

THE ANALYSIS OF INFORMATION SEEKING BEHAVIOUR OF THE TEACHERS OF ŠIAULIAI STATE UNIVERSITY OF APPLIED SCIENCES

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Annotation

Information is a basic human need. Information is necessary for socio-economic development. Information seeking behaviour is defined as the area related to the identification of user information needs, seeking behaviour, and subsequent use of information. Information seeking occurs when a person realizes the need to acquire contextual information and consciously takes action to meet that need. The research on information behaviour has evolved in various directions and maintained its popularity. Information behaviour research provides a better understanding of how people actually use information in all aspects of life, improving the analysis of information behaviour, processes, and systems in different information spaces. Information behaviour models attempt to describe information seeking activities, the causes and consequences of these activities, or the relationships between the stages of information seeking behaviour. The article presents the research of information seeking behaviour of the teachers of Šiauliai State University of Applied Sciences. In order to study information behaviour of Šiauliai State University of Applied Sciences teachers, an information behaviour model was developed based on T. D. Wilson, Othishi-Gottschalg-Duque information behaviour models, where the main elements are user information needs, information sources, information seeking process and information seeking obstacles. The survey was chosen as the data collection method. A questionnaire with the same content was provided to all the respondents. The questionnaire contained 15 questions aimed at identifying specific facts relevant to the research. 108 questionnaires were sent to the academic staff of Šiauliai State University of Applied Sciences, which they were asked to fill in electronically. 73 questionnaires were submitted.

Key words: information behaviour, information seeking behaviour, information behaviour models, teachers, use of information.

Introduction

The Relevance of the Topic

Information seeking behaviour starts when one realizes the existence of an information need and ends when that need is believed to have been satisfied (Krikelas, 1983, as cited in Sawant, 2015). The origins of human information seeking behaviour are found in work on the users of libraries and in readership studies in general. "Information behaviour" is currently preferred term used to describe many ways in which human beings interact with information, in particular, the ways in which people seek and utilize information (Bates, 2017). Information-related behaviour could be described as all human behaviour related to information sources and channels, including the seeking and use of active and passive information. Changes in information seeking behaviour are related to psychological, demographic factors, different areas of life and situations in the use of ICT (information communication technologies), as new patterns of behaviour are formed in interaction with each new communication technology.

Information seeking behaviour, information use and search of behaviour models were investigated during the last 20 years by T. D. Wilson (2000), R. Fidel, A. M. Pejtersen (2004), A. Foster (2005), R. Savolainen (2007, 2010, 2019), H. R. Tabosa, V. B. Pinto, (2015), P. H. Ohtoshi, C. Gottschalg-Duque (2016), M. J. Bates (2017), D. K. Kundu (2017), M. Kisilowska, A. Mierzecka (2019), J. Steinerová (2019), H. Weber, D. Becker, S. Hillmert, (2019), M. Ridley (2019).

Research Problem

Information seeking behaviour is an evolving field of research that offers many opportunities to explore processes related to information behaviour. Information behaviour research provides a better understanding of how people actually use information in all aspects of life, improving the analysis of information behaviour, processes, and systems in different

information spaces (Ocepek, 2017). Lithuanian scientific literature provides only a few research projects on information behaviour (Janiūnienė, 2012; Vernickaitė, 2014).

Information seeking behaviour of information user is often determined by two things: access to the necessary sources of information and the competencies to access those sources of information. Online information, electronic resources and services are increasingly used in studies and academic research. Access to high-quality electronic information resources is ensured by the academic library of the institution, forming a collection of electronic resources that depends on the study programs and research needs of each institution, as well as the financial capabilities of the institutions.

Scientific literature often deals with problematic issues related to the development of students' information seeking behaviour. Teachers are often thought of as experienced users of information, experts in their fields of research, who link information seeking to their existing knowledge and to the literature already known. Relatively limited research on the problems of information behaviour shows that the research and improvement of teachers' information management competence is relevant and must be directed towards the improvement of the ability to search and use information sources more effectively. Teachers should keep an eye on their own and related research, as well as the latest research published in journal articles or conference proceedings. Ensuring access to the latest scientific information and creating appropriate information environment is a key factor in ensuring successful operation of research and study institutions.

Information seeking behaviour problems have not been analysed at Šiauliai State University of Applied Sciences. Therefore, it is important to analyse information needs of the teachers of Šiauliai State University of Applied Sciences, to find out what information seeking tools they use in information seeking process, and if they choose a suitable and effective information seeking strategy.

Research problem. What is information seeking behaviour of the teachers of Šiauliai State University of Applied Sciences? What information seeking tools are most commonly used to search for scientific information? What are the weaknesses and unemployed opportunities for teachers to use electronic science resources?

Object of the research. Teachers' information seeking behaviour.

The aim of the research. To analyse teachers' information seeking behaviour.

The objectives of the research:

1. Describe information seeking behaviour concept and information behaviour models.
2. Look into Šiauliai State University of Applied Sciences teachers' information seeking behaviour.

The research methods are the analysis of scientific literature, quantitative research (survey).

The Concept of Information Seeking Behaviour

Some definitions have to be introduced before we go further. Two terms are used in this paper: *information behaviour*, *information seeking behaviour*. They are defined as follows:

Information behaviour is 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 TV advertisements without any intention to act on the information given (Wilson, 2000).

Information seeking behaviour is the purposive seeking for information because of a need to satisfy some goal. In the course of seeking, an individual may interact with manual information systems (such as a newspaper or a library), or with computer-based systems (such as the World Wide Web) (Wilson, 2000).

T.D. Wilson (1999) pointed out that information search is a subset of information seeking behaviour and that information seeking behaviour is in turn only a subset of all possible information behaviour.

As reported by M. Bates (2017) information seeking behaviour is a term describing information user interaction with information, with particular emphasis on information seeking and its use processes. According to R. Savolainen (2007), information behaviour is an "umbrella" concept that covers all the most important activities of an individual related to information: information needs, information seeking and its use.

The regularities of information seeking and information retrieval have been analysed since the fifth decade of the 20th century. Integral research on information behaviour has been started, the main object of analysis of which is an individual, the peculiarities of his/her information behaviour and the social context of user information behaviour (Janiūnienė, 2012).

During this time, clear boundaries have been drawn between the concepts of information behaviour, information seeking behaviour and information search.

Information Behaviour Models

A model is a repetition of the properties of a research object in another object (model) in order to get to know the research object better (Verslo žinių žodynas/Dictionary of Business Knowledge, 2005). Most models of information behaviour are diverse, models as statements that try to describe information seeking activities, the causes and consequences of those activities, or the relationships between the stages of information seeking behaviour (Kundu, 2017). As R. Savolainen (2019) states, empirically validated models can be called theories, models simplify complex reality to make it understandable. There are all kinds of models of information behaviour, some more complex, others simpler, can consist of only a few components or of several, they can be represented by physical images, diagrams, equations, etc. Some models are more user-centred, others are focused on feelings, sensations, some are tailored to information-seeking behaviours, others are tailored to depict cognitive stages or behaviours. The purpose of the models is to describe information seeking activities, the causes and consequences of those activities, or the relationships between the information seeking phases. Models of information behaviour differ in the number of their elements. Some models consist of several elements, others even a dozen. Key elements of both T. D. Wilson models (1981, 1999), D. Ellis (1997), B. Dervin (1983, 1996 as cited in Wilson, 1999), M. Kisilowska and A. Mierzecka (2019) and Ohtoshi-Gottschalg-Duque (2016) are the user information needs identification, formulation of the user's request, its submission to the information search engine. The main element of the C. C. Kuhlthau (1991) model is the thoughts, feelings and actions of the information user. The main statement of this model is that at the beginning of information seeking, the user's doubt and confusion about the task gradually disappears as the purpose of the search becomes clearer and it is transitioned to the formulation of a specific query. J. Steinerova's (2018) "Interactive Academic Library Model" reflects the information behaviour of the academic community. This model is designed as an interactive space based on interaction and dialogue between academic communities. This Steinerova's model can help create digital services for academic communities, including social network support, project management, publishing strategies, and digital ethics. M. Ridley (2019) presented "Autonomous Information Behaviour Model", this model scheme identifies the main components and their interrelationships and provides a preliminary description of autonomous information behaviour. Autonomous information behaviour describes the way in which artificial intelligence engages in the relevant information space.

The main purpose of Information behaviour models is to describe information seeking activities, their causes and consequences, or the relationships between the stages of information seeking. The main elements of information seeking models are identification of the user's information needs, formulation of the user's request, submission of the request to the information search engine, obtaining relevant search results.

Information behaviour includes three components: information needs, seeking, and its use. According to J. Kari (2010), the use of information is difficult to describe because the concept is vaguely defined. There is no single definition of the correct use of information; it can be understood in different ways. Terminological problems arise in the interpretation of the concept of information use, as related expressions used are often considered synonymous, such as knowledge use, information use, information use and processing (Savolainen, 2009).

In 1989 A. Bouazza provided a definition of the use of information: the use of information is a behaviour designed to seek and retrieve information that is necessary to meet a person's needs. According to C. Maybee (2006), the use of information can also be understood as an information process consisting of various information operations. Similarly, R. F. Rich (1997) suggests that the process of using information should consist of the following events: 1) receipt of information, 2) processing of information, and 3) application of information. The use of information should include actions or steps that usually appear when a need for information is identified. The search is then performed and the information collected. The process can be repeated until the information eventually meets the needs and solves the problem (Maybee, 2006). The use of information includes user behaviour, information seeking, information seeking skills, information use, information literacy, information needs, context. The use of information manifests itself in decision-making and problem solving, in formation of personal attitudes, in sharing of information with others, and in the creation of new knowledge. Use of information is when people search in information sources and take over the information available in them, reading of the information, thinking about the acquired information, comparing, analysing and evaluating information from different sources, adapting and using information.

It is difficult to find even two sources in scientific literature in which the use of information is defined in the same way. Sometimes the use of information is considered to be an almost all-encompassing concept, simply an information phenomenon, in other cases it is limited to a certain part of the use of information. The use of information can also mean different things depending on the context. It can be concluded that the use of information is a multifaceted phenomenon, as any human interaction with information is the use of information. However, it is more common for the use of information to involve the search for sources of information. Use, in turn, is defined as the consideration of all available sources of information in choosing alternative ways of acting or seeking. Behaviour of the use of information consists of physical and mental actions, where the information retrieved is related to the existing knowledge base of the person.

In order to study information behaviour of the teachers of Šiauliai State University of Applied Sciences, a model of information behaviour was developed, based on T. D. Wilson's 1981 and 1999 information behaviour patterns and the Ohtoshi-Gottschalg-Duque 2016 information behaviour model.

From T. D. Wilson's model of 1981 the following elements were taken: information user, need, information behaviour, choice of information systems, choice of other information sources, success, failure, satisfaction / dissatisfaction, information transfer and information exchange. From T. D. Wilson's model of 1999, the following elements were taken: information seeking behaviour and information seeking obstacles. Consumer profile was taken from Othoshi-Gottschalg-Duque's information behaviour model of 2016. Information behaviour model, developed for the research implementation, (see Figure 1) was supplemented with one more element i.e. the use of information.

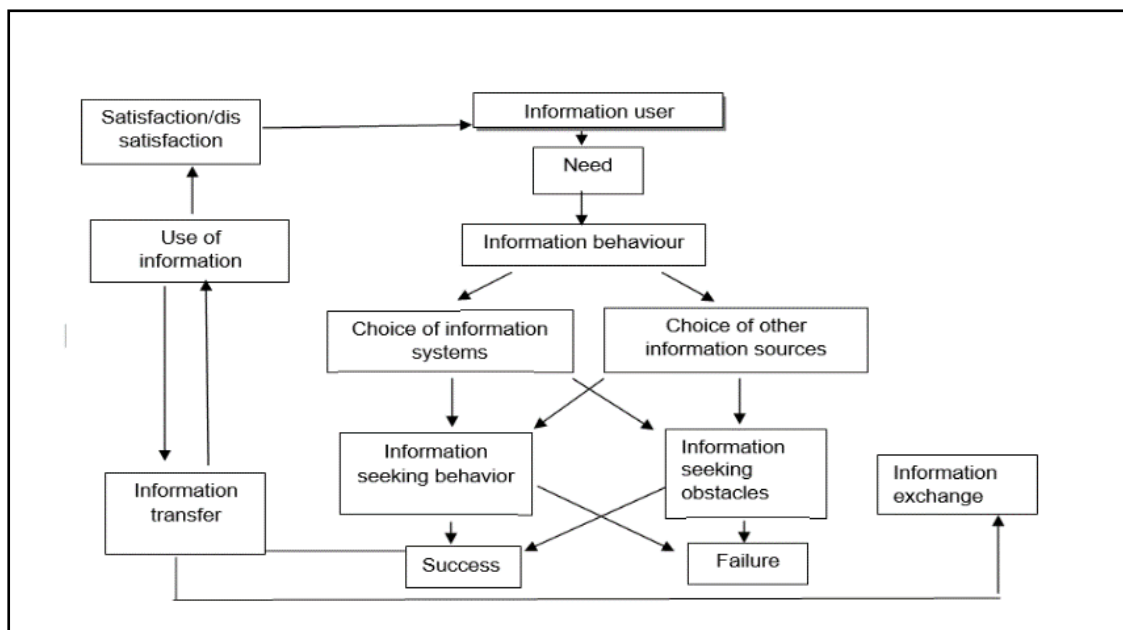


Fig. 1. Model of information behaviour of the teachers

Source: Compiled by the authors of the article, based on T. D. Wilson 1981 and 1999 information behaviour patterns and Othishi-Gottschalg-Duque 2016 model.

Analysing this constructed model of the teachers' information behaviour, we can see that the key element is the information user, the person who will use the information. In order to find out more precisely the information behaviour of each teacher, it is necessary to reveal the user's characteristics, so another element comes out of the user, which is the user's characteristics. In addition, information seeking arises from the need that the user of information perceives in various stages or sequences. In order to meet this need, information user chooses seeking information. Here, information seeking is divided into two other elements, it is information-seeking behaviour (e.g. watching TV) when information may be unintentionally collected, when a person engages in other behaviour or information seeking and accidentally comes across information that is relevant to him in the process (Mowbraj, Hall, Reaside, Robertson, 2017). Purposeful and active information behaviour occurs when an individual seeks information to perform a specific task or make a decision, when knowledge or information is sought to obtain

more or to update it (Vernickaitė, 2016) and information search barriers (e.g. personal barriers (emotional, demographic, education); social and environmental, such as access to resources, economic situation. According to D. K. Kundu, information needs are an essential motivation for information seeking, which depends on an individual's well-being in social life (Kundu, 2017). Information user either finds or does not find the information that meets his/her need. If the information does not meet his needs, then the user of the information can return to the beginning of the model. In the case of success of the information user, the person will use the information and fully or partially will fulfil his/her need. The model also emphasizes the transfer of information to others in the process of using and seeking information, as other people are an important source of information. Information can be passed on to other people (Kundu, 2017). The model shows that a specific need encourages the user to seek access to an information library or other sources of information. If information is found, it can be used and may or may not meet a perceived need in completely or partially. In this case, the user may seek additional information. A person can also seek information from other people and this is referred to as information exchange. The model is based on the assumption that the occurrence of a problem or a tangle of problems causes uncertainty, which in turn leads to efforts to obtain information to master the problem. When the purpose of the person facing the problem is to seek and find an appropriate and acceptable solution to the uncertainty caused by that problem, the information seeking activity carried out for that purpose must be understood as directed towards the objective (Ek, 2017). The formation of user needs is influenced not only by external and internal environment, but also by the characteristics of the sources and the user's interpersonal relationships. Consequently, an individual's information behaviour is influenced by different factors that construct the context of information behaviour and determine the consumer's information search strategy (Stonkienė, Janiūnienė, 2020).

Methodology

In order to analyse Šiauliai State University of Applied Sciences teachers' information seeking behaviour in 2021 from March 26 to April 26 a quantitative research was carried out. All 108 teachers of Šiauliai State University of Applied Sciences were invited to answer the questions of the questionnaire. The respondents participated in the survey voluntarily, and information about this research was provided, indicating the purpose of the research. The respondents were informed that their anonymity and confidentiality would be preserved, and the survey data would only be presented summarized. According to K. Kardelis (2016), the questionnaire survey is the most popular research method used to find out the opinion of the majority of respondents. Therefore, a questionnaire survey was chosen to investigate the information seeking behaviour of the academic staff of Šiauliai State University of Applied Sciences. The questionnaire consists of 15 questions, which are divided into two blocks of questions: demographic questions (4 questions) and diagnostic closed-ended questions (11 questions), which sought to identify specific facts relevant to the research. 108 questionnaires were sent to the teachers of Šiauliai State University of Applied Sciences by e-mail, which they filled in electronically. 73 questionnaires were submitted. The reversibility of the questionnaires accounts for 67,6 percent.

Results

The questionnaire comprised 15 questions, 4 of which were demographic. Having summarized the obtained results, it was found out that 82,2 percent of all the respondents to the questionnaire were women; two-thirds of the respondents were aged 41-60. More than two-thirds of the respondents (69,9 percent) were lecturers, more than one-fifth (21,9 percent) were associate professors, and only a few respondents indicated that they were assistants. The next step was to compare all the responses by the faculties. The total number of submitted questionnaires was 73, 28 of which were received from the Faculty of Health Care (i.e. 38,4 percent), and 45 questionnaires were received from the Faculty of Business and Technologies (i.e. 61,6 percent).

The survey sought to find out the teachers' need for information at Šiauliai State University of Applied Sciences. Multiple choice of 5 answer variants were presented, the respondents were given the opportunity to key in their own alternative responses too (see Table 1).

Table 1

Need for Information
 FHC (n = 28), FBT (n = 45), percent

Answer variants	Faculty of Health Care (FHC)	Faculty of Business and Technologies (FBT)
Ensures good preparation for the lectures	85,7	80
Helps to deepen knowledge and improve	75	73,3
Gives self-confidence in a variety of work situations	71,4	57,8
With sufficient amount of information, I can get involved in discussions	32,1	35,6
With comprehensive information, I can plan my work activities	32,1	40
Another alternative	0	0

After the obtained results were summarized, it became clear that information provided to the respondents ensures good preparation for lectures, helps to deepen knowledge and improve, and gives self-confidence in various work situations. It can be assumed that the teachers of Šiauliai State University of Applied Sciences raise their qualification, deepen their knowledge and strive for improvement in their professional activities.

The next question of the questionnaire was to find out how often teachers looked for information when getting ready for the lectures or seminars, preparing teaching materials, writing articles or books. The results of the research showed that the teachers always look for information for the preparation of lectures / seminars. 93 percent of the teachers from the Health Care Faculty and 86,7 percent of the respondents from the Faculty of Business and Technologies claimed this, and 75 percent of the respondents from the Health Care Faculty and 84,4 percent of the respondents from the Faculty of Business and Technologies always look for information for the preparation of teaching materials. The research revealed that 50 percent of the respondents from the Health Care Faculty and 60 percent from the Faculty of Business and Technologies always look for information for the preparation of articles/books.

The obtained results allow us to assume that constant updating of the teaching material can be explained by the specifics of his/her field, the teacher actively participates in the study process, formulates academic assignments, assesses them and provides consultations on the subject.

The research found out that more than three-quarters of all the respondents purposefully look for information, having a specific task, and browsing the Internet. A quarter of them indicated that they visit library to get the information they need. The results obtained state that the teachers of Šiauliai State University of Applied Sciences carry out information seeking independently, purposefully, having considered their information needs and goals.

The research discovered that more than three-quarters of the respondents from both faculties take advantage of databases as their primary source of information, with more than a half of all the respondents indicating that the Internet (Internet sources) is their primary source of information. The results suggest that the choice of the Internet as the primary source may mean lack of time, as the Internet is a convenient tool available 24/7, but in this pandemic period it can be assumed that the Internet and databases are the only sources available from home, as distance learning took place through nearly all 2020-2021 academic year.

The next question of the questionnaire was intended to find out how often teachers use information search engines to search for information. 5 information search engines were provided and the respondents were asked to indicate how often (always, sometimes, rarely, never) they took advantage of them (see Table 2).

Table 2

Frequency of Use of Information Search Engines
 FHC (n = 28), FBT (n = 45), percent

Answer variants	Always	Sometimes	Rarely	Never
	FHC / FBT	FHC / FBT	FHC / FBT	FHC / FBT
Google	82,1 / 88,9	10,7 / 6,7	7,1 / 4,4	0 / 0
Google Scholar	53,6 / 48,9	25 / 31,1	14,3 / 8,9	7,1 / 11,1
Google Books	39,3 / 22,2	21,4 / 55,6	28,6 / 17,8	10,7 / 4,4
WorldWideScience.org	3,6 / 11,1	35,7 / 26,7	32,1 / 51,1	28,6 / 11,1
ScienceResearch.com	10,7 / 28,9	32,1 / 35,6	35,7 / 22,2	21,4 / 13,3

The research found out that almost one-third (28,6 percent) of Faculty of Health Care and 11,1 percent of the respondents from Faculty of Business and Technologies did not use the specialized science search engine WorldWideScience.org., where the user of information can find scientific information from national and international academic databases and portals around the world. One-fifth (21,4 percent) of the respondents from the Faculty of Health Care and 13,3 percent respondents from Faculty of Business and Technologies have never used the specialized information retrieval system ScienceResearch.com, a great information retrieval tool that provides access to more than 400 top-quality science and technology collections specifically designed for advanced research. It can be stated that some teachers of Šiauliai State University of Applied Sciences are not familiar with academic search engines, which would allow expanding the horizon of information search, to find more diverse, rarer, more relevant sources of information. It can be assumed that due to the abundance of information retrieval tools, information users (the teachers of Šiauliai State University of Applied Sciences) choose the resources that are the most easily accessible and offer the largest selection of necessary sources.

The research discovered that the respondents from both faculties prefer interactive (electronic) sources (75 percent of FHC respondents and 84,4 percent of FBT respondents) due to distance learning during the Covid-19 pandemic, as information resources are available 24/7. It was found out that more than 90 percent of the respondents from both faculties would choose printed information resources for comfortable reading. It can be assumed that printed documents are more convenient to read for the “Baby Boomer” and Generation X people, whose reading habits had developed even before the availability of electronic documents, as the survey demographic data shows that only one-fifth of the respondents do not belong to these generations available in the survey.

The survey revealed that more than two-thirds (82,1 percent of FHC and 75,6 percent of FBT) of the respondents indicated that they choose interactive sources of information because of their fast and timely access. More than a half of all the respondents claim that they choose electronic sources of information because an electronic link can be provided to students. The obtained results allow stating that teachers' information seeking behaviour, use of information sources, knowledge of information technologies and the ability to use them in information seeking, informally develops the student's information skills.

The analysis of the obtained survey data revealed that the respondents from both faculties use the Internet (resources available on the Internet) very often as much as 89,3 percent from the Faculty of Health Care and 86,7 percent from the Faculty of Business and Technologies. It can be assumed that the respondents feel advantageous to use one-stop search tools that provide access to information from various databases, directories, indexes, web pages, etc. by keying in search keywords in the search box.

Analysing the questionnaire responses of the survey, it was found out that almost all the respondents (FHC 96,4 percent and FBT 97,8 percent) exchange information with students. More than a half of all the respondents share information found in both faculties with their colleagues.

The last question of the questionnaire was intended to find out the obstacles to information seeking. Six activities were introduced and options presented always, sometimes, rarely, never. The distribution of respondents' responses is presented in Table 3.

Table 3

Information Seeking Obstacles by Frequency
FHC (n = 28), FBT (n = 45), percent

	Always	Sometimes	Rarely	Never
	FHC / FBT	FHC / FBT	FHC / FBT	FHC / FBT
Lack of time	14,3 / 20	75 / 68,9	10,7 / 8,9	0 / 2,2
I don't know where to look for	0 / 0	25 / 26,7	60,7 / 53,3	14,3 / 20
Unable to find what I'm looking for	0 / 0	57,1 / 51,1	39,3 / 42,2	3,6 / 6,7
I don't like to ask for help when looking for information	10,7 / 15,6	53,6 / 51,1	28,6 / 24,4	7,1 / 8,9
I don't like going to the library	0 / 2,2	25 / 35,6	42,9 / 46,7	32,1 / 15,6
I don't have internet access	0 / 0	3,6 / 11,1	14,3 / 15,6	82,1 / 73,3

The analysis of the data obtained revealed that lack of time was a major obstacle, with around three-quarters of all the respondents indicating that they are sometimes short of time to search for information. Such statement confirms the results obtained in the previous responses to the questionnaire that the choice of the Internet as the primary search resource testifies to the lack of time to search for information. The respondents' good information retrieval skills is confirmed by the fact that two-thirds (60,7 percent) of FHC respondents and more than a half (53,3 percent) of FBT respondents rarely find themselves in a situation when they do not know where to look for information. Moreover, about a half of all the respondents rarely fail to find what they are looking for. The survey confirmed that more than three-quarters of the respondents always have access to the Internet, which is very important because the study process in the 2020-2021 academic year due to the Covid-19 pandemic took place remotely and probably only technical problems sometimes hampered information seeking. To sum up, we can state that the main obstacle to information seeking is the lack of time. It can be assumed that the teachers of Šiauliai State University of Applied Sciences have a high workload.

Conclusions

1. Information seeking behaviour is comprehended as a process during which the user perceives his problem task, identifies information needs, and understands the space for information use. Information behaviour includes all the most important activities: information needs, information seeking and its use. The models of information behaviour differ in the number of their elements. Some models consist of several elements, others even of a dozen. Key elements of information seeking models are identification of user information needs, formulation of user request, submission of the request to information search system, obtaining relevant search results. In order to find out information behaviour of Šiauliai State University of Applied Sciences teachers information behaviour model was developed following T. D. Wilson 1981 and 1999 and Othishi-Gottschalg-Duque 2016 models of information behaviour, where the key elements are user information needs, information sources, information seeking process, and the obstacles of information seeking.

2. After the analysis of information behaviour of the teachers of Šiauliai State University of Applied Sciences, it can be stated that information needs of the teachers are related to the preparation for the lectures, deepening and improvement of knowledge. The respondents first look for information in databases and on the Internet. The information found is shared with students and colleagues. The analysis of the search tools used by the teachers revealed quite clear priorities for the search tools used. Universal search engines such as Google are commonly used to search for information. The research revealed that the teachers of Šiauliai State University of Applied Sciences value the simplicity of the user interface of universal search engines, therefore they often use the specialized information search tool Google Scholar, where they find scientific information from freely available or subscribed resources. When summarizing the use of search resources by the teachers, it can be noted that the teachers of both faculties of Šiauliai State University of Applied Sciences very often use universal information search tools. Therefore, it can be stated that the teachers of Šiauliai State University of Applied Sciences often do not choose the most appropriate and effective methods of searching for scientific information, do not use all the possibilities of searching for scientific information, which would expand the horizon of information search. The conducted research allows to state that teachers of Šiauliai State University of Applied Sciences need to develop Information seeking behaviour competencies, to organize training sessions, during which they would get acquainted with the new, more advanced search tools, ways to find and obtain information sources. It is necessary to change information retrieval habits and develop strategies for effective information retrieval.

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