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INFORMATION SEEKING BEHAVIOR THROUGH CROWD SOURCING AMONG STUDENTS IN SELECTED ARTS & SCIENCE COLLEGES AT SALEM DISTRICT AFFILIATED TO PERIYAR UNIVERSITY: A CASE STUDY

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ABSTRACT

In this work we use the theory of crowd sources as a lens to compare and dissimilarity a number of quality tools currently in use by the institutions for crowd engagement purposes. We provide to practitioner community with a convenient and useful resource in table form outlining some of the differing potentialities of crowd quality engaging tools. The study was based on Ellis Model to identify the crowd quality dimensions in **seven aspects** like starting, chaining, browsing, Differentiating, Monitoring, Extracting, Verifying & Ending to improve the existing systems. This system of resources also highlight on analyzing the students information seeking behavior in crowd resources. This is a study which is done on Students in Selected Arts & Science Colleges at Salem District affiliated to Periyar University, Salem to find out the effectiveness of quality dimensions in learning resource centre. Convenience sampling method is used for the study. The sample size was taken as 105 and it was analyzed by using simple percentage analysis and chi-square. The study founded that the students has a better quality dimension crowd resources in Monitoring and Extracting were provided up to the level of satisfying the seeking needs of information in crowd environment. If the environment is able to upgrade its process this study can get the top of the list in the LIS.

KEYWORDS: Information Seeking Behavior through Crowd Sourcing

INTRODUCTION

In this vein, Crowd sourcing is being widely studied in numerous contexts and the knowledge generated from the well documented definitions. A crowd resource gathers new ideas and information from large groups of people. It is often defined as tapping the collective intelligence of the public to perform business related tasks that a company would otherwise do itself or outsource to a third party. The organizations are leveraging dispersed knowledge by putting in place such pattern of large quality dimensions to observing the quality environmental working place tools. The organizations are applying new idea techniques to accumulate the knowledge from the large group through quality crowd sourcing.

Understanding the current state of affairs, we seek to address this significant research by comparing and contrasting a number of void crowd engaging forms of tools currently available for organizational usage. To achieve this goal, we employ the theory of crowd as a lens to systematically structure our investigation of crowd engaging forms. Employing this cost-conscious lens, we first explain how a crowd quality resource is generated through crowd dimensions in organizations. Taking this conceptual platform as a point of departure, we offer an array of examples of currently use in modern practice to generate crowd resources. We also compare the contours of crowd by decision-makers and researchers also, to differentiate among the many extant methods of crowd capital generations. At the same time, this work of

comparison also illustrates some important differences to be found in the internal organization quality process that accompany each form of crowd resources.

THEORETICAL BACKGROUND

Crowd sourcing is based on the belief that more people working together are smarter than one individual. The term is an aggregation of two words, “Crowd” & “Sourcing. The idea of reaching out to the crowd for their ideas, knowledge, experience and expertise has been around for centuries. It is potentially offers high rewards for low risk and even the largest institutions, research & companies’ access to all the talent they need within their own walls. Crowd sourcing can provide firms with an unlimited talent pool. It also reduces cost and eliminates overheads. Crowd can yield high results, elegant and simple in concept, crowd sourcing can be well frame task to enlighten the quality of work environment and shallow solutions. It initiative involves capabilities and a range of skills that many companies try to develop these skills based open innovation to create the collaborative environment effectively.

The theory of crowd resource suggests that a new form of heterogeneous knowledge resource is available to organization that uses to engage a crowd. The authors conceptualize that crowd resources is an organizational level of knowledge generated by an organizations crowd groups. In turn crowd capability is defined by the structure, content and process of an organizations engagement with the dispersed knowledge of individuals of crowd. The structure of component is always a mediated phenomenon and denotes the technological means employed by an organization to engage a crowd groups. The following diagram dispersed the knowledge of individuals is engaged and processed by the crowd capability of a Roots’ organization, generating a heterogeneous crowd resources.

From the above diagram, from both perspective knowledge based and resources based of the information seeking behavior are viewed. The unique knowledge is viewed as a valuable commodity for institutions, potentially endowing with an advantage over their competitions. The innovators have reasoned that organizations should give equal importance to internal and external knowledge sources for their quality development activities.

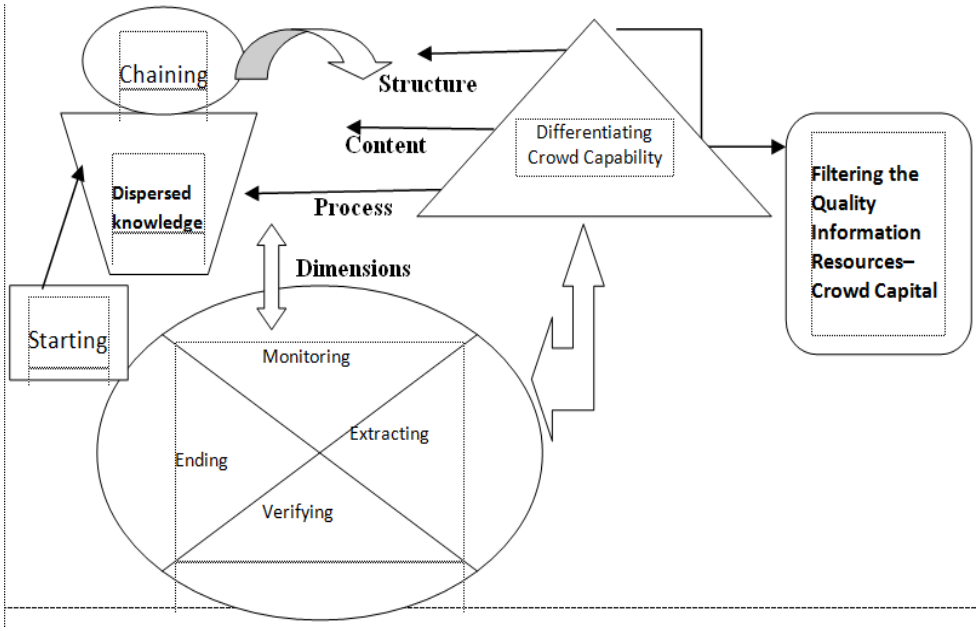

Figure 1: Ellis Information Seeking Behavior Model through Crowd Resources

The competitive edge trough decreased cost using these model perspectives bound that the mechanisms that enable the seeking behavior to engage crowds through the seven dimensions and supply a coherent model explaining how the quality of crowd capital engage in these disparate knowledge sources. The theory of model explained in the above figure.

NEED OF THE STUDY

The need of the study is to about the "student's information seeking behavior through crowd sourcing"

OBJECTIVE OF THE STUDY

- To assess the effectiveness of Quality Curvature of Crowd Resources information seeking behavior.
- To identify important attributes of Quality Crowd Resources dimensions.
- To study the opinion of students towards crowd resources work environment.
- To provide practical suggestion for to improve the work place.

SCOPE OF THE STUDY

This study would give an overview the Ellis information seeking behavior model through crowd sources among the arts and science students in Salem district affiliated to Periyar University. A study would throw light on the perception of the students regarding quality information in crowd environment. It can identify the areas where it can improve, so as to improve the performance of the knowledge sharing. This study would also help to analyze if there is dependence between department and categories and the level of satisfaction and suggest provisions to improve a better work environment.

RESEARCH METHODOLOGY

Following Methods were adopted in selecting the sample for conducting this study.

Research design	:	Descriptive research
Sampling Method	:	Convenience sampling
Geographical Area	:	Salem (3 College) 1. Government Arts College,Salem-7 2. AVS CAS, Salem 3. Sri Ganesh CAS, Salem
Sampling Frame	:	Both UG & PG Students
Sampling Period	:	3 Months
Sample Size	:	105
Data Collection Methods	:	Both primary & Secondary Data
Instrument Need in Collecting Data	:	Structured questionnaire
Statistical tools	:	Percentage & chi-square analysis

ANALYSIS AND INTERPRETATION

Table 1: Gender Variation & Other Basic Dimensional Factors

Factors	No. of Respondents	Percentage
Gender - (Male)	99	66
Age – (20-30 Yrs)	66	44
Qualification – (UG)	75	50
Frequency of Visit –(Once in Two days)	63	42
Awareness about the information seeking	126	84
Information seeking necessary and its utilization	105	70

INTERPRETATION

From the above table it is found that 66% of the male students, 44% of the students are in the age group of 20-30 years, 50% of the students pursuing various under graduate programme 42% of the students once in a two days visit their library and 70% of the students said that the information seeking necessary and its utilization is valid for their programmes.

Table 2: Table Showing the Time Spend On an Average in Libraries

S.No	Usage	No of Respondents	Percentage
1	Less than One hour	15	14.28
2	2 to 3 hours	40	38.09
3	3 to 4 hours	20	19.04
4	4 or 5 hours	18	17.14
5	More than 5 hours	12	11.42
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 38.09 % of the students spent time 2 – 3 hours per day in the library.

Table 3: Table Showing Reasons for Visiting Library

S.No	Usage	No of Respondents	Percentage of Respondents
1	To photocopy the materials	16	15.23
2	Reference section	5	4.76
3	To borrow the books	19	18.09
4	To access periodicals	13	12.38
5	To access digital library	10	9.52
6	To read newspapers	5	4.76
7	To access text / reference books	37	35.23
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 35.23% of the students visiting library for seeking information about their subjects text / reference books.

Table 4: Table Showing the Methods of Information Seeking Behavior

S.No	Methods	Level of Satisfaction	No of Respondents	Percentage of Respondents
1	Consult with teachers	Highly Satisfied	60	57.14
2	Discuss with librarians	Satisfied	20	19.04
3	Look for e-devices	Unsatisfied	4	3.80
4	Discuss with seniors	Highly Unsatisfied	12	11.42
5	Browse in the library catalogue	Neutral	9	8.57
		Total	**105**	**100**

INTERPRETATION: From the above table it is found that 57.14% of the students are highly satisfied with consulting with their teachers for seeking information.

Table 5: Table Showing the Purpose of Information Seeking

S.No	Purpose for Seeking Information	No of Respondents	Percentage of Respondents
1	General awareness	10	9.52
2	Prepare for class notes	28	26.66
3	Project work / workshop / seminar	58	55.23
4	Reading / thinking purpose	7	6.66
5	Preparing answer for questions	2	1.90
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 55.23% of the students preparing for their work related to project /seminar /workshop.

Table 6: Table Showing the Priority of Importance of Various Information Sources for Their Study Work under Crowd Sources

S.No	Importance of Various Information Sources	Satisfaction Level	No of Respondents	Percentage of Respondents
1	Periodicals	Very Likely	26	24.76
2	Text references	Likely	29	27.61
3	Research reports	Not Sure	14	13.33
4	E- resources	Somewhat Unlikely	19	18.09
5	Reference sources	Very Unlikely	17	16.19
		Total	**105**	**100**

INTERPRETATION: From the above table it is found that 27.61% of the students are likely to gather information from the text books / references.

Table 7: Table Showing the Satisfaction of Services in the Library

S.No	Services	Satisfaction Level	No of Respondents	Percentage of Respondents
1	Issue & Return of books	Very Important	48	45.71
2	Inter library loan	Important	40	38.09
3	Photocopy services	Somewhat Important	11	10.47
4	Current awareness service	Not at all Important	3	2.85
5	Bibliographical services	Neutral	3	2.85
		Total	**105**	**100**

INTERPRETATION: From the above table it is found that 45.71% of the students are very much satisfied for their issue and return of book services.

Table 8: Table Showing the Students Are Comparing the Dimensions of Monitoring and Extracting Level of Series of Activities through Crowd sources

S.No	Starting and Chaining Level	No of Respondents	Percentage of Respondents
1	Somewhat Better	31	29.52
2	Much Better	53	50.47
3	About the Same	15	14.28
4	Some What Worse	5	4.76
5	Much Worse	1	0.95
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 50.47% of the students say the information seeking

behavior interaction dimensions are much better in crowd sources from Monitoring to Extracting series.

Table 10: Table Showing the Students Are Comparing the Dimensions of Differentiating and Chaining Level of Series of Activities through Crowd Sources

S.No	Differentiating & Chaining	No of Respondents	Percentage of Respondents
1	Strongly Agree	25	23.80
2	Agree	30	28.57
3	Neutral	14	13.33
4	Disagree	12	11.42
5	Strongly Disagree	24	22.85
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 28.57 % of the students say the information seeking behavior interaction dimensions are strongly agree in crowd sources from Differentiating to Chaining series.

Table 11: Table Showing the Students Are Comparing the Dimensions of Starting, Verifying and Ending Level of Series of Activities through Crowd Sources

S. No	Dimensions	No of Respondents	Percentage of Respondents
1	Strongly Agree	47	44.76
2	Agree	26	24.76
3	Neutral	10	9.52
4	Disagree	8	7.61
5	Strongly Disagree	14	13.33
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 44.76 % of the students say the information seeking behavior interaction dimensions are strongly agree in crowd sources from starting, verifying to Ending series

Table 9: Table Showing the Overall Ellis Dimensions Relating to Seeking Quality Information through Crowd Resources

S.No	Dimensions	Quality information	No of Respondents	Percentage of Respondents
1	Monitoring & Extracting	Strongly Agree	36	34.28
2	Verifying & Chaining	Agree	28	26.66
3	Differentiating	Neutral	7	6.66
4	Starting & Ending	Disagree	22	20.95
5	Browsing	Strongly Disagree	12	11.42
		Total	**105**	**100**

INTERPRETATION: From the above table it is found that 34.28 % of the respondents strongly agree relating to monitoring and extracting the quality information in crowd resources.

Table 12: Table Showing Overall Satisfaction among Students Information Seeking Behavior in the Crowd Sources

S. No	Overall Satisfaction	No of Respondents	Percentage of Respondents
1	Very Satisfied	70	66.66
2	Satisfied	18	17.14
3	Somewhat Satisfied	3	2.85
4	Dissatisfied	6	5.71
5	Very Unsatisfied	8	7.61
	Total	**105**	**100**

INTERPRETATION: From the above table it is found that 66.66 % of the respondents are very satisfied in overall crowd environment.

CHI-SQUARE ANALYSIS

Table 13: To Test the Relationship between the Quality Information Seeking Behavior Dimensions and Satisfaction of Exact / Extract Information

H_O: There is no significant relationship between quality information seeking behavior dimensions and Satisfaction of Exact / Extract information

H_1: There is significant relationship between quality information seeking behavior dimensions and Satisfaction of Exact / Extract information

Quality Crowd Resource Dimensions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Verifying & Ending	4	2	1	1	2	10
Chaining & Differentiating	10	3	3	3	9	28
Monitoring & Extracting	20	20	1	16	1	58
Starting & Browsing	1	2	2	2	0	7
Ending	1	1	0	0	0	2
Total	**36**	**28**	**7**	**22**	**12**	**105**

Calculated x^2 value = **8.75;** Degree of freedom V = (r-1) (c-1) = (5-1) (5-1) = 16

Table value @ 5% level of Significance level and degree of freedom at 6 is 18.5

RESULT: Table value **18.5,** is greater than that of calculated value **(8.75),** alternate hypothesis (H_1) is accepted.

Table 13: To Test the Relationship between the Age and Quality Information Seeking Behavior

H_O: There is no significant relationship between **age and quality information seeking behavior**

H_1: There is significant relationship between **age and quality information seeking behavior**

Age	Highly Satisfied	Satisfied	Neutral	Highly Dissatisfied	Dissatisfied	Total
19-25	20	30	0	0	0	**50**
26-35	4	30	4	0	0	**38**
36-45	6	11	0	0	0	**17**
46 & above	0	0	0	0	0	**0**
Total	**30**	**71**	**4**	**0**	**0**	**105**

Degree of Freedom (D.F) = (C – 1) (R – 1) = (5 – 1) (4 – 1) = 12 at 5% level of significance

χ^2 Calculated value = 20.147; χ^2 Table value = 21.03

Calculated value (20.147) < Table value (21.03), So, Null hypothesis is accepted.

Interpretation: Hence it can be inferred that age of the respondents' does not influence the age and quality information seeking behavior

Table 14: To Test the Relationship between the Servicing Factors and Quality Information Seeking Behavior

H_O: There is no significant relationship between **the servicing factors and quality information seeking behavior**

H_1: There is significant relationship between **the servicing factors and quality information seeking behavior**

Quality Satisfaction Factors / Product & Services	HS	S	N	DS	HDS	Total
Bibliographical services	0	0	8	0	0	8
Online databases	4	0	10	0	0	14
Issue / Return of Books	20	2	22	0	2	46
Inter Library Loan	2	0	14	2	2	20
Photocopy services	2	0	2	0	0	4
OPAC	12	0	0	0	0	12
Others	0	0	1	0	0	1
	40	**2**	**57**	**2**	**4**	**105**

Degree of Freedom (D.F) = (C – 1) (R – 1); = (5 – 1) (11 – 1) = 40 @

5% level of significance

χ^2 Calculated value = 54.92; χ^2 Table value = 55.76

Calculated value (54.92) < Table value (55.76); So, Null hypothesis is accepted.

Interpretation: Hence it can be inferred that quality of information does not influence the Servicing factors.

MAJOR FINDINGS

- 66% of the male students
- 44% of the students are in the age group of 20-30 years
- 50% of the students pursuing various under graduate programme
- 42% of the students once in a two days visit their library
- 70% of the students said that the information seeking necessary and its utilization is valid for their programmes.
- 38.09 % of the students spent time 2 – 3 hours per day in the library.
- 35.23% of the students visiting library for seeking information about their subjects text / reference books.
- 57.14% of the students are highly satisfied with consulting with their teachers for seeking information
- 55.23% of the students preparing for their work related to project /seminar /workshop.
- 27.61% of the students are likely to gather information from the text books / references.

- 45.71% of the students are very much satisfied for their issue and return of book services.
- 50.47% of the students say the information seeking behavior interaction dimensions are much better in crowdsources from Monitoring to Extracting series.
- 28.57 % of the students say the information seeking behavior interaction dimensions are strongly agree in crowdsources from Differentiating to Chaining series.
- 44.76 % of the students say the information seeking behavior interaction dimensions are strongly agree in crowdsources from starting, verifying to Ending series
- 34.28 % of the respondents strongly agree relating to monitoring and extracting the quality information in crowd resources.
- 66.66 % of the respondents are very satisfied in overall crowd environment.
- Table value **18.5,** is greater than that of calculated value **(8.75),** alternate hypothesis (H_1) is accepted.
- Hence it can be inferred that age of the respondents' does not influence the age and quality information seeking behavior
- Hence it can be inferred that quality of information does not influence the Servicing factors.

SUGGESTION

The current human society is living in an information age. The important role of information has been recognized as an vital aspect in the TLP and other extension activities of the students. Information seeking behavior of users is changing to a number of dimensions which are detailed above in the article. The results of the present study is to improve and enhance the quality services and it is necessary to help the students to fulfill their information needs and requirements for their optimum use of resources and improve their information seeking skills. The solution is through crowd sourcing, we can identify the talent pool of innovation through crowd capability, it is important to note that the created crowd sourcing data mining might also be fruitfully processed in crowd knowledge.

CONCLUSIONS

In the workplace we use the concept of crowd sourcing as a lens to identify the quality dimensions of standards. The current use for crowd capability is segmented in seven quality dimensions to collect information. We find that the institutions are using software applications, web properties and other intermediation tool services. In parallel we also begin to explore the nature of the different crowds that the organization can engage through the different dimensions. We believe that our work is indeed a useful starting point in unpacking this domain knowledge. The crowd sourcing is to bind draw-out some useful distinctions in the environment and we look forward to future research that investigates the relative efficiency of structures versus continuing forms. The investigating the relative merits of curvature crowds vs. non-curvature crowds, the intersection of confined and public crowds are in parallel. Similarly we feel that our work is a very useful resource for the practitioner community, especially for those organizations who are considering crowd-engagement endeavors. It also supplies decision-makers with a systematic starting point on both strategic and operations level.

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