Reports from market research firms and industry analysts providing insights into market trends, consumer behavior, and business strategies.

### 2. Digital Resources

- **Databases:** Subscription-based databases offering access to a vast range of academic and professional materials, including:
  - **Business Source Complete (EBSCO):** Provides full-text access to business journals, magazines, and trade publications.
  - **ProQuest Business:** Covers business and economics journals, market research reports, and dissertations.
  - **JSTOR:** Offers archival access to academic journals across various disciplines, including business.
  - **Scopus:** Provides comprehensive coverage of academic journals and conference papers, with citation tracking features.
- **Online Journals:** Electronic access to leading business and management journals, often through publisher platforms or institutional subscriptions.

### 3. Research Tools

- **Reference Management Software:** Tools like EndNote, Mendeley, and Zotero for managing citations and references.
- **Data Analysis Software:** Tools such as SPSS, SAS, and R for statistical analysis and data management.
- **Business Simulation Tools:** Software that provides simulation exercises and business case studies for practical learning experiences.

### 4. Educational Resources

- **Case Studies:** A collection of business case studies used for teaching and research purposes, often provided by institutions like Harvard Business School.
- **Open Educational Resources (OERs):** Free educational materials, including textbooks, lecture notes, and multimedia resources available through platforms like OpenStax or OER Commons.

### 5. Professional Development

- **Workshops and Training:** Programs offered by the school or library to enhance skills in research methods, database usage, and information literacy.
- **Conferences and Seminars:** Opportunities for faculty and students to attend or participate in industry conferences, webinars, and academic seminars.



## 6. Specialized Services

- **Research Assistance:** Personalized help from librarians or research specialists in finding and using resources effectively.
- **Interlibrary Loan Services:** Access to materials not available in the institution's library through borrowing from other libraries.
- **Consultation Services:** Support for faculty and students in developing research projects, grant applications, and publication strategies.

## 7. Technology and Infrastructure

- **Digital Repositories:** Institutional repositories for storing and sharing faculty and student research outputs, including theses, dissertations, and working papers.
- **E-Learning Platforms:** Platforms such as Blackboard, Moodle, or Canvas for course management, online learning, and resource sharing.
- **Collaboration Tools:** Online tools like Google Workspace or Microsoft Teams for collaborative work and communication.

## 8. Networking and Community

- **Professional Associations:** Memberships and affiliations with organizations such as the Academy of Management (AOM) or the Association to Advance Collegiate Schools of Business (AACSB).
- **Alumni Networks:** Platforms connecting current students and faculty with alumni for mentorship, networking, and career development opportunities.

## 9. Business and Industry Databases

- **Market Research Databases:** Access to databases like Mintel or IBISWorld for industry and market analysis.
- **Company Financials and Profiles:** Databases providing financial information, company profiles, and business analytics, such as Orbis or Factiva.

## Feature of Information needs and Seeking Behavior of Faculty Members

The study of information needs and seeking behavior of faculty members, particularly in business schools, involves several key features that define how they identify, access, and use information. Here's a detailed look at these features:

### 1. Types of Information Needs

- **Teaching Materials:** Faculty members require a range of resources to prepare lectures, course materials, and assessments. This includes textbooks, case studies, academic articles, and multimedia resources relevant to their courses.
- **Research Needs:** For scholarly research, faculty members seek access to peer-reviewed journal articles, industry reports, data sets, and academic books. They need comprehensive and current information to support their research projects and publications.
- **Professional Development:** Faculty members also need information to stay updated on industry trends, teaching methodologies, and academic advancements. This includes professional journals, conference proceedings, and reports from industry associations.





## 2. Information-Seeking Behavior Patterns

- **Problem Identification:** Faculty members begin by identifying a specific problem or gap in knowledge that needs to be addressed, whether it's for teaching a new topic, conducting research, or staying current in their field.
- **Resource Discovery:** They use various methods to discover relevant information, including:
  - **Library Catalogs and Databases:** Searching through institutional libraries and online databases.
  - **Search Engines:** Utilizing Google Scholar and other academic search engines.
  - **Professional Networks:** Consulting colleagues, attending conferences, and participating in professional organizations.
- **Information Retrieval:** Faculty members employ different strategies to retrieve information, such as:
  - **Keyword Searches:** Using specific keywords or phrases to find relevant articles and reports.
  - **Advanced Search Techniques:** Utilizing Boolean operators, filters, and specific database features to narrow down results.
- **Evaluation of Sources:** Once information is retrieved, faculty assess its relevance, credibility, and quality. This involves:
  - **Source Credibility:** Checking the author's qualifications, publication venue, and peer-review status.
  - **Relevance:** Ensuring the information directly addresses the identified need or problem.
- **Information Utilization:** Faculty members integrate the information into their teaching materials, research projects, or professional practice. This may involve:
  - **Incorporation into Curriculum:** Using relevant information to design lectures, assignments, and case studies.
  - **Data Analysis:** Analyzing research data and findings to draw conclusions and support academic arguments.

## 3. Challenges Faced in Information-Seeking

- **Access Issues:** Limited access to certain databases, journals, or books due to licensing restrictions or subscription costs.
- **Overwhelming Information:** Difficulty in managing and filtering large volumes of information to find what is most relevant.
- **Time Constraints:** Balancing teaching, research, and administrative responsibilities with the time needed to conduct thorough information searches.
- **Technical Skills:** Varying levels of familiarity and proficiency with digital tools and databases among faculty members.

## 4. Support Mechanisms and Resources

- **Library Services:** Support from librarians, including research assistance, information literacy training, and access to specialized resources.

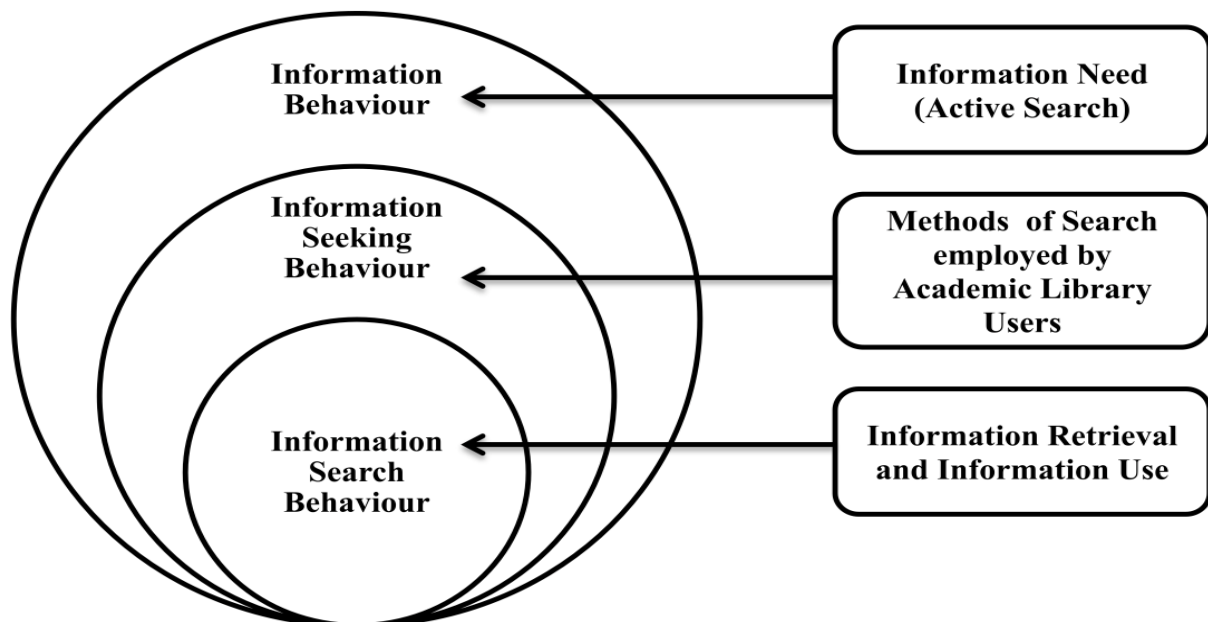
- **Reference Management Tools:** Software like EndNote, Mendeley, or Zotero to help manage and organize references and citations.
- **Training Programs:** Workshops and tutorials on effective search strategies, database navigation, and information evaluation.

### 5. Information-Seeking Strategies

- **Regular Updates:** Subscribing to newsletters, alerts, and current awareness services to stay informed about new publications and resources.
- **Collaboration:** Engaging in collaborative research and information sharing with peers and colleagues to access diverse perspectives and resources.
- **Feedback Mechanisms:** Providing feedback to library services and resource providers to improve the availability and quality of information resources.

Understanding these features helps in designing better library services and resources that align with faculty needs, thus enhancing their ability to teach, conduct research, and stay professionally informed.

Ensure that each reference entry is properly formatted with hanging indents in your document. If you have specific sources, you can replace the placeholders with the actual details from your research. The study on the information-seeking behavior of faculty members in business management schools of Telangana highlights several key insights and implications for academic libraries and faculty support systems.



### Summary of Findings:

1. **Diverse Information Needs:** Faculty members in business management schools have varied information needs that span across teaching materials, research support, and professional development. Their needs include access to up-to-date textbooks, peer-reviewed journals, industry reports, and professional resources.



2. **Information-Seeking Strategies:** Faculty employ a range of strategies to fulfill their information needs. They utilize library databases, online search engines, professional networks, and industry publications. The effectiveness of these strategies is influenced by the accessibility and quality of the resources available to them.
3. **Challenges Encountered:** Despite the availability of numerous information resources, faculty face challenges such as access limitations due to licensing restrictions, an overwhelming volume of information, time constraints, and varying levels of technical skills. These challenges impact their ability to efficiently retrieve and utilize information.
4. **Role of Libraries:** Academic libraries play a crucial role in supporting faculty by providing access to relevant resources, offering research assistance, and conducting information literacy training. However, there is a need for libraries to enhance their services by expanding resource availability, improving database interfaces, and offering tailored support to meet the specific needs of business school faculty.

**Implications for Practice:**

1. **Enhanced Library Services:** Libraries should focus on improving access to specialized business databases and industry reports. Additionally, offering targeted training sessions on effective information retrieval and management can help faculty make better use of available resources.
2. **Support for Research Activities:** Providing personalized research assistance and consultation services can address the specific needs of faculty members involved in academic research. Libraries could also consider implementing current awareness services to keep faculty updated on recent publications and industry trends.
3. **Addressing Access Issues:** Exploring partnerships and licensing agreements to increase access to high-quality journals and databases is crucial. Libraries might also consider advocating for open-access resources and collaborative resource-sharing initiatives.
4. **Technology and Tools:** Investing in advanced search tools and reference management software can facilitate more efficient information retrieval and organization. Ensuring that faculty members are trained to use these tools effectively can enhance their research productivity.

**Future Research Directions:**

Further research could explore the impact of specific library interventions on faculty information-seeking behavior and satisfaction. Additionally, studies could investigate the evolving information needs of faculty as business education and industry practices change. Examining the effectiveness of new technologies and resource-sharing models in addressing faculty challenges could also provide valuable insights.

**Conclusion**

In conclusion, understanding the information-seeking behavior of faculty members in business management schools of Telangana provides a foundation for improving library services and support systems. By addressing the identified challenges and leveraging insights



from this study, academic libraries can better support faculty in their teaching and research endeavors, ultimately contributing to the advancement of business education.

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