INFORMATION NEEDS AND INFORMATION SEEKING BEHAVIOUR OF EDUCATED UNEMPLOYED YOUTH IN NAGALAND

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I, Talitemsu Ao, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to any body else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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INTRODUCTION

1.0 INTRODUCTION

Youth is the most crucial phase of life. Contemporary youth is confronted with many problems and challenges, in which, problems relating to unemployment remains the most fundamental concern both for the individuals as well as for the society. Every year various educational institutions produce thousands of educated persons, however; majority of them do not get employment opportunity immediately after the completion of their study. The period of unemployment may vary across their educational background, their socio-economic conditions and the job opportunity available in their respective job markets. The educated unemployed youth represent the intellectual and the twitchiest section of the society. If, therefore, they are made to remain idle without any gainful work, it will lead to an enormous waste of material and human resources and also create imbalances in the socio-economic, religious, cultural and political life of the society. Though unemployment is universal, it is more marked in developing countries such as India, causing and adding much to human misery. No wonder, unemployment has been described as the most disturbing social menace in the contemporary society and Nagaland is not an exception to this phenomenon.

1.1 YOUTH AND UNEMPLOYMENT

Youth is a stage of life and a transient population in demographic terms, sandwiched between childhood on one hand and adulthood on the other. The United Nations Organisation has identified the age between 15-24 as the youth. In India, the age within 15-34 is recognized as youth (Saraswathi 1988). The periods of youth stand

for growth, development, action and leadership. Problems associated with youth are part of the problems that the society as a whole faces. If their energy is channelled constructively, it yields delightful future, not only for them, but also for the society as a whole. The youth, therefore, need to be guided and not pushed, gently led and not prodded.

The word 'unemployment' is one of the words in economic and sociological terminology, which could better be understood than define. Yet, there is also some element of vagueness and lack of uniformity in the conceptual aspect of the word. Pigou (1985) considered unemployment in its etymological sense to be phenomenon of involuntary idleness and says, "A man is only unemployed when he is both not employed and also desires to be employed." Keynes (1932) while popularizing the concept of full employment has said that full employment is the absence of involuntary unemployment. He had defined full employment as the state of affairs where unemployment is absent, but voluntary and frictional unemployment is present. Lerner draws a sharp distinction between the employment that exists because there are not enough jobs available in the economy as a whole and the employment that exists because the unemployed and skills and location do not match. This includes those workers who at any time are on their way from one job to another. In Great Britain, a person is said to be unemployed any day when fallen under any of the following situations:

(a) On which he does no work under a contract of service.

(b) On respect of which he is not entitle to wager under a contract of service.

(c) On which he is not following any occupation from which he derives remuneration or project.

(d) Which is not a day of holiday at the establishment where he works.

According to Bellerby (1923), "unemployment is a great evil, it is a poison, and it creates the society and wrecks the political fibre of a country. It creates devils, it turns good man into bad, and it changes an honest worker into a criminal. It encourages dishonesty, corruption, glorifies falsehood, points out the dark side of human character and makes one blind to its good side. It is difficult to expect truth, honesty and nobility from a person who cannot have two square meals a day, and cannot provide a morsel of food or a dose of medicine to his sick or ailing children. A half–fed man is a diseased man and a diseased man infects the nation, the fibre of hunger consumes all the noble virtues of a father, duties of a son or a husband."

Employment determines one's chances of living a full and meaningful life. A person's status in the family and the community directly or indirectly is a reflection of the employment he holds. Unemployment causes tremendous stress and tension among the educated youth, which in turn affect society as a whole. The solution remains in connecting those unemployed to the job opportunities, both existing and also those to be created. This again calls for decision at the level of both job seekers and job creators. When it falls in the domain of the job seekers a good number of decisions are to be taken by them particularly the decision regarding the choice of a job from the job market, method of preparation for facing interviews, channels of approach, management of time, methods to get rid of frustration, arrangement for further study vocational or otherwise, etc. In order to make the above decisions, they

need information in their own style that varies across their socio–economic characteristics. Information plays a vital role in moulding educated unemployed youth for making right decision at the right time. Provision of right information at the right time to the information seekers shall not only shape their decision in a desired manner but also bail out the unemployed youth from wastage of efforts and resources. This problem definitely has been the major concern for the information professionals whose main responsibility being to provide relevant and timely information to all constituents of the society through tailor–made information services for each of them.

It is; therefore, very crucial for the planners of information systems and the information professionals to know and understand the users and their information needs as the users are the most fundamental components of any information system. This will help in proper planning and designing for an information system and also in meaningfully introducing and utilisation of relevant information resources and services. In fact, understanding the users and their information needs means half the battle is won in providing effective and efficient user-driven information services.

1.2 INFORMATION

The term information has been derived from two Latin words '*formatio*' and '*forma*' and both the terms convey the same meaning of giving shape to something and of forming a pattern. 'Information' was also Latin synonymous for 'news'. Dictionaries define information as an action of telling or fact of been told of something new, intelligence or knowledge. The term information is used as a noun meaning content of a message, irrespective of its manifestation and length of

exposition. Widely used definition of information is that it is stimulus that causes change in the degree of certainty or uncertainty of the receiver. One of the theories views information as phenomena and process. Information exists in its own and produces a reaction that modifies our attitude and state of knowledge. Information as process is developed consciously from data, documents or events.

Information is amorphous concept, less susceptible to a precise definition. Yet, everyone has to deal with the information in many ways throughout one's life. The term information is easy to understand and difficult to define. Individuals in different occupations use information differently in their specific disciplines. Many definitions have been attempted so far, but there is no single agreeable definition comprehending all its aspects. One of the basic reasons is that information is complex in contents and has more than one attributes attached to it. Even though a general definition of information encompasses all the disciplines and allows frameworks, theories and independent definition of information seems difficult even though tried by various experts (Losee, 1997). Therefore, it may be better though escapists approach to understand the concept of information rather than defining it. Belkin (1978) emphasised the usefulness of accepting the idea of a concept of information and gave eight concepts based upon three groups of requirements namely definitional, behavioural and methodological

The three primary terms which various authors use are communication, information, and knowledge, which are all related in the sense that author who use any one of these three terms are generally discussing similar ideas and issues which can be viewed from the information science perspectives. Although the terms 'information'

and data are often used interchangeably, there is a crucial difference between the two. Information consists of classified, processed and interpreted data that helps in decision making. It is definitely different from data. Access to data does not automatically convert itself into information. Interference and interpretation are required. Knowledge in general and information in particular become more meaningful when they are transferred and communicated. Stevens (1986) carried out a study on the history of information. According to him, different people in different disciplines now use the term information, along with related terms such as knowledge, in wide variety of ways in order to allow them to make a particular case as they attempt to relate various aspects of their discipline to the broader field of information. This had led to some confusion. There is little consistency in the way in which the term information is used and defined, resulting in an assumption, that perhaps there is no general definition of information that can encompass all disciplines.

Information is message or signal conveyed or intended to be conveyed. "It is content message which is exchanged when adjust environments in term is changed by the reaction of organism" (Neelameghan, 1980). In the broader sense, information may be defined as the factual data, ideas, and other knowledge emanating from any segment of society that are identified as being of value, sometimes gathered on a regular basis, organized in some fashion, transmitted to other and used in some meaningful fashion. Any definition that serve as a basis for dealing with the study of the history of information must take into account anything and everything relating to the creation, development, organization, distribution or transmission, receipt, use and preservation of information. Losee (1997) has tried to define information as a value

attached to a characteristic or variable returned by a function or produced by a process. He says "information is produced by all process and it is the value of characteristics in the processes output that are information". Chandel and Saraf (1983), while reviewing the definitions of the information summarised the attributes of information as follows:

1. Data, information and knowledge are not synonymous terms.
2. Information can be data of value in decision-making process.
3. Information is raw material from which knowledge is derived.
4. It has transforming effect on what is known by human beings.
5. Information brings change in recipient image (rejection, addition to knowledge, feeling up a gap in the initial knowledge or change previous knowledge structure).

It is not the purpose of this study to go into details of the complexities of the term information but to understand the concept for understanding information need and information seeking behaviour. Wilson (1981) appropriately said, "Problem seems to lie not so much with the lack of a single definition as with a failure to use a definition appropriate to the level and purpose of the investigation. The word "Information' is used, in the context of user studies research, to denote a physical entity or phenomenon (as in the case of questions relating to the number of books read in a period of time, the number of journals subscribed to etc), the channel of communication through which messages are transferred or the factual data, empirically determined and presented in a document of transmitted orally."

1.3 INFORMATION NEED

The information need is a factual situation in which, there exists an inseparable interconnection with 'information' and 'need'. Information originates and is generated because there is a need or an interest. The need for information with specific content is an objective demand of the user. Line (1971) has defined some useful concepts closely associated with information need, namely, 'Need', 'Want', 'Demand', and 'use'. 'Need' according to Line, is what a user ought to know. What a user would like to know is termed a 'Want'. What user asks for is described, as 'Demand' He further says that whole concept of need is inseparable from the values of society. A need may or may not be identified as a want; an identified research need would be recognised as a want, while an identified need could well conflict with an expresses want. A want is a potential demand. Strictly, a need is a necessity something a person cannot do without it.

The Encyclopaedia of psychology explains need as "one of the several English words (the others being drive, motive, want, urge, desire and so on) – each in some respects unsuitable – used by psychologist today to designate an internally or externally aroused, brain – located – force (often coupled with an accelerating emotion), subjectively experienced as an impulsion or felt necessity (a mild or intense urge) to act (immediately or later) so as to produce a certain specifiable terminal effect which is ordinarily expected to be beneficial to the actor, and / or positively hedonic (less painful, more pleasurable) relative to the arousing situation". Human needs are of two types Physical and Psychological. Physical Needs are requirements for a healthy body (e.g. food, water, and air) and Psychological Needs are requirements for mental health (e.g. Self – Esteem, pleasure).

- Information need is not a psychological state of mind rather it is an objective need oriented towards particular tasks, problems, etc. information needs are effected by variety of factors. In their reviews of methods used to analyze information needs, Kunz, Rittel and Schwuchow (1976) begin with an overview of the theoretical concepts of information needs and seeking behaviour they then combine previous attempts to categorize the analytical methods to form their own concepts, which divide the analysis into four groups:

- Dissemination studies
- Information behaviour studies
- Use and user studies
- Utilization studies

Dissemination studies deals with the ways in which information is disseminated and consumed... how does the information gets to its users and how do they use it. Use and user studies have a narrower scope than dissemination studies. They often focus on the different ways of behaviour of special user group. The specific information needs as behaviour must be analyzed and evaluated in the context of the psychological, social, linguistic, organizational etc. systems for the user. In the information behaviour studies, the objects of investigation include; the cause of certain information behaviour, usually known as information requirement or information needs, the controlling factor of the information behaviour, such as motivation or individual preferences, the relation between problem solving behaviour and information behaviour. Utilization studies attempts to determined whether the user

have become beneficiaries of the services of the information facilities...by measuring the actual benefit of the services of information facilities.

Rohde (1986) carried out a study to ascertain the information need. According to her, the concept of information need is embedded in the studies of users, use and uses, which form one of the most extensive and amorphous areas of research in library and information science over the past four-decade.

In order to gain an understanding of research it is essential to understand the concept on information needs and information seeking behaviour because in this study these two areas have the most bearing on the research problem. The conceptualization of information needs and use has been a difficult task. Various information scientists have defined the concept of information needs differently.

Line (1974) has defined information need as, "what an individual ought to have for his work, his research, his edification, his recreation etc".

Wilson (1981) expressed that "information need is 'want'; 'expressed demand'; 'satisfied demands' and so on".

Menzel (1967) defines 'information needs' as "the demand or conscious want of users". Information needs may be referred to (1) need expressed by user; or (2) need that 'user cannot express'; (3) 'press out' or 'immediate need'; (4) 'future'; or 'differed' or 'potential need'.

The Librarian's Thesaurus defines information need as "those need which library services or materials are intended to satisfy".

Information needs as Paisley (1968) observed, are affected by a variety of factors, which are as follows: (a) the range of information services available (b)the user to which the information will be put; (c) the background, motivation, professional orientation and other individual characters of the users, (d) The social, political and economic systems surrounding the users and (e) the consequences of the information use. He identified these five factors important for the consideration of conceptualisation of user behaviour.

Curras (1997) has also given some of the factors, which affect the information needs. These are as follows: (a) the users doubt that it is possible for him to obtain all the existing information about the subject he is concerned with because they simply do not find the information they need or expect. This answer, though, covers a complex range of factors. Firstly, in the context of modern human development, we must consider the large amount or rather the huge amount of documents that are produced daily and all the information they contain. (b) The user doubts that he will be able to understand or find out about all the existing information on the subject he is interested in; (c) Unawareness of sources of information, both written and documentary. They may never reach the persons who really have need of them. The user doubt that he is in possession of all the information he needed, possibly because he realizes that he is not informed about the best sources for obtaining it. Perhaps, this is not much a case of "doubt", but rather of ignorance or apathy on the part of the user. Certainly, a great many difficulties could be eliminated if users were properly instructed; (d) the fourth factor is lack of comprehensive as far as how to use documentation services is concerned; and (e) the final factor is the user's conviction that the document lists will

not understand his problem. The users doubt the efficiency of the information available to him because he does not feel the document lists or librarians understand the finer points in his field.

We use the term 'information need' primarily to imply extent to which the target community use available sources, their preference for various sources, their purpose and frequency of use of information sources, their specific area of information needs etc. Information need for the purpose of present study is, what an individual should have for his work, his career, his research, his edification, his recreation etc.

1.4. INFORMATION SEEKING BEHAVIOUR/PROCESS

In order to satisfy the information needs, the user actively undergoes the information seeking process. The attempt of the user for obtaining the needed information results from the recognition of same needs perceived by the user.

Paisley (1968) identified five factors that are important for to the proper conceptualisation of user behaviour. These are:

1. The fully array of information sources that are available;
2. The users to which information will be put;
3. The background, motivation, professional orientation and other individual characteristics of the users;
4. The social, political, economic and other system that powerfully affect the user and his work; and
5. The consequences of information use, e.g., productivity. There is strong evidence from the literature that information used by the scientist and technologist is

conditioned by factors such as nature of works, availability of information other organizational and personal variables.

When a need is felt for anything, more often than not, people take action in order to satisfy that need. Different strategies or modes of action are resorted for satisfying the required need.. The same applies for the satisfaction of information needs. An individual realizes that he needs information, he knows that in all probability the information will not come to him on its own, therefore he has to go about seeking it. What strategies or process he resorts to, in order to satisfy the need for information, is the focus of study here.

Information seeking behaviour implies the methods use for collecting information by various methods viz., communication, going through published or unpublished documents etc. information seeking behaviour implied the methods use for collecting information in order to satisfy the felt, and express and unexpressed needs. Behaviour is concern with the mode of action process of selection of information sources, process of carrying out search for information seeking, gathering, receiving and communicating, information seeking behaviour help to improve the performance if information system through user involvement thus improving the query to alter that query.

Wilson (1981) defines what he calls 'information behaviour' as, " those activities a person may engage in when identifying his or her own needs for information, searching for such information in any way, and using or transferring that information". More over, he defines that, "information seeking behaviour as an

alternative to the then common information needs". According to the author, information seeking behaviour results from the recognition of some needs, perceived by the user who as a consequence makes demand on the formal systems such as libraries, information centres or some other persons in order to satisfy the perceived need. He again defines the user behaviour and considers the starting point of 'user studies' to be individual user, who, in response to some perceived 'need' engages in information seeking behaviour "identifies those aspects of information related activity that appear to be identifiable, observable and researchable".

Wilson again (1999) expresses that, information seeking behaviour arise as a consequences of a need perceived by an information users, who in order to satisfy that need, makes demand upon formal or informal information sources or services, which result in success or failure to find relevant information. If successful, the individual then makes use of the information found and may either fully or partially satisfy the perceived need or indeed, fail to satisfy the need and have to reiterate the search process. In his model, he shows that part of the information seeking behaviour may involve other people through information exchange and that information perceived as useful may be passed to other people, as well as being used by the person himself or herself. Ellis, Cox and Halls (1993) use the term 'features' rather than 'stages' in information seeking. The features according to them are:

- Starting: the means employed by the user to begin information seeking, for example, asking a knowledgeable colleague.
- Chaining: following footnotes and citations in known material or 'forward' chaining from known items through citation.

- Browsing: Semi- direct or semi – structured searching
- Differentiating: using known differences in information sources as a way of filtering the amount of information obtained
- Monitoring: keeping up – to – date or current awareness searching
- Extracting: selectively identifying relevant material in an information source
- Verifying: checking the accuracy of the information
- Ending: i.e. the tying up of loose ends through a final search.

In 1999, Wilson revised his earlier model after drawing upon research from a variety of fields other than information science, including decision-making, psychology, innovation, health communication and consumer research. The revised model had a few additions as follows, the term used in new model are explained as follows:

'Intervening variables' represent the 'barriers' whose impact may be supportive of information use as well as preventive; 'information-seeking behaviour is shown to consist of more types than previously, information processing and use is shown to be necessary part of the feedback loop if information needs are to be satisfied; the stress/ coping theory tries to explain why some needs do not invoke information-seeking behaviour; the risk/reward theory tries to explain which sources of information may be used more than others by a given individual; and the social learning theory embodies the concept of 'self-efficacy' i.e. the conviction that one can successfully execute the behaviour requires to produce the [desired] outcome."

All people are individuals and will seek and use information in different ways. Much of daily life is spent in information gathering and shifting of one kind or

another-merely looking at people involves an information process, since we notice things about them and do a rapid assessment. Most of this information gathering is carried out automatically, and is not perceived as much; it is an integral part of our personalities and we all does it differently. There are no such things as a homogenous body of information users. A group of people with same level of education may be working on the same subject at the same time; but they will use information in different ways. Some information will obviously be relevant to all of them, some to only one or two. Some of the group will scan and absorb vast quantities of material while others will read much less. Some will be content with abstract of many articles, some will not. Some will prefer oral channels, some will prefer to see information in print so that they can pore over it; some always prefer to ask other people; some prefer to avoid people whenever they can. Some like browsing some find it a waste of time and energy. (Line, 1974)

For the purpose of present study, information seeking behaviour is the results of the recognition of some needs, perceived by the user who as a consequence makes demand on the formal systems or some other informal systems in order to satisfy the perceived need. The term 'information seeking behaviour' is used to include all activities comprising information seeking, information gathering, and information receiving and communicating. Information seeking behaviour implies the method used for collecting information, seeking precedes gathering most of the times implies seeking.

1.5 CONCLUSION

The term information is easy to understand and difficult to define. Individuals in different walks of life use information differently in their specific disciplines. However there is little consistency in the way in which the term information is used and defined, or not defined, resulting in an assumption, probably incorrect, that there is a broad underlying definition of information that encompasses all uses of the term in all fields that is commonly and correctly understood.

It is quite evident by now that information is vital to every individual – there is no aspect of a person's life where information is not required. That there is such a thing as information need goes without saying. The problem again lies in the difficulty of finding a proper definition. The information need is a factual situation in which, there exists an inseparable interconnection with information and need. Information originates and is generated because there is a need or an interest. The need for information with specific content is an objective demand of the user. If an individual is a need of specific information for realizing specific tasks, then the need for information is objective information need.

The term information seeking behaviour is used to include all activities comprising information seeking, information gathering, and information receiving and communicating. Information seeking behaviour implies the method used for collecting information, seeking precedes gathering most of the times implies seeking. When a need is felt for anything, more often than not, people take action in order to satisfy that

need. Different strategies or modes of action are resorted to. The same applies for the satisfaction of information needs. An individual realizes that he needs information, he knows that in all probability the information will not come to him on its own, therefore he has to go about seeking it. What strategies or process he resorts to, in order to satisfy the need for information, is the focus of study here. **The four variables considered for the purpose of information seeking behaviour and studied in this study are:** ***information need, information sources, information channels and information barriers.***

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

In any research endeavour, review of related literature forms a major constituent. It helps in tracing and acquiring wide-ranging information on the subject. It also helps in developing ideas of interest and enhancing the researcher's knowledge and understanding the problem more analytically. Knowledge of previous research works also helps in avoiding duplication of research. It is also useful for the comparison of data and interpretation of the results. On this line, a comprehensive review of related literature had been conducted. However, the reviews could not yield any literature directly related to the information needs and information seeking behaviour of the educated unemployed youth. Perhaps, this clearly is an indication that hardly any research attempt has been made specifically to assess the information needs and information seeking behaviour of the chosen group of users. Thus, the reviews made could confine only to research works done on information needs and information seeking behaviour of various user groups other than the educated unemployed youth. Further, the reviews have been made chronologically covering about two decades on two broad themes—"Information Need" and "Information Seeking Behaviour".

2.1 INFORMATION NEEDS

Information need, as a concept has been embedded in the studies of users, use and uses, which forms one of the most extensive and amorphous areas of research in library and information studies. Early studies were mostly concentrated on the users of scientific and technical information. Research on information needs and information

seeking behaviour on social scientists began in the 1960's, and most of the works in humanities appears to have been done in the 1970s. Though the literature have indicated that various empirical studies on information needs and information seeking behaviours had been made in the 1960s, the result of the studies had not accumulated to have form a significant body of knowledge. Besides, there has been difficulty in applying the findings of such studies, which could be mainly attributed to lack of a unifying theory, standardized methodology and also absence of a common definition on the concept.

In earlier studies, emphasis was mainly given on the identification of information needs of the users in order to design information delivery systems that will facilitate provision of better services to the users. More over, most of the studies had been made from the perspectives of information providers, and as such, no befitting solution could be brought forth to determine measures for specification and classification of information needs of the users. Some of such related studies undertaken earlier included **Menzel (1967),** on information needs and uses in science and technology; **Line (1974),** on the information uses and needs of social scientists; **Curras (1974),** on assessing user needs and **Cronin (1981),** on assessing user needs.

The studies on information users and their information needs became more prominent during the 1980s. In a related study, **Lingam (1987)** had tried to assess the information needs and information use in decision making process--- the types of decisions taken at different levels of management and the nature and kinds of information needed to take such decision. Findings of the study had suggested that a

sound knowledge on the nature of work responsibilities of managers and the types of decisions taken at different levels of work were essential to identify the specific information needs of the decision makers. Further, the study also had implicated that information professionals needed to acquire new knowledge and skills, relevant tools and techniques such as problem formulating strategies, planning processes, forecasting techniques, systems analysis, method of studying a subject, etc. It was also emphasised that information provision could be further made more specific to the needs by considering the phase of problem or decision making.

In order to identify the areas of research in pure science and also to determine the favourite journals used by the scientists, **Devarajan (1988)** had carried out a study in the University of Kerala. The study had ascertained that the trend in interdisciplinary and multidisciplinary nature of research in pure science was in an increased rate. Result of the study had also indicated that scientists in pure sciences are more keen towards reading primary journals than any other types of information sources. Secondary periodicals and technical reports respectively come as their second and third choice respectively. Interestingly, pure scientists did not treat patents and standards as important information sources.

Slater (1989) had conducted a literature survey on information needs among the social scientists in the 1980s and had revealed that the social scientists in general and local government and voluntary sectors in particular were deprived of much needed information. Though the author had argued that the social scientists still seemed relatively well served, the communication gap between research and practice

in social sciences still prevails. The author also had agreed with the earlier researchers that problems existed pertaining to physical access to information relevant even today.

Sengupta's (1990) study on the overview of information needs of scientists had revealed that with the advances in information and communication technologies, the information scientist occupy a pivotal position for assessing and providing the information needs of scientists in a research institute. The author also insisted that to ensure provision of specific information requirements, co-operation is required between researchers and information scientist in the creation and maintenance of information files to avoid redundancy and to collect reprints and preprints. The author also had emphasized that besides monographs and serials, the information provision should include about instruments, their sources of supply and scientific news of topical interest. The author also had stressed that the information scientist should play the role of nurturing reading habits among the scientists to facilitate maximum utilisation of library resources and services.

Baliaersingh and Mahapatra (1995) had conducted a study on information requirement of an Indian community. The authors argued that traditional library services were ineffective in meeting the information needs of the communities. They had attributed this mainly to the nascent stage of the public libraries in our country. The authors had also argued that the government had not played any significant role in meeting the information needs of the public even through public libraries.

In another attempt, **Agrawal and Chakaraborty (1995)** have tried to ascertain the information needs and use pattern of the scholars of earth sciences who were using literature from the Banaras Hindu University Library with regard to their usage of different type of materials, adequacy of library materials, services offered and other information needs. Findings of the study had highlighted that there is a need to increase the existing collection in the library, implementation of various services like Selective Dissemination of Information (SDI), translation services, current content and documentation, resources sharing, organising user education programmes and introduction of sophisticated services by using computers.

Nicholas and Martin (1997) in their study on the information needs of journalists had revealed that journalists were always in need for authoritative and current information. The journalists were found to have less communication with each other as they maintained contact mainly through on-line. Besides, the role of library as information source was found limited since there was many alternative information systems at their disposal. They also had pointed out that the main constraint in meeting the information needs of the journalists was lack of time.

In a related study, **Adedibu and adio (1997)** had carried out a survey to investigate the information needs and information seeking patterns of medical student at Ladoke Akintola University of Technology (Lautech) using questionnaire methods. Major findings of the study included all medical students of Lautech had no orientation on the use of library, which made them depend on the library staff for

assistance. It was also indicated that they relied heavily on library books for their courses mainly because of the high cost of several basic medical textbooks. However, the present library was found to be very small and not very conducive for long hours of reading. On the other hand, many library staff did not assist the students when request were made.

Marden and Nicholas (1998) had carried out a study on the information needs of parents having children under the age of five, residing in Borough of Haringey, London. The data was collected using group and individual interviews, involving 53 parents and five representatives of parents' organizations. The study revealed that most parents needed information about child development, school, children's behaviours and careers, training and education. The most common information needs were related to health and childcare. Significant differences were found between the needs of single mothers, older women, and father and ethnic minority parents. Also the parents turned to a wide variety of sources but oral information sources were the most important. Though a large proportion of the parents used public libraries for various other information needs, they were not looked upon as an alternative to their problems. They concluded that information needs on schools, finance and child behaviour were largely ignored in spite of the fact that parents were also a key information users and players.

Siatri (1999) while tracing the history of user studies during 1940s till 1990s had highlighted that most of the studies were carried out in social behavioural sciences

during 1960s. Based on the findings of the study, the author had pointed out that satisfaction in library use was low among social scientists. He also had concluded that during the 1980s, the volume of literature on user's studies was confined mainly to the conceptual framework and methodological issues.

Verma (2000) conducted a study on 230 respondents to ascertain the information needs of pre-employment candidates of public sector banks of greater Gwalior. The study generated certain results that include: Majority of the candidates were found to be male candidates in the age group of 21-23 having postgraduate degrees, the most popular information sources used by the candidates were books, magazines and books dealing with general knowledge, followed by newspapers and audiovisual media, competition magazines like, Career and Competition Success, Career and Competition Master, etc., and newspapers like Times of India, The Hindustan Times and Navbharat Times were found to be the most widely used ones. It was also found that there was no library and information centre for advisory services to cater to the information needs of pre-employed candidates.

Tripathi (2000) had undertaken a comparative study on the information requirements of physical scientists and social scientists with the objective to examine the differences in the methods followed by them in trying to keep in touch with the latest developments in their respective fields, to study their relative literature productivity and to determine the variations in the two groups with regard to interaction through conference and seminar participation and communication pattern.

The findings include less interaction between the institutions due to distant location, inaccessibility of persons, lack of knowledge about persons and language problem. The study had concluded that there were differences in information seeking behaviour of physical and social scientists. The study, therefore, had suggested for improvement and modification of the existing information centres and libraries by introducing new services in tune with information seeking behaviour of the scientists. Further, the author also had suggested that more research on the cognitive aspect of information use not covered in his study could be carried forth.

Marcella and Baxter (2000) undertook a study on the information needs and information seeking behaviour related to citizenship by interviewing 900 persons from twelve regions of U. K. It was found that the public obtained most of the information on current issues through the mass media and that they generally feel well informed on these issues. However, there was discontentment among the public saying that the government was not doing enough to inform them on European Monetary Union and on local government cutbacks. The majority of respondents felt well informed about areas relating to citizenship, but significant proportions were poorly informed in legal rights, welfare benefits and local politics. A large majority of them believed that freedom of information was important for exercising their rights as citizens. The authors viewed although access to computers in their home was presently limited, majority of respondents had used computers to vote, convey opinions to government and obtain information from them. Public libraries were the most preferred source of

government information and were seen as appropriate locations for a range of other types of citizenship information.

Herman (2001) studied on the information needs of university researchers in an electronic environment. It was an attempt to examine the transition to the electronic information era in academia and to establish from the published literature to what extent university researchers have accepted and adapted to the changes brought about in information activity by seemingly endless technological developments. Within the wider context of the impact of the changing information environment on each of the three clearly discernible components of academia research, disciplinary-rooted differences in the conduct of research and their influence on information needs were identified, and the resulting inter-and-intra-in-individual variations in researchers' information seeking behaviour were explored. An attempt was also made to paint the picture of academics' progressively harnessing the new technologies to scholarly information gathering endeavours.

The study had concluded that though scholarly research proceeds within a clearly discernable generic framework, the academic culture surrounding the disciplinary areas brings about characteristic differences in thought processes and work habits, which have been shown to entail discretionary information needs and uses both on the inter-individual and the intra-individual level. With the advent of the brave new world of electronic scholarship, the traditional patterns of information activity were tested against a promising, if not perplexing array of evolving opportunities for new methods of fulfilling information needs. Thus, looking at

scholarly information seeking behaviour in the past few decades was in fact telling the tale of the transition to the electronic information era in academia.

In another related study, **Rowland and Rubbert (2001)** have made an *evaluation of the information needs and practices of part-time and distance-learning* students in the context of their educational and social change in higher education in the UK Open University. The authors collected the data by semi-structured telephone and personal interviews on two groups. Their findings revealed that university libraries often did not cater for the specialized needs of part time and distance learners, which leads to an increasing use of the Internet and also use other sources for their information requirement. Further, they pointed out that the information needs and practice of part-time, distance-learning and mature students in a lifelong learning environment have been rapidly transformed by the use. Even though electronic facilities such as Internet make information gathering easier for the part-time and distance-learning students, yet there is still a long ways to get institutional information service very efficient in the higher education sector. It was also found that universities did often not recognize the distance information needs of part-time and distance-learners and program tutors. In addition, distance-learning information centre often cater for only some of the program that is offered in the higher education institution. Thus, the students had to shift towards the use of Internet for their information needs while coping with the complexity involved there in. Moreover the authors suggested

that there is a need to make the information services more effective in order to guarantee the future success of under graduate and postgraduate programmers.

2.2 INFORMATION SEEKING BEHAVIOR

Understanding the users and their information needs is very critical for providing effective and efficient user-oriented information services. At the same time, it is equally vital to have a proper knowledge and understanding on how the users seek information, their preferences in using various information sources and channels in trying to satisfy their information needs. Today, how the users usually go about in their efforts to fulfil their information needs have become a fundamental area of interest in education and research for the library and information professionals.

In such a related study, **Styvendaele (1982)** attempted to assess how the university scientists, as seekers of information, have learned about a book of their interest by asking social scientists, pure scientists and technologists. It was found that library was the major source for the social scientists. However, for pure scientists and technologists, selective dissemination of promotional materials and books by publishers and booksellers directly to researchers were found to be major alerting sources.

Salasin and Cedar (1985) conducted a study in the rural mental health services to ascertain the information seeking behaviour of researchers, policymakers and practitioners for their day-to-day activities. The study had revealed that, mostly the respondents sought for information from within their own organisation by means

of one to one communication. This included interaction with colleagues, attending seminars and conferences, etc. The nature of use of a particular information source had been found to be strongly correlated with the information source where they could get most of the required information.

In another study, **Sridhar (1989)** carried out a study to determine the information seeking behaviour of Indian space technologists (IST). Some of the important findings and suggestions include:

1. The multifaceted approach in seeking and collection information adopted by the heterogeneous group of the IST makes generalisation too difficult. They are specialised in different disciplines, yet have a common mission and thereby exhibit the duality of the discipline and mission orientation and their information behaviour and prohibition of uniform or common service to all was highly unsuitable.
2. It was also found that information services for increasing productivity and enhancing work performance, departmental performance, self progress, continuing education do differ very much from one another. The excessive dependence on library for departmental promotion and continuing education has to be taken note of. Therefore, it was suggested that formal and informal information system should be clear about its objectives.
3. Emphasis was also given towards equipping the organisation with adequate information specialists so that information could be reached to the space technologists right to their work place.

Marchionini (1992) had discussed and illustrated about the essential features of interfaces to support end-user information seeking. Examples of interfaces to support the following basic information seeking functions are presented, problem definition, sources selection, problem articulation, examination of results, and research and development are needed to support the problem definition and information extraction functions. General recommendations for research on interfaces to support end-user information seeking include: attention to multimedia information sources, development of interfaces that integrate information seeking functions, support for collaborative information seeking, use of multiple input/output devices in parallel, integration in systems for end users, and development of adaptable interfaces to meet individual defference and multicultural needs.

Ellis, Cox and Hall (1993) undertook a study to compare the information seeking patterns of researchers in the physical and social sciences at Manchester University and chemists at the University of Sheffield respectively. Data was collected through interviews with physicists. They also analyzed the impact of electronic communication on the information or communication patterns of the physical scientists and social scientists. This study revealed that there was a remarkable degree of homogeneity between the information seeking patterns of the physicists, chemists, and the social scientists, both in terms of the information seeking activities reported and the research's perceptions of those activities. Also, there were strong evidence that the researchers belonging to the two groups appears to be inclined towards the

electronic communication where the research results were communicated and produced in the form of electronic conferences and journals. However, the authors argued that unlikely this form of communication will displace the traditional conferences and journal publications – at least in the near future partly because not only of the role of conferences in creating and maintaining personal contacts but also because of the lack of formal recognition of electronic media as respectively legitimate outlets for publication.

They, therefore, had concluded that information-seeking pattern of physicists and social scientists showed no overriding differences as they undertake similar activities and use similar sources. Although, the extent of usage of a source and stage at which a particular characteristic employed may differ amongst them, yet the characteristics of the information seeking patterns of the physicists and the social scientists were found more or less the same. However, there existed a difference between the two groups in two extra categories of behaviour i.e. verifying and ending, which were not identified as discrete categories for the social scientists, although they maintained that some social scientists did report similar activities which were assumed under the categories of starting and chaining.

Spraque (1994) while working on the information seeking patterns of university administrators and non-faculty professional staff members of a group of Ohio State University, examined the type of information resources respondents prefer to use, why they use them, and who they perceive libraries and librarians as information providers. Data was collected on why respondents do or do not use the

library. Interestingly, the study had revealed that there was a remarkable degree of homogeneity between the information seeking patterns of the physicists, chemists, and the social scientists, both in terms of the information seeking activities reported and the research's perceptions of those activities. It was also strongly indicated that the researchers belonging to the two groups appeared to have been inclined towards the electronic communication where the research results were communicated and produced in the form of electronic conferences and journals. However, the author argued that it was unlikely that this form of communication will displace the traditional conference and journal publication– at least in the near future partly because not only of the role of conferences in creating and maintaining personal contacts but also because of the lack of formal recognition of electronic media as respectively legitimate outlets for publication.

Morris (1994) analysed on the concept of user-centered library services, which was widely discussed in library literature as an antidote to a system-centered approach. What was not well understood, however, was the need for a theoretical and conceptual underpining to guide the development of a user-centered service. The study had provided some insights into the nature of information and information seeking that could serve as a conceptual base for understanting how our thinking has to change in order to develop user-centered services.

The question of educating students in the use of information resources is no longer debated, argued **Holland and Powell (1995)**. In this connection, they carried

out a longitudinal survey of the information seeking and use habits of some engineers to assess the impact of the Technical Communication 490: Information Resources for Engineers, at the University of Michigan which was introduced in the year 1978 to 1990. It was found that those who had taken the technical communications course identified more specific resources available to them. They also rated formal sources of information, such as college and public libraries more highly than the respondents who had not taken the course and spent an average of ten hours more per month searching for information and reading information. These data lead them to conclude that there was a relationship between the former students' use of information resources and their having taken technical communications 490. This study also revealed that many engineers have access to the tools needed for electronic information retrieval, and that while few receive formal instruction in their use, there was widespread interest in learning more.

Dunn (1996) conducted a study to ascertain the psychological needs and source linkages with regard to undergraduate information seeking behaviour. The study revealed that there were a group of needs, which motivated information searching in a particular class of people besides influencing the usage of different source of information. The most important source of information for the students was the teachers. According to the author, the need factors can greatly contribute in understanding the psychological context in which the students pursue their studies. That some of these needs influence choice of information sources which result in

limited use of the library, hence effort should be made to make the library user friendly.

In another study, **Bates (1996)** while studying about the information seeking behaviour of interdisciplinary scholars and students, revealed that there could be dramatic difference in the kinds of strategies needed and the amount of effort to seek information as well depending on the degree of coherent of the bibliographic resources of a field. In this regard, he suggested that the scholars should know the various factors, for the easy access to their information need.

Leckie et al (1996) had proposed an information seeking model after synthesizing and interpreting the findings of wide variety of related studies on engineers, healthcare professionals and lawyers. The basic supposition of their model was that the roles and related tasks undertaken by professionals in the course of daily practice prompt particular information needs, which in turn give rise to an information seeking process. However, according to them information seeking was greatly influenced by a number of interacting variables, which can ultimately affect the outcome. Furthermore, any of the components of the model can occur simultaneously, thus representing the true complexity of a professional's work life. Since the model was intended to capture the complexity of the information seeking activities of professionals, it was stressed that the conceptualization of why and how a professional seeks information cannot reduced to a simplistic analysis of sources alone but, rather, involves a greater understanding of the various roles professional performs. It was also

found that while the need for information was conceptualized as heavily influenced by the role-task relationship, there were also general factors that characterized the professional's information need. The resulting information seeking activity was thus, viewed as being contingent upon two major interacting factors: sources and awareness. These two factors in turn were composed of a constellation of distinct variable that may or may not come into play, creating the dynamic nature of information seeking activity.

Ellis (1997) in his earlier studies pointed out that any approach derived six generic characteristics of information seeking patterns for the social scientists. This was later extended to physical scientists and engineers and research scientists in an industrial environment. Summing up all the earlier three studies (1989, 1993, and 1997), the author had identified six generic characteristics of information seeking patterns-- starting, chaining, browsing, differentiating, monitoring and extracting. The author also had added two more categories namely verifying and ending in his later studies. The study also had shown remarkable degree of homogeneity between the information seeking pattern of the physicists, chemists and the social scientists, both in terms of information seeking activities reported and the researcher's perception of those activities.

In order to ascertain the information seeking behaviour of professionals, **Reddy and Karisiddapa (1997)** undertook a study and found that user awareness to different sources of information and access to various tools vary with the age,

experience, professional, educational and managerial status. Majority were found to have lack of awareness on sources and knowledge of search techniques, which could be attributed mainly to the poor shape of library and information centre, the absence of technological applications coupled with financial and other constraints. The authors have also highlighted that in comparison to other group, psychologists were found to have better awareness of sources and knowledge of search techniques. Some of the main sources reported in the study include oral and written interpersonal communication, group meetings, conferences, etc.

Solomon (1997) studied on the discovering information behaviour in sense making which was the third of three studies, used the methods of ethnography of communication to explore the individual information behaviour in sense making of participants in the annual work planning of a unit of a public agency. In particular, this article focuses on how people capture and process meaning from their situation. The analysis identified personal sense making styles that included cognitive, affective and cognative (action instinct) elements. These styles seem to also reflect a person's role in the organization and the work-planning task. Given that participants in the work planning process had their own personal sense making styles and that these styles tended to vary across participants, it is not suprising that there were clashes in style. This fact was both a strength and a weakness in the sense making that was required for work planning, a complex information intensive task. Diversity of approach, perspective, opinion, and interpretation led to the crafting of strategies that served the purposes of the organization in a richer way than did any individual strategy. Diversity

of approach also led to frustration over the amount of time that it took to tie together the different senses and points of view into agreement on actions, have these agreements unravel as new cues from the environment suggested the need for modification to at least some participants. Understanting the nature of the work may aid the team in taking advantage of the range of sense-making skills that are present and lessen the conflicts that arise when different sense-making skills clash. The three parts of the study dealing with time and timing, the social, and the personal are brought together in a brief conceptual synthesis at the end.

Kuhlthau (1999) carried out a study on the role of experience in the information search process of an early career information worker involving perceptions of uncertainty, complexity, construction, and sources. The author revealed that the information seeking process are similar to the decision making process but with consideration for the affective and cognitive experience of users in the process of information seeking involving six stages of information seeking process such as initiation, selection, exploration, formulation, collection and presentation. Besides the decision making process and the information seeking process are likely to be intertwined in recursive interaction rather than one following another in a neat, formal sequence. The author also stated that various stages viz., initiation and selection in the information seeking process may correspond to the identification phase, exploration and formulation may be thought of as the developmental phase and collection and presentation may be comparable to the selection phase of decision-making. It was also indicated that combination of qualitative and quantitative approaches had a great

potential for gaining understanding to a problem that exclusive use of either approach cannot achieve.

In another attempt, **Wilson (1999)** had reviewed the status of the models of Ellis (1993) and Kuhlthau (1998), in order to create a nested model where according to him the information behaviour may be viewed as the more general field of investigation with information seeking behaviour being as a sub-set of the field. He further extended the nested model by showing that information behaviour was a part of human behaviour. He maintained that the general adoption of qualitative methods had resulted in work that was in the wider methods tradition of the investigation of human behaviour and, therefore, was more likely to find theories and models in the social sciences that can be applied to the study of information behaviour. At the same time, the author argued that the models and theories proposed by certain researchers, have gained strength as they have been adopted as the basis for further research by other investigators. Moreover, the author observed that models of information behaviour did not describe the same set of phenomena or activities like other. Here in his revised model, he included more types of information seeking behaviour and the information processing and their use as an integral part of the feedback loop, if information needs of the users are to be satisfied. Lastly, he provided three relevant theoretical ideas--- stress, coping theory and risk/reward theory.

Tiratel (2000) investigated the information seeking behaviour of Argentine humanities and social science scholars. This article was based on three years project

which was the first longitudinal study in Argentine to profile the preferences and the information seeking behaviour of researchers in nine disciplines in the humanities and social sciences-- philosophy, literature, classical languages and literature, arts, history, anthropology, education, geography and library science. The purpose of the study was to determine, how they locate necessary information about the latest advances in their respective disciplines and research activities, their preferred format of the literature, the rate of obsolescent of the material they handle, the degree of subject dispersion of the information they need and the language they prefer the literature to be in. Findings have been compared to analogous research in Anglo-Saxon countries. It was found that user and use studies in countries having more advanced information systems and services could be applied to developing countries such as Argentine. It was also found that similar traits existed among the humanities and social science researchers in their access to information, their preferences and informative needs.

Garg (2000) while highlighting that the user was supreme in any library and information system conducted a study on the information seeking patterns of users of engineering institutions in Rajasthan. The study had revealed that the faculty members were motivated for seeking information by multiple motives, though the degree of motivation varied from motive to motive. As regards to uses of formal sources of information, journals were optimally utilized, followed by books, handbooks, conference literature and so on. Face to face discussions occupy the prime position, succeeded by personal experience, seminars, etc., in terms of relative degree of use as far as informal sources were concerned. So far as the use of the electronic sources of

information was concerned, computer came first in the list, followed by radio and television. However, the use of electronic sources of information seemed to have been limited, which require necessary operational skills and problems associated with the accessibility.

Beaulieu (2000) with the aim to explore the concept of interaction and interactivity presented in theoretical models in the fields of human-computer interaction (HCI) and information seeking behaviour, and to relate these to information retrieval research, had undertaken a study on interaction in information searching retrieval. The study had suggested that interaction in HCI was primarily concerned with establishing a user/system dialogue at the user interface though did not address the interactive characteristics of information retrieval operational tasks. A distinction was made between general information seeking model and information searching model for computerized systems. The former were deemed to have provided a useful framework for characterizing interaction at the task level, with the structural relationship between tasks as well as the dynamic transition from one task to another being key features of the interactive process. Although the later were all concerned with how searchers interact with information retrieval systems, each of the models examined represents user interaction at different levels of abstraction. Taken together they provided complementary views of a highly dynamic process. Three principal aspects of interaction were identified and discussed--- interaction within and across tasks; the notion of interaction as task sharing; and interaction as a discourse. In conclusion the adoption of an interaction paradigm for information retrieval was

advocated and examples of empirical work for supporting interactive searching and retrieval were provided.

In order to ascertain the information seeking practices of engineers, **Hertzum and Pejtersen (2000)** carried out a case study in two product-development organizations. The study had revealed that the engineers searched for documents to find people and people to get documents, and interact socially to get information without engaging in implicit searches. It was also indicated that the engineers got most of their information from colleagues and internal reports as these were easily accessible unlike other sources. On the engineers' choice of written versus oral information sources, argued the authors, might be due to the fact that while concrete product information was found in documents, context information can be obtained from people. They further highlighted that there may be some advantage for written information as there was widespread existence of archives and retrieval systems, which can provide facilities for finding relevant documents.

The authors have suggested that in order to support searches for people, one should extend document retrieval system and another was to develop models for classifying people's expertise. According to them, to develop such models or classification schemes, it was important to know what information engineers repeatedly rely on in deciding whom to approach in a range of concrete situations. Lastly, investigation can be carried out as to what type of information was acceptable to be recorded and make available for searches, and how this varies with, in the context of safety-critical nature.

Orton, Marcella and Baxter (2000) while undertaking an observational study of the information seeking behaviour of two members of parliament in the United Kingdom revealed that the research facilities provided at the parliament house were excellent and wide ranges of information sources were used to satisfy information need of the MPs. Among these sources, formal and informal contacts were considered the most important which can be attributed mainly due to the online services, followed by specialist organization, expert knowledge on the subject, library and lastly demonstration imparted to the MPs to access information. Further, they revealed that since the MPs have very little command over their own subject areas as they have to be involved in party and public activities and also meet the media attentions, their information need and seeking behaviours could be unsystematic and unpredictable

Meho and Haas (2001) had studied on the information seeking behaviour of social science faculty studying the Kurds using questionnaire, citation analysis, and followed–up inquiry. In this study, two specific questions were addressed-- how this faculty locate relevant government information and what factors influence their seeking behaviour and use of such information. Results of the study had shown that besides using traditional methods for locating relevant government information, social science faculty studying the Kurds used the World Wide Web and electronic mail. This was an indication that the faculty were aware of and had utilized new information technology to support their research. Results of the study also showed that information seeking behaviour of the respondents was influenced by factors similar to those

influencing other social science faculty. Further, it was indicated that accessing the needed materials was a major information seeking activity that should be added to David Ellis' behavioural model, and that faculty examined here employ somewhat a more elaborate 'differentiating' of Kurdish studies as a field of research have been discovered though further research and implications for better library services were emphasised.

In yet another attempt, **Kuhlthau and Tama (2001)** had carried out a case study on 8 lawyers in New Jersey to ascertain how they use information to accomplish their work and also the role played by the mediator in the process of information seeking and use. The study had indicated that the lawyers were frequently involved in complex task, which required a constructive process of interpreting, learning and creating. In order to solve these complex tasks, lawyers preferred mainly printed texts instead of computer database followed by lesser use sources such as internal office file, external electronic resources and people within the organization and as well as those from outside. Besides, these sources, it was found that, all the lawyers used mediators in the form of secretaries, assistant and librarian, etc. for the basic organization and access to information. However, role of librarian was found to be very limited.

Johnson, Andrews and Allard (2001), in their study tried to assess how people look for cancer related information and how the explosion in information on cancer genetics will impact their everyday information seeking behaviour. The authors

introduced GENIS (Genetic Information Seeking Skills), which is an intervention framework for helping people build cancer genetic information seeking skills that will be useful throughout their lives. GENIS was based on the Comprehensive Model of Information Seeking (CMIS), which explores people's information seeking actions by looking at the role played by demographics, experience, silence, and beliefs as well as the information fields in which people exist. GENIS was developed specifically to help people to approach to their problems in a way that matches their values and to enable them to clearly identify their information needs. Further, GENIS has the following objectives:

(i) To inform individuals of accessibility of quality, authoritative information and give them the technique to locate and to use them.

(ii) To aid in designing that meets individual needs for interpersonal assistance in information seeking.

(iii) To improve the general health information literacy skill level of the individuals.

(iv) To determine the outcomes to be measured that relayed to the effect of properly accessed and used information on personal health care.

(v) To reduce morbidity and mortality by facilitating earlier detection and treatment.

Branch (2001) carried out a study **to** analyse the information seeking processes of junior high students as they accessed information using CD-ROM encyclopaedias. The study was conducted in Inuvik, North West territories, Canada. In this study, 12 participants were selected and were asked to complete over 140 concurrent verbal protocols known as 'Think Alouds' as they search for information

using two CD-ROM encyclopaedias. It was found that the ability to generate 'Think Alouds' varied among the participants. As such, some participants were found to be in the acquisition phase, whereas others were able to plan and asked questions. Moreover, it was found that during the searches some participants seemed to be in the consultation phase. This may be due to the ability of some participants to perform, to plan and discuss problems within themselves. The author had suggested that researcher while carrying out such studies need to be more conscious of the levels of self direction so that the most complete 'Think Alouds' data can be gathered from participants.

Carey, et al (2001) in their study had pointed out that discursive viewpoint adopted by many researchers who studied pertaining to everday life information seeking allows for a shift in focus away from the individuals as a unit of analysis towards a more general understanding of the broader cultural conditions within which the individual operate. However, the auothrs argued that the data employed by such researchers often consist of the testimony or observed actions of individuals. This study reflected a point from which to reflect on the process of gaining access or entry to everyday life information seekers as research participants. Finally, according to them such studies highlighted the author's reflections on their experiences of conducting separate library and information science studies of three diverse populations— pregnant women, members of a self help support group and pre-school children. They concluded that, in most of the cases such studies were intertwined and

that attending to issues of gaining access was essential for the development of both theory and research pratice.

Spink and Cole (2001) maintained that everyday life information seeking had been relatively a new branch of user study, which examines information behaviour in daily life activities. In their study, they had differentiated occupational or school information seeking with that of Everyday Life Information Seeking (ELIS). In this regard, the authors had argued that in occupational and school information seeking, users usually looked for information in a controlled environment with a definite purpose that will lead to value-added results, whereas in ELIS, users sought information in diverse ways for varied purposes depending on certain situational factors. The authors had also argued that future of ELIS research lies in deepening and integrating various ELIS components such as deeper understanding of ELIS from diverse cultural and social situation perspective, development of generalized process models that hold across situations and integration of ELIS theories and model within a broader human information behaviour standpoint.

In another related study, **Houtari and Chatman (2001)** attempted to ascertain everyday day life information seeking (ELIS) to explain organizational behaviour in an organization. In this connection, the authors had conducted a study at the University of Tampere, Finland mainly to determine a conceptual base for a new strategic information management (SIM) theory for networked organizations. The data

for the study was both qualitative and also based on triangulation of data sources. The study generated certain interesting results that include:

(i) It was indicated that in university and institutions of higher education, information contact was highest as such these contacts were the most important for the mid-level of the university organization followed by government and ministries along with regional actors, other contacts were the academy of Finland, other funding agency, etc.

(ii) It was found that total number of external informal contacts between basic parts of the university and external stakeholders was much lower than the formal contacts. Interestingly, information management part of the university had by far the most informal contacts with external stakeholders although one individual was responsible for many of these contacts.

(iii) Further, it was found that the mid-level part of the university had the most internal informal contacts— mostly within and between the faculties, followed by the information management part of the university. There was, to some extent, reciprocal relationship between the mid-level and the strategic apex. It was also indicated that an equal reciprocal relationship was established between the mid-level and the support staff, while the authors had also pointed out that strategic apex sought information from the supporting staff though the supporting staff made contacts with the strategic apex less frequently.

(iv) It was also found that there were much fewer informal internal contacts made between parts of the university than formal internal contacts. Informal internal

contacts were made at the faculty level and between colleagues and co-workers within faculties.

The authors had suggested that future research should be carried out based on exhausitive testing of the ideas of the equivalence of knowledge, resources and activities in joint value creation.

In yet another significant study relating to everyday information seeking, **McKenzie (2002)** had attempted to assess the communication barriers and information seeking counterstrategies of practitioner-patient information seeking encounters. The study was made involving 19 pregnant women with twins from southern Ontario region of Canada. The researcher had used semi-structured interviews and constructionist discourse analytic approach. Result of the study had indicated that barriers in practitioner-patient communication existed, which, in fact were not new as confirmed by earlier studies. As for instance, doctors usually were found to be too busy to answer to all the queries of the patients satisfactorily, while the participants represented themselves as active and vigilant information seekers by giving compelling reasons why they could or should not actively seek information, as it was an important part of becoming prepared for motherhood. In this regard, the author had argued that giving a professional's approach of an information provider might help to overcome the barriers in practitioner-patient communication.

Given (2002), in her study had tried to determine the information seeking behaviour of 25 mature undergraduates at a Canadian university. The study had

revealed that the intellectual work involved in university study seeped into all students' everyday lives. The mature students' information needs were made all the more complex by the great variety of competing activities in which they were engaged. The author, therefore, had suggested that it was vital for the research workers and information professionals to examine and understand the complex nature of information needs and seeking behaviour of the mature students to facilitate provision of effective information services.

In another study, **Shokeen and Kaushik (2002)** had attempted to assess the information seeking behaviour of social scientists of four universities in Haryana using structured-questionnaire method developed for the purpose of the study. Findings of the study include:

(i) It was found that qualification, status and teaching experience had no effect on the number of visits to library.

(ii) It was indicated that browsing was the first preferred method of searching the required information followed by searching through indexing and abstracting periodicals, citation in articles, etc. On uses of information sources, it was indicated that current journals were the most used sources of information, followed by books.

(iii) It was also found that subject of the social scientists significantly affected use of current journals and reference books.

(iv) Periodicals were found to be the most preferred sources of information followed by books.

(v) Further, no significant difference was found among the lectures, readers and professors regarding attending the seminars, conferences, etc.

Findings of the study had clearly indicated that the social scientists depend more on documentary sources to keep themselves current with latest information. Therefore, the authors had suggested expediting networking of all the universities in Haryana and for creation of computerized databases of the collections and union catalogues. Further, it was also suggested for introduction of sophisticated services by using relevant modern technologies to meet the demands of the users.

2.3 CONCLUSION

The reviewed literature could not yield any research work directly related to information needs and information seeking behaviour of the educated unemployed youth. However, reviews of related literature have been very useful in diverse ways for the purpose of the present study. It has been useful in understanding more deeply and analytically the nature and types of information needs and information seeking behaviour of various categories of information seekers. This also has been very useful in designing the research methodology, structuring the questionnaire and also in analyzing and interpreting the data. Reviewing and analyzing the findings and suggestions given in various research articles also have been very useful in proposing necessary suggestions incorporated in the present study.

CHAPTER – III

METHODOLOGY

3.0 INTRODUCTION

It is evident from the literature reviews that a number of studies on information needs and information seeking behaviour had been conducted for various user groups. However, no study has been conducted so far specifically to identify the information needs and information seeking behaviour of educated unemployed youth, particularly that of a developing country such as India. The present study, therefore, has been an attempt to assess the pattern of information needs and information seeking behaviour of educated unemployed youth in the state of Nagaland, a geographically disadvantageous state located in the north-eastern part of India.

3.1 NEED OF THE STUDY

The educated unemployed youth in Nagaland are expected to play a fundamental role in shaping and transforming the socio-economic conditions of the state in particular and the nation as a whole by exploiting and meaningfully utilizing the opportunities available to them and for them. This, in turn, calls for right decision at the right time. The decision-making process, however, is a complex phenomenon involving three distinctive stages--- intelligence stage, design stage and choice stage (Simon, 1977). In each stage of the decision, the educated unemployed youth needs information pertinent to the decision context. The present study aims at exploring into possible answers to a number of research questions that remains unanswered. Some of the questions that need to be addressed on a priority basis are given below:

- What is the exact pattern of information needs of the educated unemployed youth in Nagaland and how the needs pattern varies across the socio-economic characteristics of those unemployed?
- What types of sources are used by the educated unemployed youth to cater to the above identified information needs?
- What are the channels available to cater to the information needs of the above said group?
- Are the existing channels efficient and effective enough in providing relevant and timely information to the information seekers of the above category?
- What are the problems associated with the existing channels of information used by the educated unemployed youth in the state of Nagaland?
- How can these problems be eradicated?

Answer to the above questions need to be evolved in order to provide appropriate information for shaping the individual decisions of the educated youth towards contributing positively to the process of development in the State. The problem cannot be undermined when we take into cognizance the magnitude of the problem of unemployment (Panda, 1989, 2000), and currently prevalent socio-political unrest in the State. At this juncture, design of a suitable information system shall not only help to off load the problem of unemployment in the state to a reasonable extent but also prevent the dysfunctional behaviour at the level of the individual unemployed by reducing the level of frustration during the interim phase of seeking employment. In fact, the outcome of this study will be highly useful for designing an effective

information system even for other categories of unemployed. Last, but not the least, the present study being pioneering of its own type in the state shall add to the existing inventory of knowledge.

3.2 OBJECTIVES OF THE STUDY

The following objectives had been formulated for carrying out the present study.

- To identify the information needs and information seeking behaviour of educated unemployed youth.
- To identify various information sources used by educated unemployed youth
- To identify the channels of information used and probe into their efficacy in satisfying the information needs of the educated unemployed youth.
- To study the association between socio-economic characteristics with information seeking behaviour of the educated unemployed youth.
- To suggest an information system for the educated unemployed youth.

3.3 HYPOTHESES

While pursuing the above objectives the following null hypothesis have been considered and were tested:

- *There is no association between the socio-economic characteristics and the information seeking behaviour of the educated unemployed youth in Nagaland.*

- *There is no significant impact of the subject background on the pattern of information needs and the channels of information (formal/informal) used by the educated unemployed youths in Nagaland.*

3.4 SCOPE

The study has been basically of a questionnaire based survey type and the design is based on sampling techniques. Keeping in mind the above-mentioned objectives, the study has been designed to investigate and analyze the information needs and information seeking behaviour of educated unemployed youth confining the geographical area to the state of Nagaland. Further, the studies were limited to only graduates and post graduates in various academic and professional disciplines.

3.5 POPULATION

The population of the study consists of all graduates and above in the streams of ARTS, SCIENCE, COMMERCE and TECHNICAL courses registered in the employment exchange of the state. Other registered members with qualification less than graduation are therefore excluded in this study, table 3.1: below shows "District-wise distribution of persons on the live Register of the Employment Exchange during 1992-2001".

Table 3.1: District-wise distribution of persons on the Live Register of the Employment Exchange during 1992-2001(Source Employment Exchange)

Year	Category	Kohima	Mokokchung	Tuensang	Zunheboto	Wokha	Mon	Phek	**Total**
1992	P.G.	78	22	2	0	5	0	2	**109**
	Graduate	923	213	27	28	120	13	31	**1355**
1993	P.G.	94	137	1	0	7	0	3	**242**
	Graduate	1047	196	34	49	152	14	33	**1525**
1994	P.G.	82	85	1	0	5	0	3	**176**
	Graduate	1155	162	36	47	147	18	39	**1604**
1995	P.G.	69	14	0	0	5	0	4	**92**
	Graduate	1081	169	30	63	133	18	34	**1528**
1996	P.G.	146	22	6	0	25	0	2	**201**
	Graduate	1828	260	50	73	207	32	57	**2507**
1997	P.G.	286	28	3	0	11	0	4	**332**
	Graduate	1706	278	57	81	219	33	60	**2434**
1998	P.G.	134	25	5	0	13	0	5	**182**
	Graduate	2157	327	72	106	284	38	88	**3072**
1999	P.G.	255	31	6	8	26	3	9	**338**
	Graduate	1,832	244	76	105	252	34	77	**2620**
2000	P.G.	149	23	4	3	5	3	10	**197**
	Graduate	1991	333	86	138	284	51	89	**2972**
2001	P.G	222	33	4	5	6	3	8	**281**
	Graduate	2012	381	96	131	287	53	77	**3037**

The above table clearly shows gradual increase in number of educated youth registered in employment exchange through the years. The table also reveals that maximum youth are registered in Kohima district.

3.6 SAMPLE

A sample of 538 educated unemployed youth has been drawn through stratified random sampling method by assigning weightage on the basis of their strength to various strata (streams of education). The sample size worked out is 16.19 % of the total population of 3323 applicants (job seekers) as per the Live Register of the State Employment Exchange located in the capital town of Kohima. The distribution of population according to their sex and academic background and discipline is presented in the table 3.2: "Details of category-wise distribution in the Live Register as on May 2002" and distribution of the sample subject wise and based on the above principles are presented in table 3.3: "Discipline-wise distribution of the respondents" below:

Table 3.2: Details of category-wise distribution in the Live Register as on May 2002

Category	Post Graduate		Graduate		**Total**	
	Male	Female	Male	Female	**Post Graduate**	**Graduate**
Arts	82	124	1486	942	**206**	**2428**
Science	37	32	155	55	**69**	**210**
Commerce	14	4	162	31	**18**	**193**
Technical: BE (Civil)	-	-	63	4	**0**	**67**
B.E. (Elect)	-	-	11	0	**0**	**11**
B.E. (Mech)	-	-	15	2	**0**	**17**
B.E. (Agri)	-	-	8	0	**0**	**8**
B.E.(Computer)	-	-	8	4	**0**	**12**
B.Sc. (Agri)	-	-	10	2	**0**	**12**
M.B.B.S.	-	-	16	18	**0**	**34**
B.V.Sc.	-	-	7	7	**0**	**14**
Others	-	-	21	3	**0**	**24**
Total	**133**	**160**	**1962**	**1068**	**293**	**3030**
Grant Total					**293+3030=3323**	

Source: Register, Employment Exchange, Government of Nagaland

Table 3.3: Discipline-wise distribution of the respondents

Discipline	No. of EUY.	Number of EUY. served with questionnaires	Percentage of EUY. served with questionnaires	Number of response	Percentage of response
Arts	2734	263	10	159	60.9
Science	279	111	40	90	81.08
Commerce	211	84	40	52	61.09
Technical	199	80	40	54	67.5
Total	**3323**	**538**	**16.19**	**355**	**65.98**

Source: Questionnaires

3.7 DATA COLLECTION

The data used in the present study has been collected from both primary and secondary sources. Literature in the field has been collected from various academic libraries. Primary data has been obtained by means of a questionnaire based survey. A structured questionnaire was designed, that consisted of five parts to capture data relating to five different aspects of the study namely socio economic characteristics, information needs, information sources, information channels and information barriers. There are a total of 70 questions which are distributed as following:

Part A comprises of 13 questions pertaining to the socio-economic characteristics of the subjects. Part B of the questionnaire includes 8 statements for identifying the information needs of the subjects. Part C of the questionnaire includes 22 statements to identify the sources of information used by the respondents. 13 statements presented in part D of the questionnaire are meant to identify the various channels of information used by the respondents The responses against the above 44 statements of Part B, C and D have been captured in a five point Likert scale anchors

which are-always [5], frequently [4], occasionally [3], rarely [2], and never [1]. The respondents have been requested to encircle the code of the anchors appropriate to them provided in the right side of each statement. Part E of the questionnaire includes 13 statements relating to various problems faced by the respondents while seeking information from various sources and through various channels. The responses against these 13 statements have been obtained in a 5 point Likert scale but the anchors used here are different viz. strongly agree, agree, undecided, disagree and strongly disagree.

Initially by administering the tool to 30 respondents a pilot survey was conducted to test the questionnaire. From the pilot study it was found that some of the statements posed difficulty for understanding. Taking into consideration the difficulty faced by the respondents of the pilot survey, the questionnaire was revised and finally administered to the sample respondents. In the revised questionnaire a flexibility approach was introduced particularly in section B, C, D and E by adding 'any other' against which the respondents are to put the name of the sources, channels, barriers not included in the questionnaire. The final questionnaire that has been employed as a tool to collect the major primary data base of the study is annexed (Annexure 1). It is worth mentioning here that the questionnaires administered in the pilot survey have not been used in the final analysis of the study. In addition to the data collected by means of questionnaire, the researcher has interviewed few officials working in employment exchanges, various information centres located in Dimapur and Kohima. The information obtained by means of the above said interviews have been used in supplementing the analysis and in some cases explaining the findings. A summary of

the characteristics of the questionnaire is presented in table 3.4: "A summary of the characteristics of the questionnaire"

Table 3.4: A summary of characteristics of the questionnaire

Section	Measures	No. of items	Scales
A	Socio- economic characteristics	13	Nominal scale
B	Information needs	8	5 point Likert scale
C	Information sources	22	5 point Likert scale
D	Information channels	14	5 point Likert scale
E	Information barriers	13	5 point Likert scale

The questionnaires were served to and collected from the respondents personally by the researcher. Out of 538 respondents that were served the questionnaires, only 355 have returned the questionnaires and the rest 183 have failed to pass on their responses. Thus, the response rate is computed to be 65.98 percent. (Refer: table 3.3: "Discipline wise distribution of the respondents").

3.8 DATA ANALYSIS

Data collected from the above mentioned survey has been analyzed by means of suitable statistical and non statistical (qualitative) techniques. The major statistical techniques employed in the analysis of data are given below with justifications.

a) Factor analysis with varimax rotation,

b) Inter co-relation among the inferred variables,

c) Analysis of variance (ANOVA).

Factor analysis is a data reduction process, but it differs from principal component analysis (PCA) .In PCA, invariance is the element leading to inclusion of an entity within a component, whereas in factor analysis, co-variance is the critical element. The consequence is that an entity need not be included within one factor and partially within one or more others. Factor analysis is frequently used where there is need to reduce relatively large number of measures to fewer, basic variables. It is used as a means of detecting underlying structure or order among variables. These new composite variables or factors emerge as a result of strong correlation among the variables in context. These co-relations are called factor loadings.

Factor analysis was initially developed in the context of psychology, but this technique has been use in few studies in library science field also. McGrath et al. (1969) applied factor analysis, to a formula for determining library collection, allocations of academic departments. Data on 22 variables used for developing an allocation formula was analyzed using multiple co-relation and factor analysis. The data were reduced to three groups or factors. Phillips & Lyons (1990) choose factor analysis as a relevant technique to identify relationship among 19 of the questions they asked the faculty members regarding library policy. Saraf (1995) applied factor analysis for determining leadership styles and their effectiveness in the management of university libraries in India. Rahman (1999) applied factor analysis in role of documentation centres and communication and dissemination of scientific and technological ideas in Bangladesh. Bharali (2000) has also used factor analysis for identifying the variables of information needs, information channels, information

sources and information barriers while studying the information seeking strategies for the medical practitioners.

8 items of information needs in section B, 22 items of information sources in section C, 14 items of information channels in section D, 13 items of information barriers in sec E were subjected to factor analysis with varimax rotation separately and inferred factors were named appropriately. Analysis of variance (ANOVA) was applied study the relationship between the information needs, information sources, information channels, information barriers and socio-economic characteristics .All statistical techniques were performed using SPSS-PC (ver.7.0). In addition to the above statistical techniques, the present study has also employed some descriptive statistical measures such as mean, standard deviation, Karl Pearson's correlation coefficient etc.

The hypotheses formulated in the present study have been tested in the present study at 5% level of significance.

CHAPTER – IV

FACTOR ANALYSIS: INFORMATION NEEDS, INFORMATION SOURCES, INFORMATION CHANNELS AND INFORMATION BARRIERS

4.0 INTRODUCTION

It is quite evident from the literature that the information system designed for any particular groups of users need to be tailor-made in accordance with their information needs and information seeking behavior. In order to satisfy the information needs, the users exhibit a particular information seeking behavior that is reflected through the sources and channels of information they use. Since the information seeking behavior of a particular group varies from that of another group, no information system can have universal application. Further, it is evident from the literature review that most of the studies conducted on information seeking behaviour are concentrated on the academic world or scientific communities. Although the findings of those research works and the suggested models throw some light on general information seeking behaviour, yet they fail to have any direct explicative impact on designing an information system to cater to the needs of the educated unemployed youth. Moreover the environment that surrounds the educated unemployed youth in Nagaland has considerable influence on the information system to be designed for the above target group. In this context it is imperative to analyze the information seeking behaviour of the educated unemployed youth in Nagaland. This analysis shall work as a vital tool enabling information professionals to improve their understanding of information use and hence the information delivery. (Siatri, 1999). In this chapter an attempt has been made to analyze the information seeking behavior of educated unemployed youth in Nagaland in terms of four important components such as information needs, use of information sources, information channels and

information barriers. The analysis is based on data collected by means of a questionnaire based survey of 355 educated unemployed youth in Nagaland.

4.1 INFORMATION NEEDS

The eight items incorporated in the questionnaire to identify the information needs are subjected to factor analysis with varimax rotation. The factors have been identified based on the following principles:

1. Eigen value of factor is greater than one.
2. Two or more items are to be loaded on each factor.
3. Factor loadings are greater than 0.35. ? How do you get this?
4. Item loading in more than one factor, loadings of highest factor are taken into consideration.

Factors loaded neatly on two factors with a total variance of 47.79% and eigen value 3.82 respectively and are presented in table 4.1: "Information needs: Factor analysis" The factors have been named in accordance with their variable contents as follows:

Table 4.1 Information Needs: Factor analysis

Sl.no.	Name of items:	N1	N2
	I need information for:		
1	Attending coaching/training/workshops	0.25	**0.57**
2	Gaining deeper knowledge in my field	**0.76**	0.06
3	Keeping abreast with latest development in my field	**0.79**	-0.10
4	Keeping abreast with latest development in related field	**0.69**	0.14
5	Preparation for various exam and interviews	**0.48**	0.34
6	Starting own enterprise	-0.03	**0.70**
7	Verification on certain matters	**0.39**	0.38
8	Writing\review of articles	0.00	**0.77**
	Eigen Value.	2.46	1.36
	Percentage of variance	30.75	17.04

N1=Job Seeking Need. N2=Job Creating Need.

4.1.1 FACTOR 1: JOB SEEKING NEED

It is observed from the above table that five items are loading on the first factor, having the eigen value of 2.46 with a variance of 30.75% respectively. Factor loading ranges from 0.79 to 0.34 respectively. This factor emphasis that educated unemployed youth needs information for:

1. Gaining deeper knowledge in their own field
2. Keeping abreast with latest development in their own field
3. Keeping abreast with latest development in related field.
4. Preparation for various exams and interviews.
5. Verification on certain matters.

When we look at the first four along with the last item it is clearly understood that the educated unemployed youth needs information to seek a job in the job market. While trying to satisfy these needs, they undertake lot of preparation for competitive and other job related examination. For this purpose they need information regarding their subjects and also some other related subjects, depending upon the exam or test they are going to appear. In brief their information needs are created to seek a job in the job market.

4.1.2 FACTOR 2: JOB CREATING NEED

It is obvious that some of the educated unemployed youth cannot dream for a satisfying job in the job market, and as an alternative they try to create some job opportunities for themselves and others. This urges them to need information that is relevant to the activities streamlined towards the goal of job creation. When we observe the variables included in the second factors such as attending training and workshop, starting their own enterprise, writing/review of articles, it clearly revealed that the educated unemployed youth needs information to create some job opportunities, where they along with their fellow unemployed youth can be absorbed. The incentive package flowing from the government towards the promotion of entrepreneurship coupled with the saturation in the job market has also some influence in the creation of such information needs. A total of three factors loaded on these factors with 17.04 percentage of variance. Inter-correlation and mean scores of these two variables are presented in the table 4.2: "Inter-correlation and mean scores of information needs".

4.1.3: INTER-CORRELATION AMONG TWO FACTORS OF INFORMATION NEEDS

The below table 4.1.3: "inter-correlation among two factors of information needs" presents the inter-correlation, mean and standard division of two factors of information needs.

Table 4.2: Inter-correlation and mean scores of information needs

Sl.no.	Information needs	N1	N2
1	Job seeking need	X	
2	Job creating need	0.28**	X
	No. of items	5	3
	Mean	18.10	7.56
	S.D.	3.37	2.63
	Rank	1	2

** P< 01, **P< 001, Nl= Job Seeking Need; N2=Job Creating Need*

The first need carries five items and is measured at 18.10 with the standard division of 3.37, where as the second need carries 3 items being measured at only 7.56 with standard deviation 2.63. When it comes to that of their inter-relationship the co-efficient being measured at only 0.28, it suggests that there exists a very low order of co-relationship between the two needs. It is quite obvious that the educated unemployed youth with higher job seeking tendency will have lower job creating tendency. Thus the present study deviates from the other studies in stating that the different information needs of educated unemployed youth are not highly co-related.

4.2 INFORMATION SOURCES

In order to satisfy the information needs, the users go for a search of various sources, where in they find their relevant information. Due to a rapid expansion in the supply and demand of information, radical revolution in information technology and increasing societal priority on information use, the modern era has experienced a significant increase in the number and variety of information sources available to various users. However, each source has its own advantages and disadvantages. But when, it comes to the choice of a source, the individual users evaluate both pros and cons and choose one or combination of a few sources from the available alternatives depending upon his/her individual conditions. In this context it is imperative to identify and analyze various sources of information that the educated unemployed youth in Nagaland use in order to satisfy their information needs.

Keeping the above objective in view, 22 sources of information have been included in the questionnaire in order to obtain the extent of use of various sources by the respondents. With the help of factor analysis, it is found that all the 22 items are loaded neatly on six factors, and presented in table 4.3: "Information sources: Factor analysis results". The criteria used for identifying the information sources factors remain the same as in information needs.

Table 4.3 Information sources: Factor analysis results

Sl.no.	Name of items:	S1	S2	S3	S4	S5	S6
	I use following information Sources:						
1	Atlas	0.00	0.12	**0.71**	0.09	0.13	0.23
2	Bibliographies	0.03	**0.77**	0.13	-0.04	-0.01	0.00
3	Current awareness bulletin	0.33	-0.10	-0.03	0.63	-0.05	0.19
4	C.D. ROMs.	0.03	0.11	0.16	0.06	**0.74**	0.29
5	Cinema	0.16	0.04	0.09	-0.02	0.22	**0.75**
6	Dictionary	**0.76**	0.06	0.00	0.06	0.03	0.11
7	Directories	0.15	0.44	**0.55**	0.21	0.06	0.04
8	Encyclopedias	0.37	0.09	**0.72**	0.04	0.20	-0.04
9	Govt. documents	-0.01	0.08	0.45	**0.54**	0.05	0.05
10	Indian journals	0.31	-0.04	0.00	**0.52**	0.36	-0.24
11	Internet	0.17	0.04	0.03	0.07	**0.81**	0.10
12	International journals	-0.07	0.15	0.26	**0.59**	0.36	-0.11
13	Magazine	**0.54**	-0.47	0.19	0.30	0.03	0.13
14	Newspapers	**0.46**	0.09	-0.58	0.28	0.00	-0.08
15	News letters	0.10	0.28	-0.09	**0.69**	0.01	0.18
16	Online database	-0.13	0.31	0.15	0.08	**0.68**	-0.04
17	Press clippings	0.05	**0.70**	0.03	0.05	0.30	0.06
18	Tape recorder	0.02	-0.02	0.16	0.15	0.04	**0.78**
19	Television	0.38	0.04	-0.21	0.09	0.04	**0.59**
20	Trade literature	-0.09	**0.61**	0.11	0.25	0.16	0.04
21	Text books	**0.67**	-0.03	0.24	0.05	0.01	-0.03
22	Year books	0.40	**0.41**	0.12	0.24	0.05	-0.23
	Eigen Value	4.56	2.65	1.81	1.51	1.31	1.18
	Percentage of Variance	20.75	12.07	8.26	6.90	5.99	5.38

S1=General Secondary Source, S2= Selective Secondary Source, S3= Geographical Source, S4= Primary Source, S5= Electronic Source, S6= Audio-visual Source.

The six factors so identified are presented below:

4.2.1 FACTOR 1: GENERAL SECONDARY SOURCE

Four items namely dictionary, magazine, newspaper and textbook are loading on this factor. The loading ranges from 0.76 to 0.46 respectively. The eigen value and the percentage of variance recorded for this factor is 4.56 and 20.75% respectively. This factor clearly shows that the educated unemployed youth in Nagaland obtain some of their important information from dictionary, magazine, newspaper etc. Since all the above sources are secondary sources and general in nature the factor has been named as *General Secondary Source*.

4.2.2 FACTOR 2: SELECTIVE SECONDARY SOURCE

Items namely bibliographies, directories, press clippings, and trade literature are loading on this factor. Loadings range from 0.77 to 0.41 respectively. The eigen value and the percentage of variance recorded for this factor is 2.65 and 12.07% respectively. This factor clearly shows that the educated unemployed youth in Nagaland satisfy some of their important information needs from bibliographies, directories, press clippings etc. Since all the above sources are secondary sources and selective in nature, the factor has been named for further analysis as *Selective Secondary Source*.

4.2.3 FACTOR 3: GEOGRAPHICAL SOURCE

Only three items namely atlas, directories, encyclopedias are loading on this factor with loadings ranging from 0.72 to 0.55. The eigen value of this factor is 1.81

and percent of variance is 8.26%. Since all these sources are related to geographical information, therefore it has been named as *Geographical Source.*

4.2.4 FACTOR 4: PRIMARY SOURCE

Government documents, current awareness bulletin, newsletter, Indian journals, international journals are the item which are loading on this factor with the eigen value of 1.51. The five items loading on this factor are having a total of 6.90% of variance. These sources are very important because these sources carry most of the information regarding job opportunities. Since all the above sources are primary in nature, the factor has been named as *primary Source.*

4.2.5 FACTOR 5: ELECTRONIC SOURCE

It is found that educated unemployed youth use electronic information sources like Internet, CD-ROMs, online database for satisfying their information needs. Loadings on these three factors range from 0.80 to 0.67. The eigen value and the percentage of variance recorded for this factor stand at 1.31 and 5.99 respectively. This is the fifth factor with three items and has been obviously named as *electronic Source.*

4.2.6 FACTOR 6: AUDIO VISUAL SOURCE

Cinema, tape recorder, television are the three items loading on this factor with loadings ranging range from 0.75 to 0.59. This factor clearly shows that the educated unemployed youth in Nagaland satisfy some of their important information needs from

these resources. Since all the above sources are audio visual in nature the factor has been named for further analysis as *audio-visual Source.*

4.2.7 INTER-CORRELATION AMONG THE SIX FACTORS OF INFORMATION SOURCES

Having identified the important sources of information, it is interesting to know the extent each source is used by the respondents and the inter-relationship among various sources. The table 4.4: "Inter-correlation among the six factors of information sources" has been incorporated above to show the mean value, standard deviation, of various sources and the Karl Pearson co-relation co-efficient between the sources.

Table 4.4: Inter-correlation among the six factors of information sources

Sl.no.	Information sources	S1	S2	S3	S4	S5	S6
1	S1	X					
2	S2	.03	X				
3	S3	.16**	.40**	X			
4	S4	.36**	.34**	.36**	X		
5	S5	.05	.36**	.34**	.32**	X	
6	S6	.33**	.08	.21**	.22**	.24**	X
	No. of items	4	4	3	5	3	3
	Mean	15.69	11.72	8.69	14.74	7.42	9.93
	S.D.	2.99	3.31	2.75	3.85	3.09	2.76
	Rank	1	3	5	2	6	4

** P< 01, **P< 001, S1=General Secondary Source, S2=Selective Secondary Source, S3=Geographical Source, S4=Primary Source, S5=Electronic Source, S6=Audio-visual Source*

It is found that general secondary source with mean value 15.69 emerges as the most important sources of information followed by primary source with a mean value of 14.74. Electronic media having mean value 7.42 is observed to be the least used source among all the sources identified. This result is quite expected because availability of different electronic source such as CD ROMs, internet, online database is a recent phenomenon in the state of Nagaland. At the time of questionnaire survey the computer population in the state was so low that very few educated unemployed youth have had the opportunity to access on those sources. When it comes to the inter-correlationship among various sources, it is found that selective secondary source is moderately correlated with geographical source, whereas primary source maintain a low order of co-relationship with general secondary source, selective secondary source, and geographical source. In all other cases the co-relationship is found to be insignificant at one percent level of significance.

4.3 INFORMATION CHANNELS

The channels are the means by which ideas, opinions, facts, and interpretations are communicated. The terms extensively used in this study are formal or written and informal or oral channels of information. Formal channel are the official channels, controlled by some organizations and designed to transfer information to whole population rather than single individual. Informal or oral channels such as getting information from colleagues etc. are generally uncontrolled sources, which are used for communication in groups and between individuals such as conversation, casual meetings with colleagues etc. In the context of the present study, it is imperative to

identify the different channels that educated unemployed youth in Nagaland approach to reach their information sources and their relative importance. 14 different items were included in this section of the questionnaire and the respondents were asked to indicate the extent they use each one of them. Subsequently while analyzing their responses by means of factor analysis, the items are found to have been loaded on three factors. The criteria used for identifying the information channels factors remain the same as in information needs and information sources. The factor loadings thus obtained are presented in the following table 4.5: "Information channels: Factor analysis result" and named as follows:

Table 4.5 Information channels: Factor analysis result

Sl.no.	Name of items:	C1	C2	C3
	I use the following channels:			
1	Churches	**0.45**	0.20	0.19
2	Community information center	**0.72**	0.14	0.15
3	Electronic media	0.23	0.11	**0.65**
4	Employment exchange	**0.53**	-0.16	0.42
5	Libraries	-0.03	0.16	**0.70**
6	N.G.O.	**0.72**	0.06	0.10
7	Deptt. Publicity & information	**0.67**	0.06	0.23
8	Private agencies	**0.65**	0.30	-0.15
9	Contemporaries	0.36	**0.43**	0.12
10	Discussion with others	0.14	**0.81**	0.04
11	Meetings, seminars, consulting and talks	0.38	**0.55**	-0.07
12	Personal experiences	0.02	**0.67**	0.27
13	Professionals	0.25	**0.49**	0.35
14	Seniors	0.15	0.40	**0.56**
	Eigen Value	4.20	1.45	1.11
	Percentage of variance	30.02	10.35	7.92

C1=Formal Channel, C2=Informal Channel, C3= Other Channel.

4.3.1 FACTOR 1: FORMAL CHANNEL

The items which constitute this factor are community information center, NGOs, department of publicity and information, churches, employment exchange and private agencies. Since all the above channels are by nature formal organizations and there is a formal way to approach, this factor is named as *Formal channel.* There are a total of six items loading on this factor with highest eigen value of 4.20 and 30.02% of variance.

4.3.2 FACTOR 2: INFORMAL CHANNEL

Five items are loading on this factor. Loadings range from 0.81 to 0.43 respectively. The items which are included in this factor are discussion, personal experience, professional etc. Since all the above channels are not formal organizations and there is an informal way to approach these channels, the factor is named as *Informal channel.*

4.3.3 FACTOR 3: OTHER CHANNEL

The items which are included in this factor are libraries, electronic media, seniors etc. Since all the above channels are partly formal and partly informal and there is no particular way to approach these channels, the factor is named as *other channel.* A total of three items are loading on this factor with eigen value of 1.11 and 7.92% of variance. In order to know the importance of each of the above three channels and the inter-correlation between them are presented in table 4.6: "Inter-correlation among the three factors of information channels" which has been

incorporated showing some descriptive statistics like mean and standard deviations and Karl Pearson's co-efficient of correlation below:

4.3.4 INTER-CORRELATION AMONG THE THREE FACTORS OF INFORMATION CHANNELS

The table below is given to show the inter-correlation among the three factors of information channels, this is represented in the table 4.6: "Inter-correlation among the factors of information channels".

Table 4.6: Inter-correlation among the factors of information channels

Sl.no.	Information channels	C1	C2	C3
1	C1	X		
2	C2	0.52**	X	
3	C3	.36**	.46**	X
	No. Of items	6	5	3
	Mean	16.14	17.85	9.75
	S.D.	4.66	3.55	2.61
	Rank	2	1	3

**p<01, **p< 001, C1=Formal Channel, C2=Informal Channel, C3=Other Channels*

From the table it is found that the educated unemployed youth in Nagaland mostly rely on informal channel and formal channel, but when it comes to user preference, informal channel is more preferred to the formal channel. This is evident when we compare their respective mean values recorded at 17.85 and 16.14. Other channel, although used by the respondents its preference seems to be very low. The reason could be the inadequacy of electronic media, and relevant library resources to cater to their needs. But interestingly informal channel maintains a moderate co-

relationship with formal channel, and other channel (r=0.52 and 0.46) where as formal channel maintains a low order of co-relationship with other channel.

4.4 INFORMATION BARRIERS

Information barriers are closely related with information seeking behaviour. The information needs of users may be of various types and to satisfy these information needs, they have to confront various types of information barriers. The educated unemployed youth face various types of barriers while seeking information. In order to study the information barriers and their impact on information needs the questionnaire includes 13 items explaining various information barriers were included. These 13 items are neatly loading on three factors with a total variance of 51.93%. The criteria used for identifying these factors remain the same as in information needs, information sources and information channels. The factors are presented in the table 4.7 "Information barriers: Factor analysis result" and named as follows:

Table 4.7 Information barriers: Factor analysis result

Sl.no.	Name of items	B1	B2	B3
	I feel my information search is governed by:			
1	Accessibility of information resources	**0.75**	0.11	-0.02
2	Concentration of information	**0.65**	0.24	-0.03
3	Clarity of my information need and purpose	**0.53**	0.16	0.14
4	Inadequate information resources	0.39	**0.66**	0.07
5	Inconvenient location of information centre	0.22	0.14	**0.60**
6	Information is not readily available	0.21	**0.80**	-0.05
7	Inadequate services	0.14	0.35	**0.63**
8	Lack of modern communication facilities	0.19	0.46	**0.50**
9	Resource availability in my centre	**0.58**	0.09	0.19
10	Staff are not efficient enough	0.00	**0.59**	0.45
11	Staff are not helpful	-0.11	**0.69**	0.35
12	Time factors	**0.59**	-0.01	0.29
13	Inconvenient working hour	0.12	-0.04	**0.80**
	Eigen Value	4.30	1.85	1.21
	Percentage of Variance	30.02	13.25	8.66

B1=Personal Barrier, B2= Management Barrier, B3=Policy Barrier

4.4.1 FACTOR 1: PERSONAL BARRIER

Items namely accessibility of information resources, concentration of information, clarity of my information needs and purpose, resources availability in my centre, and time factor are loaded on this factor with loading ranging between 0.75 to 0.53 respectively. The eigen value and the percentage of variance stand at 4.30 and 30.02 respectively. Since all the above barriers are personal in nature they are named as *personal barrier* for further analysis and interpretation. This is the first factor among the three factors.

4.4.2 FACTOR 2: MANAGEMENT BARRIER

Management barriers namely inadequacy of information sources, non-availability of ready information, staff inefficiency, and non cooperation from staffs are loading on this factor. There are total of five items with loading ranging from 0.80 to 0.59 respectively. The eigen value and the percentage of variance stand at 1.85 and 13.25% respectively. Since all the above barriers are management of information dissemination, the factor is termed as *management barrier* for future interpretation.

4.4.3 FACTOR 3: POLICY BARRIER

4 items namely inconvenient working hour, lack of modern communication facilities, inadequate service and inconvenient location of the information centre are loading on this factor. Loadings range from 0.80 to 0.50. The eigen value and the

percentage of variance have been recorded at 1.21 and 8.66% respectively. Since all the above barriers are policy related the entire group is called as *policy barrier.*

4.4.4 INTER-CORRELATION AMONG THREE FACTORS OF INFORMATION BARRIERS

In order to know the relative magnitude of each of the above three barriers and the inter-correlation between them the table 4.8: "Inter-correlation among three factors of information barriers" has been incorporated showing some descriptive statistics like mean and standard divisions and Karl Pearson's correlation co-efficient.

Table 4.8: Inter-correlation among three factors of information barriers

Sl.no.	Information barriers	B1	B2	B3
1	B1	X		
2	B2	.36**	X	
3	B3	.38**	.53**	X
	No. of items	5	4	4
	Mean	18.66	14.12	13.72
	S.D.	3.35	3.25	3.09
	Rank	1	2	3

**P< 01, **P< 001, B1=Personal Barrier, B2= Management Barrier, B3=Policy Barrier*

From the table it is found that the educated unemployed youth in Nagaland mostly face personal barrier to a very high extent while trying to access to different information channels for their information needs. Personal barrier top the list with the mean score of 18.66 followed by management barrier with a mean score 14.12 and policy barrier with a mean score of 13.72.

4.5 INTER-CORRELATION AMONG INFORMATION NEEDS, SOURCES, CHANNELS AND BARRIERS

In order to identify the relationship among four variables of information seeking behaviour namely information needs, information sources, information channels and information barriers, inter-correlation among these variables are computed and presented in table 4.9: "Inter-correlation among information needs, sources, channels and barriers".

Table 4.9: Inter-correlation among information needs sources, channels and barriers.

	N1	N2	S1	S2	S3	S4	S5	S6	C1	C2	C3	B1	B2	B3
N1	X													
N2	0.28 *	X												
S1	0.38**	0.10*	X											
S2	0.28**	0.28**	0.03	X										
S3	0.18**	0.28**	0.16**	0.40**	X									
S4	0.44**	0.35	0.36**	0.34**	0.36**	X								
S5	0.20**	0.27**	0.05	0.36**	0.34**	0.32**	X							
S6	0.15*	0.11**	0.33**	0.08	0.21**	0.22**	0.24**	X						
C1	0.24**	0.34*	0.10*	0.33**	0.34**	0.46**	0.28**	0.24**	X					
C2	0.38**	0.32**	0.33**	0.43**	0.33**	0.47**	0.22**	0.22**	0.52**	X				
C3	0.37**	0.17**	0.38**	0.25**	0.27**	0.41**	0.29**	0.22**	0.36**	0.46**	X			
B1	0.20**	0.17**	0.10*	0.11*	0.14**	0.13*	0.14**	0.08	0.16**	0.34**	0.23**	X		
B2	0.16**	0.06	0.09	0.08	0.13*	0.22**	0.04	-0.00	0.18**	0.23**	0.20**	0.36**	X	
B3	0.14**	0.08	0.07	0.04	0.13*	0.19**	0.06	-0.05	0.08	0.19**	0.13*	0.38**	0.53**	X

*** Significant at 0.01,* Significant at 0.001. N1=Job Seeking Need, N2= Job Creating Need, S1=General Secondary Source, S2=Selective Secondary Source, S3=Geographical Source, S4=Primary Source, S5=Electronics Source, S6=Audio-visual Source, C1=Formal Channel, C2=Informal Channel, C3=Other Channel, B1=Personal Barrier, B2=Management Barrier, B3=Policy Barrier.*

The above table clearly shows that job seeking need is positively correlated with job creating need (r=0.28). This clearly shows that higher the job seeking need is the job creating need hence, implying that educated unemployed youth those who have greater job seeking need for information also have more need for job creating need for information. Although the degree of correlation is low, it is significant at 1% level of significance.

It can be further observed that a highly positive correlation exists between job seeking need and general secondary source (r=0.38). This shows that the higher the job seeking need; higher is the dependency on the general secondary source. The analysis further implies that educated unemployed youth who want to satisfy job seeking need through highly specialized knowledge mostly use the secondary sources of information.

Job seeking need is positively correlated with general secondary source and primary source, the Karl Pearson's correlation coefficient between job creating need and primary source is computed at 0.44 and between job seeking need and general secondary source at 0.38. Both the correlation coefficients are significant at 1% level of significance. It means job seeking need is more met from the primary source and job creating need by general secondary source. It is observed that job seeking need is also positively correlated with formal channel (r=0.24), which implies that those educated unemployed youth who intend to go for specialized information usually use the formal channels to satisfy their information needs.

4.6 CONCLUSION

After the factor analysis of the responses obtained against the questions relating to information needs two factors have been identified, these are job seeking need and job creating need. Educated unemployed youth in Nagaland needs information to seek a job in the job market. While trying to satisfy this need they undertake a lot of preparation for competitive and other job related examinations. For this purpose they need information regarding their subjects and also some other related subjects, depending upon the exam or test they are going to appear. In brief their information needs are created to seek a job in the job market. It is obvious that some of the educated unemployed youth cannot dream for a satisfying job in the job market. As an alternative they try to create some job opportunities for themselves and others. This urges them to need information that is relevant to the activities streamlined towards the goal of job creation. When we observe the responses on variables included in the second factors such as attending training and workshop, starting own enterprise, and writing/review of articles, the above need is clearly visible. The educated unemployed youth, thus need information to create some job opportunities, where they along with their fellow unemployed youth can be absorbed. The incentive package flowing from the state as well as central governments towards promotion of entrepreneurship coupled with the saturation in the job market has also some influence in the creation of such information needs. The two distinguished needs identified by means of factor analysis are subject to further analysis particularly with regard to their magnitude and relationship. When it comes to that their inter-relationship the co-efficient, suggests that there exists a very low order of co-relations between the two

needs. It is quite obvious that the educated unemployed youth with higher job seeking tendency will have lower job creating tendency. Thus the present study deviates from other studies in stating that the different needs of educated unemployed youth are not highly co-related.

In order to satisfy the information needs the users go for a search of various sources where in they find their relevant information, a rapid expansion of supply and demand of information, radical revolution in information technology and increasing societal priority on information the number of sources and varieties within them are assuming an upward trend. But when it comes to the choice of a source, or priority assigned on different sources it is a product of availability and cost benefit analysis. The six factors so identified are presented below: General Secondary Source, Selective Secondary Source, Geographical Source, Primary Source, Electronic Source and Audio-visual Source. General secondary source clearly shows that the educated unemployed youth in Nagaland obtain some of their important information needs from dictionaries, magazines, newspapers etc. Selective secondary source includes bibliographies, directories, press clippings etc. Geographical source includes atlas, directories, encyclopedias etc. Primary source includes newsletter, current awareness bulletin, journals. Electronic source includes Internet, CD-ROMs, online database etc. Audio-visual source includes cinema, tape recorder, and television etc. Having identified the important sources of information, it is interesting to know the extent of each sources used by the respondents and the inter-relationship among the various sources. It was found that general secondary source emerge as the most important sources of information followed by primary sources and electronic media is

observed to be the least used source among all the sources identified. This result is quite expected because availability of different electronic source such as CD ROMs, internet, online database is a recent phenomenon in the state of Nagaland. At the time of questionnaire survey the number of computers available in the state was so low that very few educated unemployed youth have had the opportunity to access on those sources. When it comes to the inter-correlation ship among various sources, it is found that selective secondary source is moderately correlated with geographical source, whereas primary source maintain a low order of co-relationship with general secondary source, selective secondary source, and geographical source. In all other cases the co-relationship is found to be significant at one percent level of significance.

While analyzing their responses by means of factor analysis, the channels are found to have been loading on three factors. The three channels are formal channel, informal channel and other channel. Formal channel includes community information centre, NGOs, publicity and information department, churches, employment exchange and private agencies. Informal channel include discussion, personal experience, interacting with professional etc. And other channel include in factors are libraries, electronic media, and seniors. With regard to the relative importance of the above three channels, it is found that the educated unemployed youth in Nagaland mostly rely on both informal channel and formal channel. But when it comes to user preference informal channel is more preferred than the formal channel. This is evident when we compare their respective mean values. Other channel although used by the respondents its preference seems to be very low. The reason could be the inadequacy

of electronic media, libraries to cater to their needs. But interestingly informal channel maintains a moderate co-relationship with both formal and other channel where as formal channel maintains a low order of co-relationship with other channel.

The educated unemployed youth face various barriers while seeking information. The three major barriers identified in this study are personal barrier, management barrier and policy barrier. Personal barrier includes namely inability to access of information resources, lack of concentrated information, lack of clarity of my information need and purpose, non availability of resources in my centre, and time factor. Management barrier includes namely inadequacy of information inefficient and non cooperative staffs. Policy barrier includes inconvenient working hour, inadequate services and inconvenient location of the information centre. With regard to their relative impact the analysis of data reveals that personal barrier is confronted to a very great extent followed by management barrier and policy barrier.

CHAPTER – V

SOCIO-ECONOMIC CHARACTERISTICS

VERSUS

INFORMATION SEEKING BEHAVIOUR

(ANOVA)

5.0 INTRODUCTION

It is revealed in the literature review that information seeking behavior of an individual depends on his or her socio-economic background besides other variables. Again the socio-economic characteristics influence the information seeking behaviors of an individual depending upon his/her main purpose of information seeking (academic, employment search or business). Studies have been conducted to find the association between socio-economic background and information seeking behavior. But these studies (Rahman, 1999; and Bharali, 2000) are primarily related to the information seeking behavior of the users in the world of the academics and technological professions. No literature so far is available to highlight the association between information seeking behavior and socio-economic background of the educated unemployed youth.

It is in this context that it is necessary to analyze the association between the socio-economic background characteristics and information seeking behavior of educated unemployed youth, in Nagaland. This study intends to reveal whether the socio-economic background characteristics influence the information seeking behavior in a similar manner irrespective of the main user characteristics and geographical region. Therefore, a part of the questionnaire was earmarked to capture the socio-economic background characteristics of the respondents. Altogether 13 questions were incorporated to capture the data pertaining to these aspects. Included are the questions relating to their sex, marital status, age, branch of study, academic qualification, residential status, tribe, type of family, father's education, mother's education, total family income from all sources per month, years of unemployment and worriness for

not getting employment opportunity. Responses were measured in nominal scale i.e. pointing out whether they belong to a particular socio-economic group or not. The responses were further tabulated for a simple analysis which is presented as follows:

5. 1 SEX

While presenting the sex wise distribution of all the 355 respondents, it is found that the sample consists of 197 male, and 158 female, educated unemployed youth. Percentage wise the males represent 55.5% and the females represent the rest 44.5% of the sample. The adequate representation of the female respondents reveals the absence of any sex biasness in the study. The sex wise distribution is presented in the table 5.1: "Sex-wise distribution of the respondents" below:

Table 5.1: Sex-wise distribution of the respondents

Sl.No.	sex	Frequency	Percentage
1.	male	197	55.5
2.	female	158	44.5
	total	355	100.0

5.2 MARITAL STATUS

The distribution of the respondents according to marital status is depicted in the table 5.2: "Marital status of respondents".

Table 5.2: Marital status of respondents

Sl.No.	Marital status	Frequency	Percentage
1.	Married	46	13.0
2.	Unmarried	309	87.0
	Total	355	100.0

While analyzing the frequency distribution of the respondents according to their marital status, it is found that only 46 of the respondents representing 13% of the total are married and the rest 309 accounting for 87% of the sample size are unmarried. It is generally observed in a society of the 'Nagas' that the youth after settling in an economic occupation go for marriage. However, due to individual temperament and social pressure some of the youth get married even before their economic settlement. However, the analysis of information seeking behavior in accordance with the marital status of the respondents would reveal whether there is any differential behavior between the married and unmarried information seekers.

5.3 AGE

In order to analyze the age, the respondents were classified in 4 age groups; between 20-24 years, 25-29 years, and 30-34 years and above 35 years. Table 5.3: "Present age group of respondents" has incorporated to show the age-wise distribution of the respondents.

Table 5.3: Present age group of respondents

Sl.No.	Branch	Frequency	Percentage
1.	20-24 years	143	40.3
2.	25-29 years	163	45.9
3.	30-34 years	42	11.8
4.	35 and above	7	2.0
	Total	355	100.0

Analysis of the class frequencies indicates that the respondents are skewed towards the left i.e. majority of them was below 30 years of age. 143 representing

40.3% of the sample have been included in the age group 20-24 years and 163 respondents accounting for nearly 46% of the sample size are found to in the age group of 25-29years. 42 members representing 11.8% of the sample have been included in the next age group i.e. 30-34 years where as only 7 are found to have crossed the age mark of 35 years. Since the unemployment problem of the educated youth in Nagaland is of recent origin and the intensification of the problem has occurred in last 10 years the age distribution as stated above is as per ones expectation. The formation of statehood in 1963, subsequent expansion of various government departments, formation of some public sector undertakings and growth in the self employment opportunities are some of the factors to absorb educated Naga youth in various job opportunities. It is only after the mid eighties when the creation of job opportunities in government sector reached the point of saturation the problem of unemployment has got intensified. Therefore, the percentage representation of the respondents in the higher age group is observed to be much lower.

5.4 ACADEMIC DISCIPLINE

Academic background of an individual influences the information seeking behavior. Depending upon the nature of the subjects studied individuals seek information from a particular source or through a particular channel. Some disciplines call for vigorous journal search where as some other demands for basic text reading. Some subjects grow faster and some grow at a relatively slower rate demanding differential information seeking behavior. In order to study the impact of academic discipline of the respondents on their information seeking behavior this characteristics

was given the top most priority. This is the reason why the stratified sampling method is based on the stratum "academic discipline". The responses of the respondents were captured in four groups formed in accordance with the major disciplines namely, Arts, Science, Commerce and Technical and presented in the table 5.4: "Discipline-wise distribution of the respondents".

Table 5.4: Discipline-wise distribution of the respondents

Discipline	Number of respondents	Percentage
Arts	159	44.8
Science	90	25.51
Commerce	52	14.5
Technical	54	15.2
		100

After analyzing the data it is found that the sample consists of 159 from Arts representing 44.8% of the sample strength followed by 90 (25.51%) from science, 54 (15.2%) from Technical line and 52 (14.5%) from Commerce. Since Commerce education in the state is in its infancy and Science education at College Level is available in only few places. The representation of the graduates and post-graduates from those two disciplines is bound to be lower than that from the Arts. With regard to the graduates and post graduates from the Technical disciplines, it is worth mentioning from the researcher's experience that the majority of them belong to the Agricultural engineering. The unemployment problem for the agricultural graduates and post graduates has recently intensified owing to oversupply of the School of Agricultural Sciences and Rural Development (SASARD), Medziphema. In addition to the respondents from the agriculture background, this group also includes graduates from

other branches of engineering who have recently passed their degree examinations and gone for registration in state employment exchange.

5.5 ACADEMIC QUALIFICATION

The level of education also plays an important role in shaping information seeking behaviour of an individual. In order to analyse how the level of education influences on information seeking behaviour of educated unemployed youth, the questionnaire has included one question on the level of education. After analysing the responses it is found that the sample consists of 249 graduates representing 70.1% of the total sample strength and the rest are found to have passed post graduate examinations. Quite expectedly not a single Ph.D. holder was found unemployed. The distribution as it is found in some other studies has skewed towards the left indicating that higher the level of education lower is the frequency of observation. The distribution of the respondents according to their level of education is presented in table 5.5: "Academic qualification of respondents".

Table 5.5: Academic qualification of respondents

Sl.No.	Qualification	Frequency	Percentage
1.	Graduate	249	70.1
2.	Post graduate	106	29.9
3.	Doctorate	X	X
	Total	355	100.0

5.6 RESIDENTIAL STATUS

Residential status has been measured in nominal scale. The responses have been captured in terms of whether the respondent belongs to rural area or urban area. This attribute was thoughtfully incorporated in the study because the urbanized status of the individual shapes his information seeking behaviour particularly with respect to the sources and the channels. It is generally observed that the youth residing in a big town or city gets many things from newspapers and institutional library and other information centres. Similar information services are not available in rural areas. Information seeking for any particular purpose becomes a more seriously planned activity for the rural youth than their urban counterparts. The future analysis of the information seeking behaviour with respect to the residential status of the individual has demanded inclusion of the attribute in the study.

While analysing the responses, it is found that majority of the unemployed youth representing 71.8% are residing in urban area and the rests are dwelling in the rural area. This uneven distribution between the rural and urban unemployed youth is attributable to two reasons:

1. The access to higher education is more in urban area as compared to rural area and therefore the population of educated unemployed youth is more concentrated on urban areas.

2. The chance of getting job opportunities for the educated unemployed youth is relatively higher in urban area than the rural area and therefore graduates and post graduates from rural areas start migrating to the urban area. This phenomenon pushes

the urban representation further. The distribution of the respondents according to their residential status is presented in table 5.6: "Residential status of respondents" below:

Table 5.6: Residential status of respondents

Sl.No	Residents	Frequency	Percentage
1.	Urban	255	71.8
2.	Rural	100	28.2
	Total	355	100.0

5.7 TRIBE

Tribe is a very important social characteristic in Nagaland that influences the individual behavior. Individuals from a particular tribe as observed by the researcher differs from his counterparts from other tribes in terms of hard work, sincerity, honesty, approach, opportunity seeking, opportunity encasings, attitude of cooperation etc. As all the above characteristics are important in analyzing the information seeking behavior of an individual, the tribe of the respondents has been incorporated in the questionnaire. In Nagaland officially there are as many as 14 tribes but while analyzing the responses it is found that the representation of Ao, Angami, Sema and Lotha is above 83% of the sample. The tribes against which the percentage of representation is less than 5% are clubbed in one group called "others". In the present study the others' representation is about 14%. The sample is dominated by Ao with 53.5% representation followed by Angamies with 13.2% representation, Semas with 9.9% representation and Lothas with 8.7% representation. Inclusion of more Aos in the sample has been caused due to three factors namely; the researchers convenience

to administer the questionnaire, non cooperation from the respondents in some places dominated by other tribes and relatively higher access of the tribe to higher education, table 5.7: "Tribe of respondents" has been incorporated to show the tribe wise distribution of the respondents below:

Table 5.7: Tribe of respondents

Sl.No.	Tribes	Frequency	Percentage
1.	Ao	190	53.5
2.	Angami	47	13.2
3.	Lotha	31	8.7
4.	Sema	35	9.9
5.	Others	52	14.6
	Total	355	100.0

5.8 PARENTS' EDUCATION

Family is the first social institution to educate an individual. Parents among other members in the family play important role in shaping and reshaping the cognitive structure of the children. The process of learning including acquiring information from various sources is greatly influenced by the parents. Educated parents assign differential priority to information than their uneducated counterparts. In this context, it is imperative to capture the educational status of the parents of the respondents with a view to analyzing at subsequent stages the impact of the parent's education on the information seeking behavior of the educated unemployed youth in Nagaland. In the questionnaire, an effort has been made to place both father and mother of the respondent's in a particular educational category. For this purpose, 5

different classes were formed in order of the educational level such as- under matriculates, matriculates, pre-university passed, graduates and post graduates. Distribution of respondents according to father's education is presented in the table 5.8: "Distribution of respondents according to their father's education" and distribution of respondents according to mother's education is presented in table 5.9: "Distribution of respondents according to their mother's education" below:

Table 5.8: Distribution of respondents according to their father's education

Sl.no.	Education	Frequency	Percentage	Cumulative %
1.	Under matriculate	118	33.2	33.2
2.	Matriculate	70	19.7	53.0
3.	P.U	50	14.1	67.0
4.	Graduate	79	22.3	89.3
5.	Post Graduate	38	10.7	100
	Total	355	100.0	

Table 5.9: Distribution of respondents according to their mother's education

Sl.no.	Education	Frequency	Percentage	Cumulative %
1.	Under matriculate	183	51.5	51.5
2.	Matriculate	97	27.3	78.9
3.	P.U	34	9.6	88.5
4.	Graduate	28	7.9	96.3
5.	Post Graduate	13	3.7	100.0
	Total	355	100.0	

Data collected from the survey has been analyzed by means of tabulation and the frequency distribution. Percentage of the total has been stated against each educational category. The above analysis reveals that the distribution is skewed towards the left for both the parents. But the fathers' distribution is less skewed than

the mothers' distribution. This result is quite expected when we look at the broader educational structure at the national level and also at the level of the North Eastern Region. Further the differential literacy rate between male and female population of the state supports this result. The analysis further reveals that 34% of the fathers are graduates whereas only 11.6% of the mothers belong to this category. Majority of the mothers of the sample respondents (51.5%) are under matriculates, whereas for their fathers this ratio is recorded at only one third (33.2%).

5.9 MONTHLY FAMILY INCOME

In a developing society like that of Nagaland where the philosophy of mixed economy prevails and all goods and services are not provided by the government, economic status of an individual plays a very important role in his educational or cultural development. Because of this reasons, effort has been made in this study to capture data relating to the economic status of the respondents. Taking into consideration the family structure and the distribution norm at the family level, family income has been decided as the right indicator of individual economic status. Further, it is difficult to capture annual family income because, the people in Nagaland do not practice family accounting in general. Therefore the respondents have been asked to state their approximate monthly family income from all sources. In order to further simplify, the question has included 5 predetermined income classes and the respondent has had to put a tick mark against the income group to which he or she belongs to. The data so collected was tabulated and analyzed by means of simple frequency and

percentage comparison and results are presented in table 5.10: "Monthly families Income of respondents".

Table 5.10: Monthly family's income of respondents

Sl.no.	Total income	Frequency	Percentage	Cumulative %
1.	Up to 5,000	90	25.4	25.4
2.	5,001-10,000	117	33.0	58.3
3.	10,001-15,000	81	22.8	81.1
4.	15,001-20,000	37	10.4	91.5
5.	20,001 & Above	30	8.5	100.0
	Total	355	100.0	

The analysis reveals that majority of the respondents (58.4%) belong to the families having monthly income less than Rs.10000. Only 22.85 of the respondents are found to have family income between Rs.10000-15000. When we move up on the line of family income, the percentage is observed to have declined. 10.4% of the respondents belong to family having income between Rs.15000-20000. Where as only 8.5% is included in the category of family having income above Rs.20000. The distribution is skewed towards the left thereby meaning that the frequency of the respondents in this study decreases when the value of the income class increases.

5.10 TENURE OF UNEMPLOYMENT

Tenure of unemployment refers to the number of years one has remained unemployed. Employment in organized sector in India is subjected to the eligibility of person on account of several criteria. Age is one among them. Further economic activity of a person; be it getting job or gainful engagement in any self employment

programme is a part of his life cycle phenomena. Therefore, unemployment status of a person does not remain till death. Moreover, the tenure of unemployment is inversely proportional to the time available for preparation for employment. Higher the tenure of unemployment means lower is the time further available to prepare for employment. Logically the time available for preparation has a direct impact on the information seeking behavior of an educated unemployed youth. Taking into consideration the above logical explanation a question has been incorporated in the questionnaire to capture data relating to the tenure of unemployment of the respondents. While analyzing the data obtained from, the survey it is found that majority (51.3%) of the respondents are fresh graduates and post graduates having less than two years of unemployment tenure. Nearly one third (33.5%) of the sample have remained unemployed for a period of more than two years but less than four years. Only 54 respondents are having unemployment tenure exceeding five years. As in the analysis of family income and level of parents education, the distribution of the respondents is found to be negatively skewed i.e. higher frequencies are observed against the lower tenure of unemployment and vice versa, table 5.11: "Tenure of unemployment of respondents" is presented below to show the distribution of the respondents.

Table 5.11: Tenure of unemployment of respondents

Sl.no.	Years	Frequency	Percentage	Cumulative %
1.	Up to 2 years	182	51.3	51.3
2.	3-4 years	119	33.5	84.8
3.	5 years & Above	54	15.2	100.0
	Total	355	100.0	

5.11 MAGNITUDE OF WORRINESS

The extent of worriness as a psychological factor is directly linked with the behavior of an individual including the information seeking behavior. A lesser magnitude of worriness might have positive impact to lead quick search or search for wide range of sources but at a later stage when the magnitude of worriness increases it causes frustration and stands as an obstacle to the process of in information seeking. Again a particular tenure of unemployment causes varied degree of worriness for an individual depending upon his/her individual temperament, Social and economic background. The measurement of worriness has been made by means of 4 point Likert scale with anchors such as, very much, somewhat, very little and not at all. It is found that the tenure of unemployment has caused high magnitude of worriness among the educated unemployed youth. The distribution is observed to be positively skewed as higher frequencies are observed against the class with higher level of worriness. Except 14% of the respondents every one is worried but the degree of worriness varies. 141 respondents representing nearly 40% of the sample strength are included in the category "very much worried" followed by 118(33.2%) in "somewhat worried" category and 46(13%) in "very little worried" category. The above analysis is presented in table 5.12: "Magnitude of worriness of respondents".

Table 5.12: Magnitude of worriness of respondents

Sl.no.	Survey	Frequency	Percentage
1.	Very much	141	39.7
2.	Somewhat	118	33.2
3.	Very little	46	13.0
4.	Not worried	50	14.1
	Total	355	100.0

5.2 INFORMATION SEEKING BEHAVIOR AND SOCIO-ECONOMIC CHARACTERISTICS

The information seeking behaviour of an individual is influenced by his/her socio-economic characteristics. But the pattern in which the information seeking behaviour will be influenced will vary from person to person, group to group and from place to place. In this context it is imperative to analyze the pattern in which socio-economic characteristics of educated unemployed youth in Nagaland influence their information seeking behaviour. Included among the socio-economic background variables are, sex, marital status, age group, branch of study, academic qualification, residential status, tribe, type of family, father's education, mother's education, total family income from all sources per month, tenure of unemployment, worries regarding not getting a job etc. The variables which are included in the information seeking behaviour are information need, information sources, information channels and information barriers.

5.2.1 SOCIO-ECONOMIC CHARACTERISTIC VS INFORMATION NEED

The analysis of the influence of socio-economic characteristics on information needs is based on the mean value obtained for different categories. The detailed analysis is presented in table 5.13: "Socio-economic characteristics versus information needs (ANOVA)"as follows:

Table 5.13: Socio-economic characteristics versus information needs (ANOVA)

Sl.no.	EUY.	N1	N2	D.F.
1	Sex: (F. ratio)	3.28	6.33*	1/354
	Sig.	.071	.01	
	Male	18.39	7.87	
	Female	17.74	7.17	
2	M/S: (F. ratio)	.76	16.50*	1/354
	Sig.	.38	.00	
	Married	17.69	9.00	
	Unmarried	18.16	7.34	
3	Age group: (F. ratio)	.19	4.74*	3/354
	Sig.	.89	.00	
	20-24	18.25	7.32	
	25-29	18.04	7.49	
	30-34	17.85	8.07	
	35 above	17.85	10.85	
4	Branch : (F. ratio)	3.22*	.98	3/354
	Sig.	.02	40	
	Arts	17.58	7.33	
	Science	18.20	7.61	
	Commerce	18.42	8.03	
	Technical	19.14	7.66	
5	Qualification: (F. ratio)	7.57*	.08	1/354
	Sig.	.00	77	
	Graduate	17.78	7.58	
	Post graduate	18.84	7.50	
6	Residence (F. ratio)	4.78*	.01	1/354
	Sig.			
	Urban	.02	.89	
	Rural	18.34	7.54	
		17.48	7.59	
7	Tribe: (F. ratio)	1.93	.56	4/354
	Sig.	.10	.691	
	Ao	18.08	7.58	
	Angami	17.34	7.10	
	Lotha	19.45	7.48	
	Sema	18.28	7.94	
	Others	17.90	7.65	
8	Family type: (F. ratio)	1.17	1.11	1/354
	Sig.	.27	.29	
	Independent	18.19	7.49	
	Joint	17.68	7.87	

9	Father edu.: (F. ratio)	.33	1.33	4/354
	Sig.	.85	.25	
	Under matriculate	17.85	7.32	
	Matric	18.08	7.51	
	P.U.	18.16	7.54	
	Graduates	18.41	7.54	
	Post graduates	18.15	8.44	
10	Mother edu.: (F. ratio)	1.42	.59	4/354
	Sig.	.22	.66	
	Under matric	17.87	7.42	
	Matric	18.77	7.65	
	P.U.	17.73	7.47	
	Graduates	17.60	8.21	
	Post graduates	18.23	7.53	
11	Total income: (F. ratio)	2.04	1.85	4/354
	Sig.	.08	.11	
	Up to 5000	18.05	7.93	
	5001-1000	17.46	7.22	
	10001-15000	18.70	7.24	
	15001-20000	18.45	7.86	
	20001 and above	18.66	8.23	
12	Years unemp.: (F. ratio)	.52	.79	2/354
	Sig.	.59	.45	
	Up to 2 years	18.26	7.39	
	3-4	17.86	7.78	
	5 and above	18.05	7.62	
13	Worries: (F. ratio)	5.55*	1.21	3/354
	Sig.	. 00	.30	
	Very much	18.87	7.60	
	Somewhat	17.82	7.22	
	Very little	17.84	7.78	
	Not worried	16.80	8.00	

** Significant at 5% level.*

The information needs for males unemployed youth is observed to be higher than that of the females for both job seeking and job creating purpose, 18.39 and 7.87 respectively for job seeking and job creating. But when it comes to the magnitude of difference between the male and female the difference is very marginal. The marital status also found to be having influenced the information needs in similar manner. The data analysis reveals that the mean score for the married unemployed youth has been

recorded at 17.69 for job seeking purposes and 9.0 for job creating purpose. Not surprisingly the job seeking information need of the unmarried youth is observed to be greater than that of their married counterparts, and job creating information need is found to be the reverse i.e. lesser than that of their married counterparts. The influence of age on information has been observed to be very interesting and exactly in consonance with the marital status; the younger needs for information is more than that of the older ones for the purpose of job seeking. Whereas their information need for job creation is observed to be relatively lesser than that of the senior ones. Thus age is found to be positively associated with job creating information need and negatively associated with job seeking information need.

With regard to academic background of the respondents, it is observed that the individual information needs on both type of job seeking and job creating varies in accordance with their branch of studies. The job seeking need of educated unemployed youth progresses in accordance with the degree of vocational education. The mean score registered for the educated unemployed youth coming from the arts background is the lowest at 17.58 and for those coming from technical branch of study is 19.14. Thus the job seeking information need is observed to have advanced on the basis of vocational orientation they have had in their education, On the other hand highest information need score of 8.03 for job creation is recorded for those from commerce background. The mean score for job creating information need of the respondents from technical branch has been recorded at 7.66 which are below the score obtained for science and commerce. This is mainly because the environment in

Nagaland has not yet become conducive to technical entrepreneurship. Reasons being this, youth from technical education are forced to seek jobs in the job market.

Further analysis has been made to highlight the influence of the level of education on the information needs of the respondents. It is understood from the analysis that the information need for job seeking purpose is higher in case of post graduates than the graduates. On the other hand the information need for the purpose of job creating is found to be higher in case of graduates as compared to that of the postgraduates.

The residential status is one among the important socio-economic characteristics that influences the information needs of the individuals. In the context of the present study the job seeking need of the urban educated unemployed youth is recorded to be higher than that of their rural counterparts and the reverse is found in case of job creating need.

Since the respondent have been drawn from different family types, it is interesting to analyze the influence of family type on the information needs. The respondents those coming from independent family need more information for the job seeking purpose than their counterparts from the join family background. But when it comes to information need for job creation the comparison between family types paints a reverse result.

The information needs of the educated unemployed youth increases progressively along with the level of father's education where as such progressive increase is not found along with the mother's education.

User studies normally reveal the presence of an association between the income background and the information needs. In the context of the educated unemployed youth in Nagaland, it is found that the information needs for both the purposes is recorded high for those coming from the lower income background than for those coming from the higher income background. It is interesting to note that information needs declines along with income but after sometimes it increased along with increase in the level of income. But when it comes to the association between the tenure of the unemployment and information needs it takes a reversal mode. In case of job seeking information need it is high during initial period then it declines when the tenure advances and increases again when the tenure advances further. Contrary to this, the information need for job creation starts increasing along with increase in the tenure up to certain point and declines when the tenure increases further. And finally the information needs has been analyzed in accordance with the level of wariness caused due to unemployment. Since it is psychological phenomenon, it is ought to vary between the individuals. But its influences on the information needs might show some interesting result. In the present study it is found that the level of the wariness tends to push the information needs of the individual respondents. The mean scores to reflect information needs recorded of the educated unemployed youth who were very much-worried stand at 18.87 and 7.60 for job seeking and job creating purposes respectively.

To sum up, the job seeking need of the educated unemployed youth on the other hand gets positively influenced by their level of qualification, branch of study, urban status, and level of worriness arising out of unemployment but remain

independent with respect to their sex, marital status, age, tribal status, family type, parent's education, family income and unemployment tenure. The job creating need of the educated unemployed youth in Nagaland gets positively influenced by their age, sex, marital status but remains independent with regard to their branch of study, educational qualification, residential and tribal status, parental education, income, tenure of unemployment and the magnitude of worriness for their unemployment.

5.2.2 SOCIO-ECONOMIC CHARACTERISTICS VS INFORMATION SOURCES

The use of information sources is one of the most important aspects of information seeking behavior. Every source has its own advantages and disadvantages but ultimate choice of a source or a combination there of, depends upon the individual analysis of their respective advantages and disadvantages. The above analysis and the choice based on it, depend on the individual socio-economic characteristics. In this context it is imperative to analyze the importance of the socio-economic characteristics of educated unemployed youth in Nagaland. The analysis is based on simple descriptive statistics. The extents at which the educated unemployed youth approach various sources of information are given below in table 5.14: "Socio-economic characteristics versus information sources (ANOVA)".

Table 5.14: Socio-economic characteristics versus information sources (ANOVA)

Sl.No.	E.U.Y.	S1	S2	S3	S4	S5	S6	D.F.
1	Sex: (F. ratio)	.18	.75	.10	3.90*	00	1.36	1/354
	Sig.	.66	.38	.74	.04	92	.24	
	Male	15.63	11.85	8.73	15.10	7.44	9.78	
	Female	15.77	11.55	8.63	14.29	7.41	10.12	
2	M/S : (F. ratio)	2.19	1.40	8.47*	2.17	.42	.15	1/354
	Sig.	.140	.23	.00	.14	23	.69	
	Married	16.30	12.26	9.78	15.52	7.93	10.08	
	Unmarried	15.60	11.64	8.53	14.62	7.35	9.91	
3	Age: (F. ratio)	.86	2.36	2.21	3.92*	40	1.90	3/354
	Sig.	.45	.07	.08	.00	74	.129	
	20-24	15.86	11.64	8.48	14.53	7.46	10.19	
	25-29	15.66	11.64	8.65	14.75	7.30	9.85	
	30-34	15.11	11.73	9.19	14.59	7.64	9.16	
	35 above	16.57	15.00	10.85	19.5	3.42	11.00	
4	Branch:(F. ratio)	.24	1.78	.31	.78	3.52*	.66	3/354
	Sig.	.86	.15	.81	.50	.015	.57	
	Arts	15.79	11.28	8.61	14.45	6.88	9.87	
	Science	15.60	11.96	8.93	14.70	7.76	9.71	
	Commerce	15.82	12.32	8.65	15.21	7.59	10.34	
	Technical	15.44	12.00	8.57	15.18	8.29	10.09	
5	Qualif.: (F. ratio)	2.81	.517	4.22*	1.34	4.23*	1.02	1/354
	Sig.	.09	.47	.04	.24	040	.31	
	Graduate	15.52	11.63	8.49	14.58	7.20	10.03	
	Post graduate	16.10	11.91	9.150	15.10	7.94	9.70	
6	Residential : (F ratio)	1.97	1.54	3.80	1.74	2.08	.43	1/354
	Sig.	.16	.21	.05	.18	14	.50	
	Urban	15.83	11.58	8.87	14.90	7.57	9.99	
	Rural	15.34	12.07	8.24	14.31	7.05	9.78	
7	Tribe: (F. ratio)	.57	.23	.41	2.14	3.04*	2.21	4/354
	Sig.	.67	.92	.79	.07	01	.06	
	Ao	15.60	11.81	8.77	14.97	7.51	10.33	
	Angami	15.42	11.89	8.21	13.39	6.10	9.55	
	Lotha	16.03	11.64	8.77	14.74	7.87	9.67	
	Sema	16.28	11.31	8.80	15.48	8.25	9.34	
	Others	15.69	11.55	8.71	14.65	7.48	9.38	
8	Family type: (F. ratio)	4.44*	3.05	.34	.09	21	.57	1/354
	Sig.	.03	.08	55	.76	64	.451	
	Independent	15.85	11.57	8.65	14.76	7.46	9.88	
	Joint	14.98	12.37	8.87	14.60	7.26	10.17	
9	Father educ: (F. ratio)	3.74*	1.86	1.46	2.41*	1.19*	1.70	4/354
	Sig.	.00	.25	.00	.11	21	.04	
	Under matriculate	15.27	11.58	8.58	14.11	6.44	9.60	
	Matriculate	15.22	11.22	8.14	14.65	6.74	9.78	

	P.U.	15.36	11.30	8.80	14.48	7.94	9.74	
	Graduates	16.43	12.13	8.97	15.25	8.10	10.30	
	P .G.	16.78	12.73	9.31	16.10	9.65	10.73	
10	Mother educ: (F. ratio)	.25	2.77*	2.08	1.43	5.37*	1.72	4/354
	Sig.	.90	.02	.08	.22	00	.14	
	Under matriculate	15.67	11.31	8.46	14.27	6.68	9.71	
	Matriculate	15.82	11.98	8.63	15.10	7.92	9.86	
	P.U.	15.29	12.11	9.50	15.35	8.58	10.17	
	Graduates	15.71	11.82	8.64	15.50	8.71	11.10	
	P.G.	16.07	14.15	10.23	15.30	8.38	10.38	
11	Total income: (F. ratio)	2.75*	1.90	1.64	3.71*	2.72*	.22	4/354
	Sig.	.02	.10	.16	.00	02	.92	
	Up to 5000	15.31	12.33	8.85	14.61	7.10	9.84	
	5001-1000	15.21	11.09	8.32	13.88	6.91	9.88	
	10001-15000	16.34	11.77	8.506	15.16	7.83	10.08	
	15001-20000	16.29	11.89	9.37	16.43	8.18	9.75	
	20001& above	16.23	11.96	9.30	15.23	8.36	10.23	
12	yrs Unemployed:(F. ratio)	4.30*	.01	.36	.26	87	.61	2/354
	Sig.	.01	.98	.69	.76	41	.54	
	Up to 2 years	16.06	11.75	8.62	14.59	7.63	10.07	
	3-4	15.05	11.68	8.67	14.92	7.2	9.71	
	5 and above	15.88	11.70	8.98	14.81	7.12	9.94	
13	Worries: (F. ratio)	4.03*	3.52*	.32	1.53	1.80	.26	3/354
	Sig.	.00	.01	.80	.20	146	.85	
	Very much	16.19	11.35	8.65	15.04	7.35	10.01	
	Somewhat	15.63	11.41	8.62	14.94	7.15	9.91	
	Very little	15.58	12.43	9.06	14.15	7.36	10.06	
	Not worried	14.52	12.82	8.62	13.92	8.34	9.64	

**Significant at 5% level.*

With regard to the influence of sex on the extent of the use of six identified information sources are reflected through the comparison of a mean score observed against each one of the sources. The mean scores obtained for the male range in between 15.63 to 7.44, whereas for the females the range is from 5.77 to 7.41. Further it is revealed that the general secondary source is used most followed by the primary source. As far as electronic source is concerned it is observed to have been used the least. Further comparison between the mean scores of the males and

females, it is found that the female use the various information sources lesser than their male counterparts, however the difference between the extents of use by both the sex categories is very marginal. Hence it is apparently observed at this stage of analysis that the influence of sex on the use of various information sources is marginal.

Marital status governing the life style of the individual influences the pattern of use of different information sources. In the context of the present study it is found that the extent married respondents use of each of the identified sources of information exceeds that of the unmarried respondents.

But when it comes to the magnitude of difference it is also found to be marginal. While analyzing the association between the age and the use of information sources, it is found that the extent of educated unemployed youth use general secondary source, primary source, electronic source and audio-visual source of information declines along with the increase in their age up to 35 years and there after starts increasing. For the two other sources the extents of use continue to increase along with the increase in age.

The analysis further reveals that the order of priority assigned on various important sources of information does not change across their branches of study. The sources arranged in order of their priority are general secondary source, primary source, selective secondary source, audio-visual source, geographical source, and electronic source. But when it comes to the extent each of the sources is used by them, it is found that it varies across their branch of studies. However, the variation pattern fluctuates over various information sources.

With regard to the influences of the level of education on the use information sources, it is observed that both graduates and post graduates assign differential priority over various sources of information. But when it comes to the order of the priority it is not influenced by the level of education that means the order of the mean score observed for various sources is the same for both graduate and post graduates. However it is observed that there is a marginal difference between the main scores computed to reflect to the extent each of the sources is used by both graduates and post graduates. Identical result is also found for four other socio-economic characteristics that include residential status, tribe, family type and parental education.

Users usually incur a cost to have access on any information source, be it acquiring a book or paying hourly charge to a cyber cafe, the individual even has to spend some money to obtain information from various information sources. This being the reason, the use of a particular source is related with the income status of the user. Thus it is imperative to analyze how the use of a various information sources by the educated unemployed youth, in Nagaland is influenced by their economic status.

In the present study monthly family income has been considered as the sole measure of the economic status. While analyzing the data it is found that the entire sample of respondents irrespective of their economic status use general secondary source the maximum, fallowed by primary source and electronic source is least used the least. While analyzing the extent of particular sources used by the respondents in

different income categories, it is found that the mean score fluctuates across the income groups but the direction of fluctuation is not uniform across the sources.

Finally the analysis has made in this section to reflect upon the influences of tenure of unemployment and the resulting worriness on the use of information sources. The order in which various sources are used remains the same for the respondents with different tenure of unemployment. There is a marginal fluctuation in the mean score recorded for each information source across the respondent in different unemployment tenure groups.

Further it is interesting to observe that the level of worriness has a peculiar influence on the use of information sources. The most important sources i.e. general secondary source and primary source in their respective order is use more and more when the level of worriness arising out of the unemployment status continues to increase. On the other hand the extent the third important source selective secondary source is use by the educated unemployed youth goes on declining along with increase in the level of their worriness. However the level of worriness does not have any influences on the order in which the various information sources are used.

General secondary source is positively associated with their family type, father's education, family income, tenure of unemployment and the level of their worriness but remain unaffected by the other socio-economic variables under taken in this study. Selective secondary source is positively associated with respondent's level of education, tenure of unemployment, and the extent of worriness caused due to unemployment but remain unaffected by the other socio-economic characteristics in the study. Geographical source are positively linked with marital status, educational

qualification but remain disassociated with the other variables in this study. Primary source is positively related with sex, age, father's education, and the total income of the family but has no relation with the other variables in this study. Electronic source is positively associated with branch of study, educational qualification, tribal status, parent's education, income of the family but remain unaffected by all other socio-economic characteristics. Audio-visual source is found to be unrelated with any of the variables in this study.

5.2.3 SOCIO-ECONOMIC CHARACTERISTICS VS INFORMATION CHANNELS

The choice of channels for obtaining information is one of the most important components of information seeking behavior of an individual. Base on their own socio-economic characteristics individuals evaluate various advantages and disadvantages of available channels and choose one or combination of few with differential priorities. In this context it is imperative to analyze how educated unemployed youth of Nagaland choose their channel to seek information for satisfying their information needs. This section has been incorporated to reflect upon how socio-economic characteristics have influenced the use of various channels by the respondents and the results are presented in table 5.15: "Socio-economic characteristics versus information channels (ANOVA)".

Table 5.15: Socio-economic characteristics versus information channels (ANOVA)

Sl. no.	E.U.Y.	C1	C2	C3	D.F.
1	Sex: (F. ratio)	5.54*	1.85	.13	1/354
	Sig.	.01	.17	.71	
	Male	16.65	18.08	9.79	
	Female	16.65	17.56	9.69	
2	Mar. Sta.: (F. ratio)	3.82	1.00	.56	1/354
	Sig.	.05	.31	.45	
	Married	17.39	18.34	10.02	
	Unmarried	15.49	17.78	9.71	
3	Age : (F. ratio)	2.53	1.36	.60	3/354
	Sig.	.05	.25	.61	
	20-24	15.62	17.47	9.83	
	25-29	16.19	17.99	9.57	
	30-34	17.07	18.35	10.02	
	35 above	19.71	19.42	10.42	
4	Branch (F. ratio)	1.96	.18	1.23	3/354
	Sig.	.11	.90	.29	
	Arts	15.58	17.98	9.45	
	Science	16.24	17.86	10.02	
	Commerce	17.30	17.65	9.90	
	Technical	16.48	17.64	10.01	
5	Qualif:(F. ratio)	.67	.97	9.10*	1/354
	Sig.	.41	.32	.00	
	Graduate	16.00	17.73	9.48	
	Post graduate	16.45	18.14	10.38	
6	Residence:(F. ratio)	.49	.50	1.09	1/354
	Sig.	.48	.47	.29	
	Urban	16.03	17.77	9.84	
	Rural	16.42	18.07	9.52	
7	Tribe (F. ratio)	1.31	2.24	1.48	4/354
	Sig.	.26	.06	.20	
	Ao	16.48	18.16	9.67	
	Angami	15.12	16.53	9.10	
	Lotha	15.48	17.48	10.25	
	Sema	16.88	18.31	10.28	
	Others	15.69	17.84	9.94	
8	Family: (F. ratio)	.01	.55	4.76	1/354
	Sig.	.90	.45	.03	
	Independent	16.15	17.79	9.89	
	Joint	16.07	18.15	9.89	
9	Father edu.: (F. Ratio)	.83	1.14	7.52*	4/354
	Sig.	.50	.33	.00	
	Under matric	15.97	17.62	9.23	
	Matric	16.27	17.55	9.10	

	P.U.	15.96	17.76	9.46	
	Graduates	15.79	18.01	10.86	
	P.G.	17.36	18.92	10.63	
10	Mother edu.: (F. ratio)	1.43	1.23	3.22*	4/354
	Sig.	.22	.29	.01	
	Under matric	15.79	17.59	9.32	
	Matric	16.20	18.20	10.02	
	P.U.	16.53	17.73	10.08	
	Graduates	16.53	17.75	10.78	
	P.G.	18.84	19.53	10.69	
11	Income: (F. ratio)	2.05	2.54	5.76*	4/354
	Sig.	.08	.03	.00	
	Up to 5000	16.98	18.36	9.56	
	5001-1000	15.40	17.08	9.017	
	10001-15000	15.87	17.82	10.20	
	15001-20000	17.18	18.67	10.56	
	20001 and above	15.90	18.40	10.9	
12	Years unemp.: (F. ratio)	1.45	1.11	.36	2/354
	Sig.	.23	.33	.69	
	Up to 2 years	15.74	17.80	9.86	
	3-4	16.46	17.64	9.63	
	5 and above	16.77	18.50	9.62	
13	Worries: (F. ratio)	.61	.27	2.34	3/354
	Sig.	.60	.84	.07	
	Very much	16.27	17.85	10.12	
	Somewhat	16.40	17.66	9.73	
	Very little	15.78	18.06	9.15	
	Not worried	15.46	18.14	9.28	

**Significant at 5% level.*

With regard to the influence of sex on the various channels of information used by educated unemployed youth, it is found that both male and female respondents use all the three types of channels equally. Although the mean scores for male respondents for informal and other channels are slightly higher than those of their female counterparts, the difference between both the channels are so marginal that it can be ignored. But when it comes to their marital status the mean scores recorded for all the three channels against the married respondents are higher than

that of the unmarried educated respondents. This difference might have arisen due to the life style of the young unmarried educated unemployed youths. This inference is further supported, when we compare the mean score recorded for all the three channels against the respondents in the various age groups. The result of this analysis reveals that the mean score to reflect the extent each individual channel is used by the respondent increases along with the increase in the age of the respondents. In case of the formal channel the mean score has progressively increased from 15.62 for age group of 20-24 to 19.71 for the age group of 35 and above. The rate of increase is more in case of formal channel than the two other channels.

Further the analysis to reflect the influence of branch of study on the extent the channel have been used by the respondents shows that the branch of study does not influence the extent of informal and other channel. But when it comes to formal channel, respondents use in varied degree. Respondents from commerce stream recorded the highest mean score 17.07 and from arts stream score the lowest at 15.58. The level of academic qualification is found to have influence the use of various channels in an anticipating manner. The mean scores recorded for the post graduates in respect of all the three channels are higher than that of the graduates. This is quite obvious in the context of the earlier finding that the level of education is positively influences the magnitude of information needs of the educated unemployed youth in Nagaland.

The other socio-economic variables like urban status, tribe, family type, parent's education, family income, tenure of unemployment and degree of worriness have negligible impact on the extent of the use of various information channels. This

inference is based on the fact that the fluctuation in mean scores recorded for various sub group obtained against all the above socio-economic characteristics is marginal and negligible.

The analysis further reveals that the mean score recorded for informal channels are slightly higher than that of the formal channel, but there is wide difference between the mean scores recorded for informal and the other channel. Thus it is found that the educated unemployed youth in Nagaland assign higher priority on the informal channel as compared to the formal channel. The uses of other channel are very negligible. To sum up, the study reveals that the formal channel is positively associated with sex and is disassociated with the other socio-economic variables in this study. Informal channel is found to be unrelated to any of the variables in this study. Other channel is positively associated with educational qualification, father's education, mother's education, total income of the family but remains unaffected by the other variables incorporated in this study.

5.2.4 SOCIO-ECONOMIC CHARACTERISTICS VS INFORMATION BARRIERS

It is normally observed that, while accessing information from various information sources through various channels the users confront with different types of barriers. In the present study three important barriers have been identified by means of factor analysis, which are named as personal barrier, management barrier, and policy barrier. The barriers whatever may be its nature and type, do not have identical impact on the users. Their impact obviously varies in accordance with the socio-economic characteristic of the users. In the context of the above observation, it is imperative to

analyze the magnitude of the impact of each type of barriers on the users with varied socio-economic characteristics and the results are reported in table 5.16: "**Socio-economic characteristics versus information barriers (ANOVA)**".

Table 5.16: Socio-economic characteristics versus information barriers (ANOVA)

Sl.No.	E.U.Y.	B1	B2	B3	D.F.
1	Sex: (F ratio)	4.12*	6.06*	2.56	1/354
	Sig	.04	.01	.11	
	Male	18.98	14.50	13.96	
	Female	18.25	13.65	13.43	
2	Mar.status(F. ratio)	.09	.65	1.33	1/354
	Sig.	.75	.41	.24	
	Married	18.80	13.76	13.23	
	Unmarried	18.64	14.17	13.80	
3	Agegroup:(F. ratio)	1.30	3.57*	.47	3/354.
	Sig	.274	.014	.69	
	20-24	18.25	13.48	13.50	
	25-29	18.98	14.65	13.92	
	30-34	18.85	14.04	13.71	
	35 above	18.28	15.14	13.85	
4	Branch (F. ratio)	.39	.54	1.91	1/354
	Sig.	.759	.65	.12	
	Arts	18.68	14.13	13.75	
	Science	18.92	14.21	14.27	
	Commerce	18.36	13.63	13.28	
	Technical	18.44	14.40	13.16	
5	Qualification:(F. ratio)	.73	2.33	4.73*	1/354
	Sig.	.39	.12	.03	
	Graduate	18.56	13.95	13.49	
	Post graduate	18.56	14.52	14.27	
6	Residence :(F. ratio)	.05	.05	1.79	1/354
	Sig.	.81	.81	.18	
	Urban	18.63	14.14	13.59	
	Rural	18.73	14.06	14.08	
7	Tribe (F. ratio)	.39	.66	1.86	4/354
	Sig.	.81	.61	.11	
	Ao	18.67	14.03	13.58	
	Angami	18.14	14.61	13.78	
	Lotha	18.93	14.12	13.25	
	Sema	18.65	13.54	13.34	
	Others	18.90	14.38	14.75	
8	Family : (F. ratio)	1.45	1.11	.00	1/354
	Sig.	.22	.29	.97	

	Independent	18.76	14.20	13.73	
	Joint	18.20	13.73	13.71	
9	Father edu. :(F. ratio)	1.67	1.03	1.83	4/354
	Sig.	.15	.38	.12	
	Under matric	18.57	14.05	13.76	
	Matric	18.31	13.95	13.34	
	P.U.	18.04	13.52	13.00	
	Graduates	19.02	14.48	14.32	
	P.G	19.63	14.71	14.05	
10	Mother edu. :(F. ratio)	.94	1.26	.29	4/354
	Sig.	.43	.28	.88	
	Under matric	18.43	14.24	13.85	
	Matric	19.09	13.80	13.45	
	P.U.	18.94	13.52	13.67	
	Graduates	18.07	15.14	13.85	
	P.G.	19.15	14.23	13.92	
11	Total income:(F. ratio)	.91	1.05	1.67	4/354
	Sig.	.45	.37	.15	
	Up to 5000	18.56	14.18	13.90	
	5001-1000	18.31	13.77	13.18	
	10001-15000	18.91	14.01	13.82	
	15001-20000	18.75	14.67	14.18	
	20001& above	19.50	14.90	14.50	
12	Years unemp.: (F. ratio)	2.51	.47	2.50	2/354
	Sig.	.08	.62	.08	
	Up to 2 years	18.75	14.03	13.85	
	3-4	18.93	14.35	13.92	
	5 and above	17.74	13.90	12.87	
13	Worries: (F. ratio)	.61	.72	.78	3/354
	Sig.	.60	.53	.50	
	Very much	18.95	14.24	13.88	
	Somewhat	18.48	14.27	13.76	
	Very little	18.52	13.52	13.82	
	Not worried	18.38	13.96	13.12	

**Significant at 5% level*

The analysis shows that the impact of the three types of barriers is found to be more in case of the male respondents than that of their female counterparts. But their differential impact is marginal as it is evident in the closeness between their respective mean scores.

While analyzing with respect to the marital status of the respondents, it is found that the impact of management related barriers is higher in case of unmarried respondents. When it comes to the personal policy related barriers the impact is evident through the mean score, it is higher for the married respondents. The impact of personal and policy barriers remains same for all the respondents irrespective of their age, marital status but in the case of management related barrier the perceived impact is higher for the aged ones. Thus it is inferred that the impact of management related barriers is positively associated with the age of the educated unemployed youths in Nagaland. This is also in conformity with the result (f. value being 3.57, significant) obtained from ANOVA. The branch of the study does not have any influence on the perceived impact of the barriers. The mean score recorded against the respondents in various branches of study do not fluctuate widely as it is evident in the insignificant f. value registered in the analysis of variance. It is quite natural that in a developing state like Nagaland where the post graduates enjoy political and social power, they have the tendency to be uncomfortable with policy related obstacles. Surprisingly, the impact remains unaffected by the residential status of the respondents. Both urban and rural respondents have recorded almost the same mean score for all the three types of barriers. Other socio-economic characteristics like tribe, family type, parent's education, income of the family does not influence the extent of adverse impact of various types of information barriers as perceived by the respondents in the sample. The above inferences are based on the marginal difference in the mean scores recorded for various subcategories made in according to those characteristics. It is interesting to note here, that the tenure of unemployment

and the degree of worriness influence the extent of perceive impact of information barriers. When the tenure increases, the impact of barriers declines. Where as when the degree of worriness increases the impact of the barriers increases. Since the increase or decrease is very marginal, the f. values computed for both the variables are statistically insignificant at 5% level of significance. All the mean scores and f. values are presented in the table above for reference.

Further analysis among different types of the information barriers reveals that the impact of personal barriers is recorded very high as compared to that of the management and personal related barriers. But when statistically tested the following are the important result: The extent the respondents confront with the personal barriers is found to positively influence by sex and remains unaffected by the other socio-economic characteristics. The extent of confrontation with management barrier is positively associated with sex and age but remains disassociated with the other variables in this study. Policy it is found to be related with educational qualification only and is disassociated with the other variables in this study.

5.3 TESTING OF HYPOTHESIS

The following null hypotheses have been formulated to be tested:

Hypotheses I:

1. There is no association between the socio-economic characteristics and the information seeking behavior of the educated unemployed youths in Nagaland.

To sum up, the job seeking need of the educated unemployed youth on the other hand gets positively influenced by their level of qualification, branch of study,

urban status, and level of worriness arising out of unemployment but remain independent with respect to their sex, marital status, age, tribal status, family type, parent's education, family income and unemployment tenure. The job creating need of the educated unemployed youth in Nagaland gets positively influenced by their age, sex, marital status but remains independent with regard to their branch of study, educational qualification, residential and tribal status, parental education, income, tenure of unemployment and the magnitude of worriness for their unemployment.

General secondary source is positively associated with their family type, father's education, family income, tenure of unemployment and the level of their worriness but remain unaffected by the other socio-economic variables under taken in this study. Selective secondary source is positively associated with respondents' level of education, tenure of unemployment, and the extent of worriness caused due to unemployment but remain unaffected by the other socio-economic variables in the study. Geographical source are positively linked with marital status, educational qualification but remain disassociated with the other variables in this study. Primary source is positively related with sex, age, father's education, and the total income of the family but has no relation with the other variables in this study. Electronic source is positively associated with branch of study, educational qualification, tribal status, parents' education, income of the family but remain unaffected by all other socio-economic variables. Audio-visual source is found to be unrelated with any of the variables in this study.

The study reveals that the formal channel is positively associated with sex and is disassociated with the other socio-economic variables in this study. Informal

channel is found to be unrelated to any of the variables in this study. Other channel is positively associated with educational qualification, father's education, mother's education, total income of the family but remains unaffected by the other variables incorporated in this study.

The extent the respondents confront with the personal barriers is found to positively influence by sex and remains unaffected by the other socio-economic characteristics. The extent of confrontation with management barrier is positively associated with sex and age but remains disassociated with the other variables in this study. Policy it is found to be related with educational qualification only and is disassociated with the other variables in this study.

Hypotheses II:

2. There is no significant impact of the subject background on the pattern of information needs and the channels of information (formal/informal) used by the educated unemployed youths in Nagaland.

The job seeking need of the educated unemployed youth gets positively influenced by their level of qualification, branch of study. The job creating need of the educated unemployed youth in Nagaland remains independent with regard to their branch of study, educational qualification.

The study reveals that both the formal channel and Informal channel are found to be disassociated with the subject background variables in this study.

While applying the f. test to determine the validity of our hypotheses, it is found that the two hypotheses are only partially true.

5.4 CONCLUSION

It is found that the sample consists of 197 male, and 158 female, educated unemployed youth. The adequate representation of the female respondents reveals the absence of gender biasness in the study. It is also found that only 46 respondents representing 13% of the total population are married and the rest 309 respondents, i.e. 87% of the total population are unmarried. This goes in line with the general observation that marriage usually comes after the economic settlement. Analysis of the age factor have indicated that the respondents are skewed towards the left i.e. majority of them are below 30 years of age. 143 respondents have been found in the age group 20-24 years and 163 respondents are found to be in the age group of 25-29 years. 42 respondents have been found to be in the age group of 30-34 years, whereas, only 7 are found to have crossed the age mark of 35 years. It is also found that the sample consists of 159 from Arts followed by 90 from Science, 54 from Technical line and 52 from Commerce. This is to indicate that commerce education in the state is in its infancy and science education at college level is available in only few places. With regard to the graduates and postgraduates from the technical disciplines, it is found that the majority of them belong to the Agricultural Science. It is found that the sample consists of 249 graduates and the rest are found to have postgraduate degrees. Quite expectedly not a single Ph.D. holder was found to be unemployed. The distribution as it is found in some other studies has skewed towards the left indicating that higher the level of education lower is the frequency of observation.

While analyzing the responses, it is found that majority of the unemployed youth representing 71.8% are residing in urban areas and the rests are dwelling in the rural areas. This uneven distribution between the rural and urban unemployed youth is attributable to two reasons:

(i) Access to higher education is more in urban areas as compared to rural areas. Therefore, the population of educated unemployed youth is more concentrated on urban areas.

(ii) Chance of getting job opportunities for the educated unemployed youth is relatively higher in urban areas than the rural areas. Thus, graduates and postgraduates from rural areas start migrating to the urban areas.

Analysis of parent's education reveals that the distribution is skewed towards the left for both the parents. But the father's distribution is less skewed than the mother's distribution. This result is quite expected when we look at the broader educational structure at the national level and also at the level of the North Eastern Region. Further, the differential literacy rate between male and female population of the state supports this result. Majority of the mothers of the sample respondents are under matriculates, whereas for their father's ratio is recorded at only one third. The analysis reveals that majority of the respondents belong to the families having monthly income less than Rs.10000. Only 22.85% of the respondents are found to have family income between Rs.10000-15000. When we move up on the line of family income, the percentage is observed to have declined. The distribution is skewed towards the left thereby meaning that the frequency of the respondents in this study decreases when the value of the income class increases. Further, it is found that majority of the

respondents are fresh graduates and postgraduates having less than two years of unemployment tenure. Nearly one third of the sample has remained unemployed for a period more than two years but less than four years. Only 54 respondents are having unemployment tenure exceeding 5 years. As in the analysis of family income and level of parents education, the distribution of the respondents is found to be negatively skewed i.e. higher frequencies are observed against the lower tenure of unemployment and vice versa. It is also found that the tenure of unemployment has caused high magnitude of worriness among the educated unemployed youth. The distribution is observed to be positively skewed as higher frequencies are observed against the class with higher level of worriness. Except fourteen percent of the respondents, every one is worried but the degree of worriness varies. 141 respondents are included in the category "very much worried" followed by 118 in "somewhat worried" category and 46 in "very little worried" category.

With regard to association between information need and socio-economic background characteristics the following are the major findings:

1. The information needs for the purpose of both job seeking and job creating is higher in case of the male educated unemployed youth than their female counterparts.

2 Job seeking information need of the younger unmarried respondents is found to be greater than the aged married respondents but when it comes to job creating information need this finding gets reversed. Thus, age and marital status are positively associated with job creating need and negatively associated with job seeking information need.

3. The degree of vocational orientation in academic discipline and the level of education of the educated unemployed youth are found to be positively associated with job seeking information need and negatively associated with job creating information need.

4. It is found that the information need for both the purposes is recorded high for those coming from the lower income background than for those coming from the higher income background. Further, it is to note that information needs declines along with income but after sometimes it increased along with increase in the level of income. But when it comes to the association between the tenure of the unemployment and information needs it takes a reversal mode. It is found that the level of the worriness tends to push the information needs of the individual respondents.

To sum up, the job seeking need of the educated unemployed youth gets positively influenced by the level of qualification, branch of study, urban status, and level of worriness arising out of unemployment but remain independent with respect to sex, marital status, age, tribal status, family type, parents' education, family income and unemployment tenure. The job creating need of the educated unemployed youth in Nagaland gets positively influenced by their age, sex, marital status but remains independent with regard to their branch of study, educational qualification, residential and tribal status, parental education, income, tenure of unemployment and the magnitude of worriness for their unemployment.

The major findings regarding the six sources are:

(i) The extent general secondary source is used by the educated unemployed youth positively associated with their family type, father's education, family income, tenure of unemployment and the level of their worriness but remain unaffected by the other socio-economic characteristics under taken in this study.

(ii) Selective secondary source is positively associated with respondents' level of education, tenure of unemployment, and the extent of worriness caused due to unemployment but remain unaffected by the other socio-economic characteristics.

(iii) Geographical source are positively linked with marital status, educational qualification but remain disassociated with the other characteristics incorporated in this study.

(iv) Primary source is positively related with sex, age, father's education, and the total income of the family but has no relation with the other characteristics in this study.

(v) Electronic source is positively associated with branch of study, educational qualification, tribal status, parent's education, income of the family but remain unaffected by all other socio-economic characteristics. Audio-visual source is found to be unrelated with any of the socio-economic characteristics undertaken in this study.

The major findings relating to the association between information channels and socio- economic characteristics are as follows:

(i) The extent to which all the three types of channels have been used by the educated unemployed youth in the state of Nagaland is positively associated with their age, marital status and education but remains independent of their sex and academic discipline.

(ii) Socio-economic characteristics like residential status, tribe, family type, parent's education, family income, tenure of unemployment and degree of worriness have negligible impact on the extent of the use of various information channels.

(iii) The educated unemployed youths in Nagaland assign higher priority on the informal channels as compared to the formal channel.

(iv) The extent formal channels have been used by the educated unemployed youth is positively associated with their sex but remain independent of the other socio-economic characteristics undertaken in this study. The extent of the use of informal channel is found to have been independent of the socio-economic characteristics of the educated unemployed youth. The extent the educated unemployed youth use other channel is positively associated with their level of education, parents' education, total income of the family but remains unaffected by the other socio-economic characteristics incorporated in this study.

The major findings to information barriers and socio-economic characteristics are as follows:

(i) The extent the educated unemployed youth confront with various information barriers is positively associated with their sex, but negatively associated with marital status and remains independent of the level of education, residential status, tribe, family type, parents education and family income.

(ii) The tenure of unemployment and the degree of worriness arising from there, influence the extent of perceived impact of information barriers. As the tenure increases, the impact of barriers declines but on the other hand when the degree of worriness increases the impact of the barriers also increases.

(iii) Further analysis among different types of the information barriers reveals that the impact of personal barrier is recorded very high as compared to that of the management and personal barrier. But when statistically tested the following are the important results. The extent the respondents confront with the personal barrier is found to be positively influence by their sex but remains unaffected by the other socio-economic characteristics. The extent of confrontation with management barrier is positively associated with sex and age of the respondents but remains independent of all other socio-economic characteristics. Regarding policy barrier it is found that the extent of confrontation is positively associated with the educational qualification only and remains independent of all other socio-economic characteristics.

CHAPTER – VI

FINDINGS AND SUGGESTIONS

6.0 INTRODUCTION

In chapter four and five, the results emerging out of the analysis have been presented in a sequential manner with respect to all the important components of information seeking behaviour. This chapter is incorporated here to recapitulate all the major findings of the study with supportive explanations and conclusion drawn upon those findings.

6.1 INFORMATION NEEDS

The factor analysis employed to identify the information needs of educated unemployed youth reveals that the educated unemployed youth in Nagaland need information for two important purposes and accordingly the two information needs in order of their importance are named as, job seeking information need and job creating information need. The coefficient of correlation between these two information needs being 0.28, the analysis further reveals that there exists a very low order of relationship between the above two information needs. Therefore it is found that the educated unemployed youth with higher job seeking tendency have lower job creating tendency. This finding deviates from many other studies (Bharali, 2000, Rahman, 1999), with a conclusion that different needs are highly correlated.

6.2 INFORMATION SOURCES

Factor analysis to identify the various sources of information used by the educated unemployed youth in Nagaland reveals that general secondary source that comprising textbooks, newspapers, magazines and dictionaries has emerged as the

most important source of information followed by selective secondary source, geographical source, primary source, electronic source and audio-visual source in order of their respective magnitude of importance. This result is explained by the very realities of the state. Availability of electronic source such as CD ROMs, internet and on-line database is of a recent phenomenon and the reading habit of the educated unemployed youth is too poor to refer to the source like encyclopaedias, directories etc. Further it is found that selective secondary source is moderately correlated with geographical source and primary source of information maintain a low order of relationship with general secondary source, selective secondary source and geographical source. In all other cases the correlationship is found to be insignificant at one percent level of significance.

6.3 INFORMATION CHANNELS

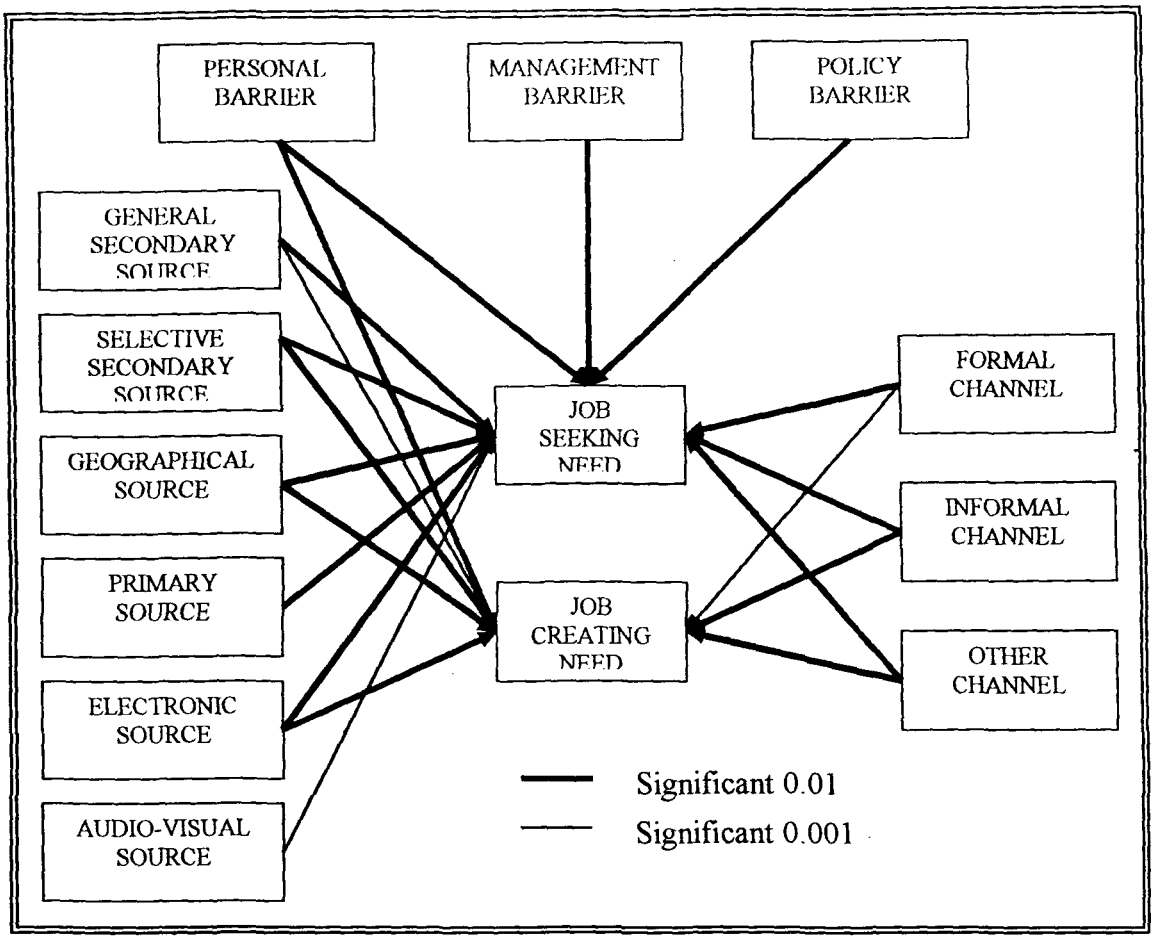
By means of factor analysis with respect to 14 items incorporates in the questionnaire three channels are identified to have been approached by the educated unemployed youth of Nagaland in order to satisfy their information needs. Informal channel with mean value of 17.85 and standard deviation of 3.55 has emerged as the most important channel approached by the respondents followed by formal channel with mean score of 16.14 and standard deviation 4.66. Other channel including libraries, electronic media and interaction with senior has emerged as the least approached channel with mean value of only 9.75 and standard deviation 2.61. This is perhaps due to inadequacy of electronic media and relevant library resource to cater to

their needs. Further it is found that informal channel maintains a moderate correlationship with formal channel.

6.4 INFORMATION BARIERS

The factor analysis employed to identify the major information barriers reveals that three categories of barriers to have been confronted by the educated unemployed youth in Nagaland while seeking information to satisfy their needs. Those barriers in order of their magnitude are: 1. personal barrier, 2. management barrier, 3. policy barrier. Personal barrier is found to be positively correlated with management barrier (r=0.36) and policy barrier (r=0.38). Management barrier is also found to be correlated with policy barrier (r=0.53). A summary of "Relationships among information needs, channels, sources and barriers" are presented below by means of a diagram fig 6.1:.

Fig 6.1: Relationship between information needs, channels, sources and barriers



6.5 SOCIO-ECONOMIC CHARACTERISTICS

From the analysis of the socio-economic characteristic it is observed that the sample consist of 55.5% males and 44.5% females which indicates the adequate representation from both the sex. With regard to marital status, the educated unemployed youth in Nagaland consist of 87% unmarried and 23% married. This finding is very much in consonance with the social norm in the state that marriage is normally performed after economic settlement. The study reveals that majority of the educated unemployed youth in Nagaland are below 30 years of age. Around 14% of

educated unemployed youth are found to have crossed the age mark of 30 years. This finding is based on the fact that the unemployment problem for the educated unemployed youth is a recent phenomenon that has emerged after the 80s particularly when the job opportunities in the government sector reached the point of saturation. Analysis of respondents reveal that 159 of the respondents are from arts representing 44.8% of the sample strength, 90 (25.5%) from science, 54 (15.2%) from technical line and 52 (14.5%) from commerce. Since commerce education in the state is in its infancy and science education at college level is available in only few places, the representation from these two disciplines is found to be much lower as compared to that from the arts stream. The analysis further reflects that educated unemployed youth in the state of Nagaland are mostly graduates. Their percentage is found to be 70.1% where as the representation of post graduates is observed to be only 29.9%. With regard to residential status it is found that the majority of the educated unemployed youth representing nearly 72% of the sample are from urban areas and the rest are from rural areas. This uneven distribution between the rural and urban employed youth is attributable to two reasons, viz. more concentration of educated unemployed youth in urban areas due to greater access to higher education and higher chance of getting job opportunities in urban areas. With regard to representation from different tribes it is found that majority of the respondents are from the major tribes namely: Ao, Angami, Sema and Lotha and other tribes of the state represent only around 14% of the strength. The general population strength from the tribes included here as "other tribes" is quite large but due to their educational backwardness, their representation in the sample has been much lower. Further, the analysis reveals that the distribution of

the respondents in terms of their parents' education is negatively skewed. The representation of the respondents goes on declining along with increase in the level of their parents' education. The finding from the analysis further reveals that the distribution according to the level of their fathers' education is less skewed than the distribution according to the level of their mothers' education. Majority of the respondents' mother (51.5%) are under matriculates, whereas one third of their fathers' are observed to have fallen in this educational category. While one third of the fathers are either graduate or post graduates only 11% of the mothers are found to be in this category. This finding is in consonance with the educational structure of the older generation at the national as well as the regional (N.E. India) level. With respect to monthly family income of the respondents it is found that majority of the respondents (58.4%) belong to the families having monthly income less than Rs.10000. Only 22.85% of the respondents are found to have family income between Rs.10000-15000. When we move up on the line of family income, the percentage representation of the educated unemployed youth is observed to have declined. 10.4% of the respondents belong to families having income between Rs.15000-20000; where as only 8.5% is found to be included in the category of family having income above Rs.20000. The distribution is skewed towards the left thereby meaning that the frequency of the respondents in this study decreases when the value of the income class increases. Further analysis with respect to the tenure of unemployment it is found that that majority (51.3%) of the respondents are fresh graduates and post graduates having less than two years of unemployment tenure. Nearly one third (33.5%) of the sample have remained unemployed for a period more than two years but less than four

years. Only 54 respondents are having unemployment tenure exceeding 5 years. As in the analysis of family income and level of parents education, the distribution of the respondents is found to be negatively skewed i.e. higher frequencies are observed against the lower tenure of unemployment and vice versa. It is further found that the tenure of unemployment has caused high magnitude of worriness among the educated unemployed youth. Their distribution with respect to the level of worriness distribution is observed to be positively skewed as higher frequencies are observed against the class with higher level of worriness. Except 14% of the respondents every one is worried but the degree of worriness varies. 141 respondents representing nearly 40% of the sample strength are included in the category "very much worried" followed by 118 (33.2%) in "somewhat worried" category and 46 (13%) in "very little worried" category.

6.6 SOCIO-ECONOMIC CHARACTERISTICS AND INFORMATION SEEKING BEHAVIOUR

Analysis made in chapter five shows the association between the socio-economic characteristics and information seeking behavioural components. In this section an attempt has been made to recapitulate the summary findings of the analysis made in the earlier chapter.

6.6.1 INFORMATION NEED AND SOCIO-ECONOMIC CHARACTERISTICS

With regard to association between information need and socio-economic background characteristics the following are the major findings.

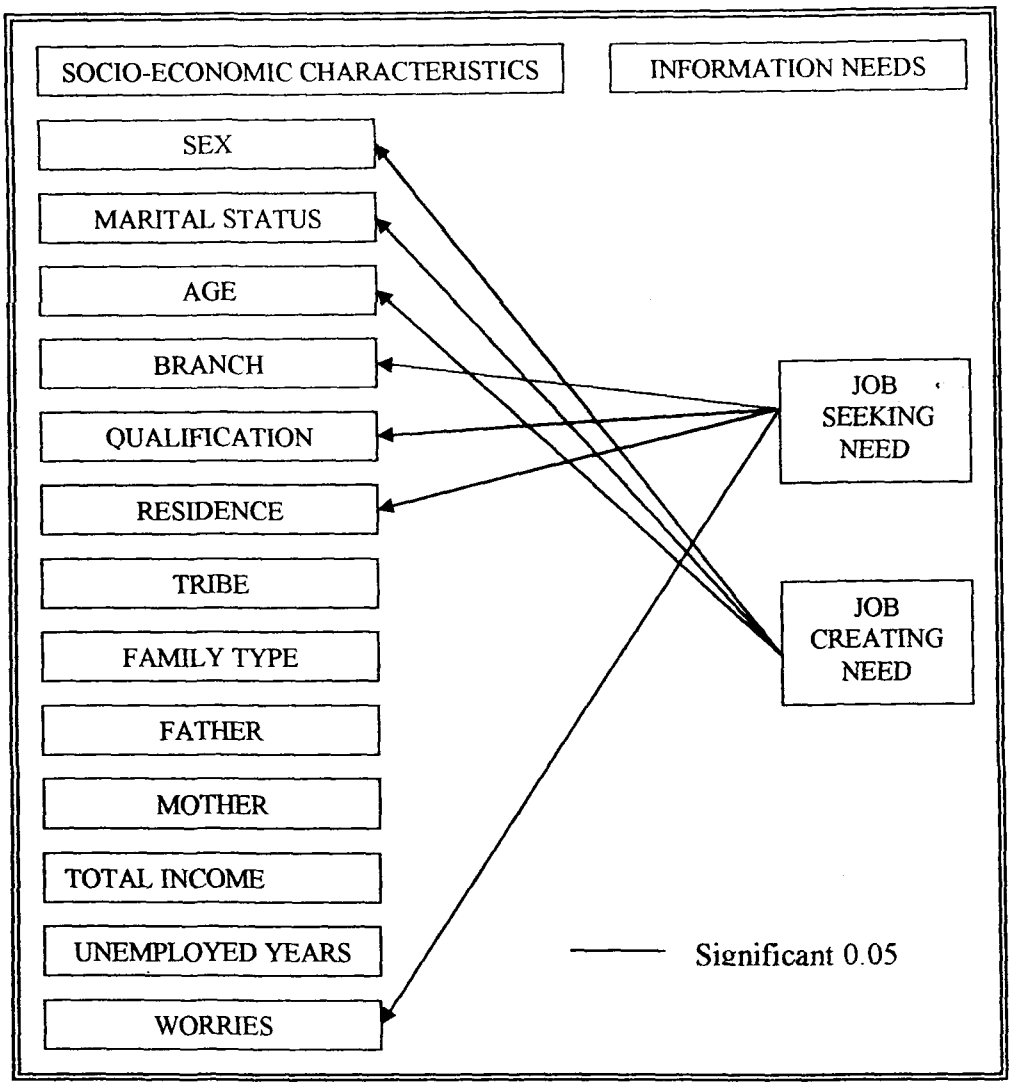
1. The information need for the purpose of both job seeking and job creating is higher in case of the male educated unemployed youth than their female counterparts.
2. Job seeking information need of the younger unmarried respondents is found to be greater than the aged married respondents but when it comes to job creating information need this finding gets reversed. Thus age and marital status are positively associated with job creating need and negatively associated with job seeking information need.
3. The degree of vocational orientation in academic discipline and the level of education of the educated unemployed youth are found to be positively associated with job seeking information need and negatively associated with job creating information need.
4. It is found that the information need for both the purposes is recorded high for those coming from the lower income background than for those coming from the higher income background. It is further to note that information need declines along with income but after sometimes it increased along with increase in the level of income. But when it comes to the association between the tenure of the unemployment and information need it takes a reversal mode.

It is found that the level of the worriness tends to push the information need of the individual respondents.

To sum up, the job seeking need of the educated unemployed youth gets positively influenced by their level of qualification, branch of study, urban status, and level of worriness arising out of unemployment but remain independent with respect to their sex, marital status, age, tribal status, family type, parents' education, family income and unemployment tenure.

The job creating need of the educated unemployed youth in Nagaland gets positively influenced by their age, sex, marital status but remains independent with regard to their branch of study, educational qualification, residential and tribal status, parental education, income, tenure of unemployment and the magnitude of worriness for their unemployment. The above findings are represented in a diagrammatic form (Fig.6.2)

Fig 6.2: Relationship between Socio-economic characteristics vs. information needs



6.6.2 INFORMATION SOURCES AND SOCIO-ECONOMIC CHARACTERISTICS

All the six important information sources identified in chapter four have been linked with the thirteen socio-economic characteristic of the respondents for finding out the association between the two components i.e. information sources and socio-economic characteristics. The major findings of the analysis made in the chapter four have been recapitulated in this section as here under:

1. The extent general secondary source is used by the educated unemployed youth positively associated with their family type, father's education, family income, tenure of unemployment and the level of their worriness but remain unaffected by the other socio-economic characteristics under taken in this study. Such as age, sex, marital status, level of education and residential status.

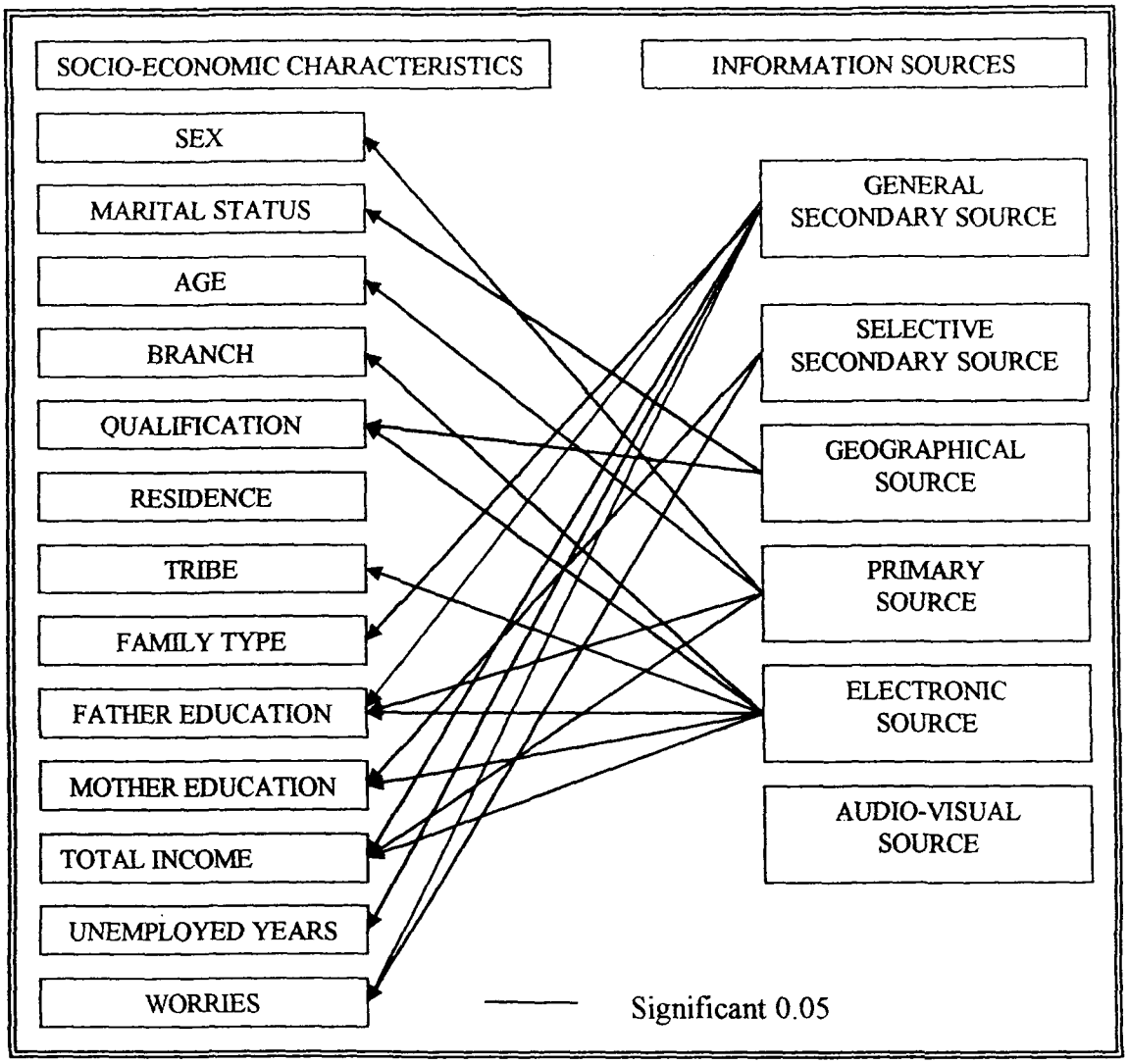
2. Selective secondary source is positively associated with respondents' level of education, tenure of unemployment, and the extent of worriness caused due to unemployment but remain unaffected by the other socio-economic characteristics.

3. Geographical source are positively linked with marital status, educational qualification but remain disassociated with the other characteristics incorporated in this study.

4. Primary source is positively related with sex, age, father's education, and the total income of the family but has no relation with the other characteristics in this study.

5. Electronic source is positively associated with branch of study, educational qualification, tribal status, parents' education, income of the family but remain unaffected by all other socio-economic characteristics. Audio-visual source is found to be unrelated with any of the socio-economic characteristics undertaken in this study. The above findings are represented in a diagrammatic form (Fig.6.3).

Fig 6.3: Relationship between Socio-economic characteristics vs. information sources



6.6.3 INFORMATION CHANNELS AND SOCIO-ECONOMIC CHARACTERISTICS

The major findings relating to the association between information channels and socio- economic characteristics are as fallows:

1. The extent to which all the three types of channels have been used by the educated unemployed youth in the state of Nagaland is positively associated

with their age, marital status and education but remains independent of their sex and academic discipline.

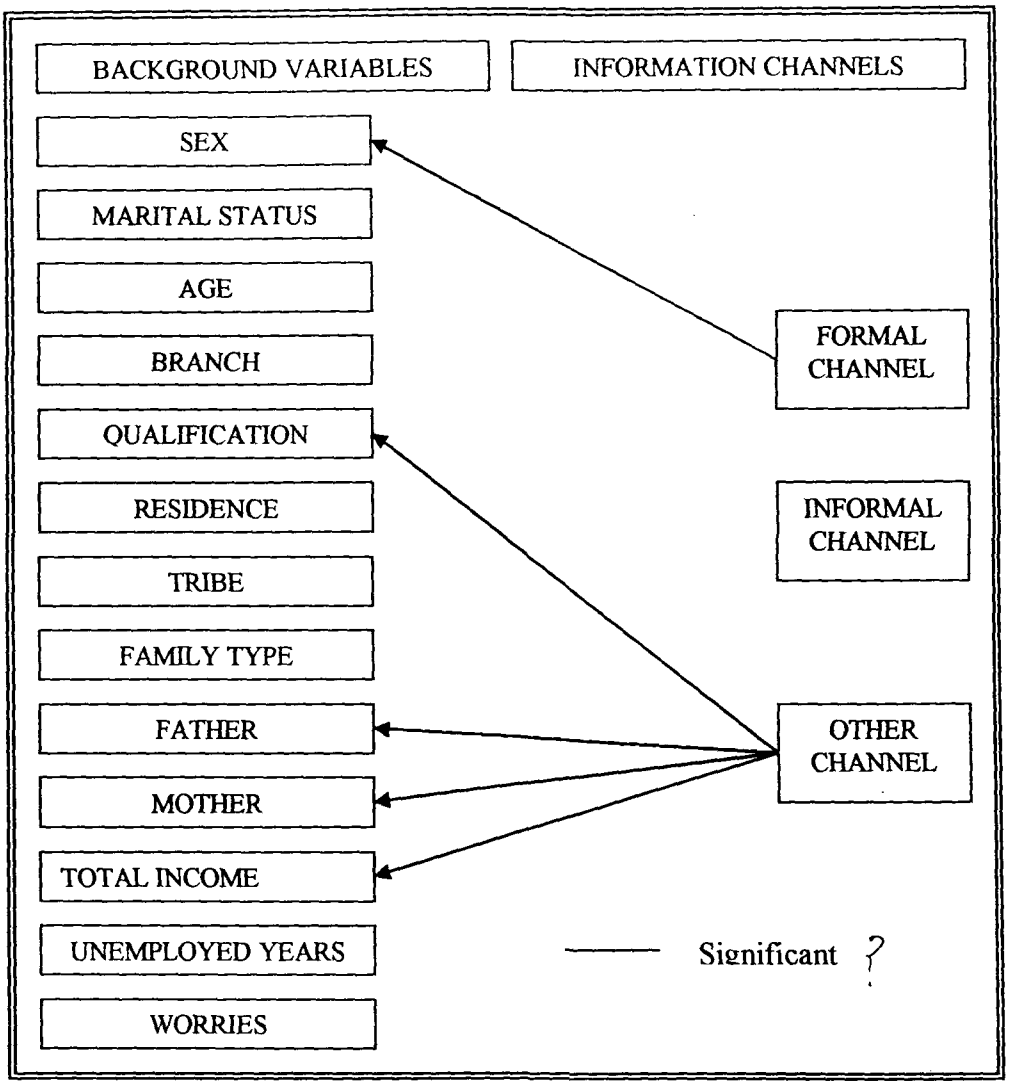
2. Socio-economic characteristics like residential status, tribe, family type, parent's education, family income, tenure of unemployment and degree of worriness have negligible impact on the extent of the use of various information channels.

3. The educated unemployed youths in Nagaland assign higher priority on the informal channels as compared to the formal channel.

4. The extent formal channels have been used by the educated unemployed youth is positively associated with their sex but remain independent of the other socio-economic characteristics undertaken in this study. The extent of the use of informal channel is found to have been independent of the socio-economic characteristics of the educated unemployed youth.

The extent the educated unemployed youth use other channel is positively associated with their level of education, parents' education, total income of the family but remains unaffected by the other socio-economic characteristics incorporated in this study.

Fig 6.4: Relationship between background variables vs. information needs



6.6.4 INFORMATION BARRIERS AND SOCIO-ECONOMIC CHARACTERISTICS

The major findings to information barrier and socio-economic characteristics are as here under:

1. The extent the educated unemployed youth confront with various information barriers is positively associated with their sex, but negatively associated with marital status and remains independent of the level of education, residential status, tribe, family type, parents education and family income.

2. The tenure of unemployment and the degree of worriness arising from there, influence the extent of perceived impact of information barriers. When the tenure increases, the impact of barriers declines and on the other side when the degree of worriness increases the impact of the barriers increases.

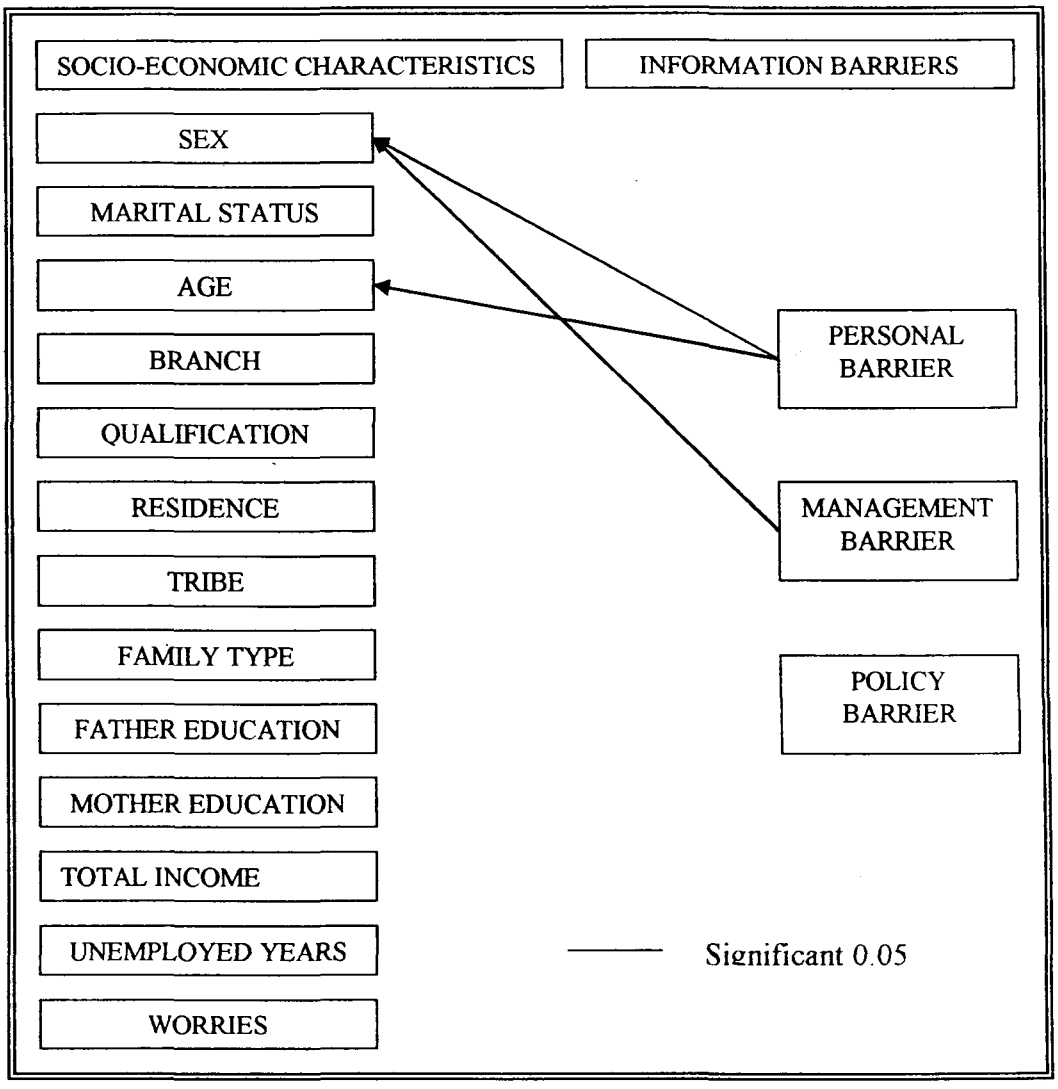
3. Further analysis among different types of the information barriers reveals that the impact of personal barriers is recorded very high as compared to that of the management and personal barrier. But when statistically tested the following are the important results.

- The extent the respondents confront with the personal barrier is found to positively influence by their sex and remains unaffected by the other socio-economic characteristics.
- The extent of confrontation with management barrier is positively associated with sex and age of the respondents but remains independent of all other socio-economic characteristics. Regarding policy barrier it is found that the extent of confrontation is positively associated with educational qualification

only and remains independent of all socio-economic characteristics incorporated in this study. The above findings are represented in a diagram.

Fig 6.5: "Relationship between background variables vs. information barriers"

Fig 6.5: Relationship between background variables vs. information barriers



6.7 SUGGESTIONS:

Findings of the present study have not only reflected the information seeking behaviour of the educated unemployed youth in Nagaland but also have provided the premise for planning an appropriate information system for the target group. So far, there is no information system specifically designed to cater to the information needs of the educated unemployed youth in Nagaland. The existing mechanism under which the EUY seek information from various sources and channels has been observed as less effective due to several barriers associated with it. Inadequacy of information, inaccessibility, inconvenient locations of information centres, non-cooperation and inefficiency of the professional staff, inconvenient working hours and lack of modern communication facilities are some of the barriers confronted by the EUY while seeking information. Any attempt to provide information to the EUY in the state therefore, has to begin with a plan to reduce the magnitude if not eradicate completely the above said information barriers. The following are few suggestions that will go a long way to make the existing mechanisms in providing information services to the educated unemployed youth in the state:

6.7.1 Strengthening the state library

The state library presently functioning under the Department of Art and Culture need to be strengthened to work as an apex information centre of the state. At present, the state library has a very poor collection and is not able to cater to

information needs of various categories of users. Moreover, there are hardly any useful and pertinent journals and magazines subscribed by the library, which are constantly, required by users particularly the educated unemployed. There is also shortage of professional staff who could introduce and provide effective and efficient information services to the benefit of the users. What ever information resources are available in the library are not properly organised to be retrieved at the point of demand due to non availability of trained manpower and modern communication facilities. As a result the state library is functioning far away from that was envisioned at the time of its establishment. Creation of alternative information organisations to take care of the specific needs of different user groups is not a cost-effective proposition for a small developing state like Nagaland. Hence, efforts should be channelized to revitalise the state public library to take care of the specific information needs of the users particularly the educated unemployed youth of the state. This calls for the following policy measures:

(i) Grant of greater autonomy to the state library by upgrading it to a separate and full-fledged Directorate of its own.

(ii) Provision of professional leadership: i.e. Opportunity of professional librarians and information officer to work as executive head of the organisation

(iii) Restructuring the library organisation through creation of various cells to take care of specific needs of different client groups. In the process of this restructuring a cell should be created that shall collect and retrieve information needs of the

educated unemployed youth. Further, the cell should be headed by a professional having skills to capture specific information from various sources, process them as per the cliental requirements for effective and timely retrieval of information in a convenient and in a cost-effective manner. Apart from the informational repackaging the professional should have the networking skills to establish linkages with various nodal information agencies and also the relevant government departments such as education, industry, rural development, state informatics centre etc.

(iv) Enhancing resource efficiency particularly to procure information resources required for upgrading its status as an apex information centre of the state. Further, provision should be made in the state budget for annual addition and subscription in order to prevent the organisation from information obsolescence.

(v) Establishing a national and international connectivity through, modern information technology.

(vi) Promotion of work culture in the library.

(vii) Close monitoring and evaluation of the library by the higher authority.

(viii) Providing in-service training to library professionals already working in the state central library in order to train them in

latest developments in library and information services so that they can provide information technology and need based services to the educated unemployed youth.

6.7.2 Revitalising the district libraries:

At present there are eight districts libraries located at different district headquarters. The district libraries of all the eight districts are so poorly developed in terms of book collection and journal subscriptions and provision of other information services that very few educated youth are motivated to drop in those libraries. As a matter of fact many educated unemployed youth are not aware of the very existence of district libraries in the state. The poor image and negative user perception about the district libraries stem from a set of factors viz: non availability of adequate information, poor work culture and lack of communication facility. On top of it, the officer in charge is neither a professional by qualification nor functions with a professional spirit. So far as work culture is concerned district libraries are considered similar to other government departments where employees can afford to be absent or report a couple of hours late or leave the organisation a couple of hours before the scheduled time. When it comes to a cost benefit analysis i.e. the comparison of the costs that an educated unemployed pays to visit the library and the information benefits that he derives out of the visit. From the interviews with the educated unemployed youth in the state it is ascertained that even the basic magazines like employment news, competition success, Yojana, which are essential for any

competitive examination are not available etc., are not available in the district libraries, leave alone selective secondary sources and electronic sources.

In order to overcome the major deficiencies viz; non availability of information resources and poor information retrieving mechanism, following measures are suggested:

(i) Professional staff being assisted by a couple of semi professionals shall manage all the district libraries. In case of already co-professional working in district library, in-service training should be provided to them on the same pattern as in state library.

(ii) The resource base of the above libraries may be strengthened by two modes – by utilising one time grant for enlarging the current resource base and by regular annual grant to procure new arrivals and periodicals.

(iii) Creation of a cell in the district libraries to take care of the specific needs of the educated unemployed youth.

(iv) Close monitoring of the district libraries particularly in the matter of employees discipline and efficient fund utilisation and provision of information services.

(v) Strengthening of district libraries and establishment of both vertical and horizontal linkages (with state library and community information centres) shall go a long way to cater to the needs of educated unemployed youth from not only the district headquarters and nearby towns but also from the rural areas.

In the wake of recent development in road communication, an educated unemployed youth can very well cover an average distance of 25 kilometres to reach the district/ library for his required information if not daily, at least once in a week.

6.7.3 Creation of a cell at the community information centre:

As par the national programme each block in the state shall have information centre called community information centre. While imparting information to general public the specific needs of the educated unemployed can hardly be taken care of. A cell may be created under the leadership of semi-professionals at each of the community information centres to provide relevant information to the educated unemployed dwelling at the block headquarters and the nearby villages. The cell at the block level is to provide information in a manner so as to prevent the EUY from making daily or frequent visit to district library or state library. At times the cell has to download the information processed at the district or state level and reprocess them to meet the specific needs of the EUY in its own jurisdiction. These cells can link forward with the village development board to serve the information needs of the rural educate unemployed.

The above three organisations are required to have only functional relationship and in a constructed manner. So as to avoid any overlapping in their respective level the major activities should be:

(i) Organising user survey to access the information needs of the EUY.

(ii) Organisation of user education programme for efficient use of the sources available.

(iii) New communication devices and computer technology to help the users at the maximum level.

(iv) Providing career guidance and counselling services to the EUY.

(v) Establishing linkages between the EUY and the agencies and persons dealing with the problems of unemployment.

6.7.4 Adoptions of the information repackage strategy:

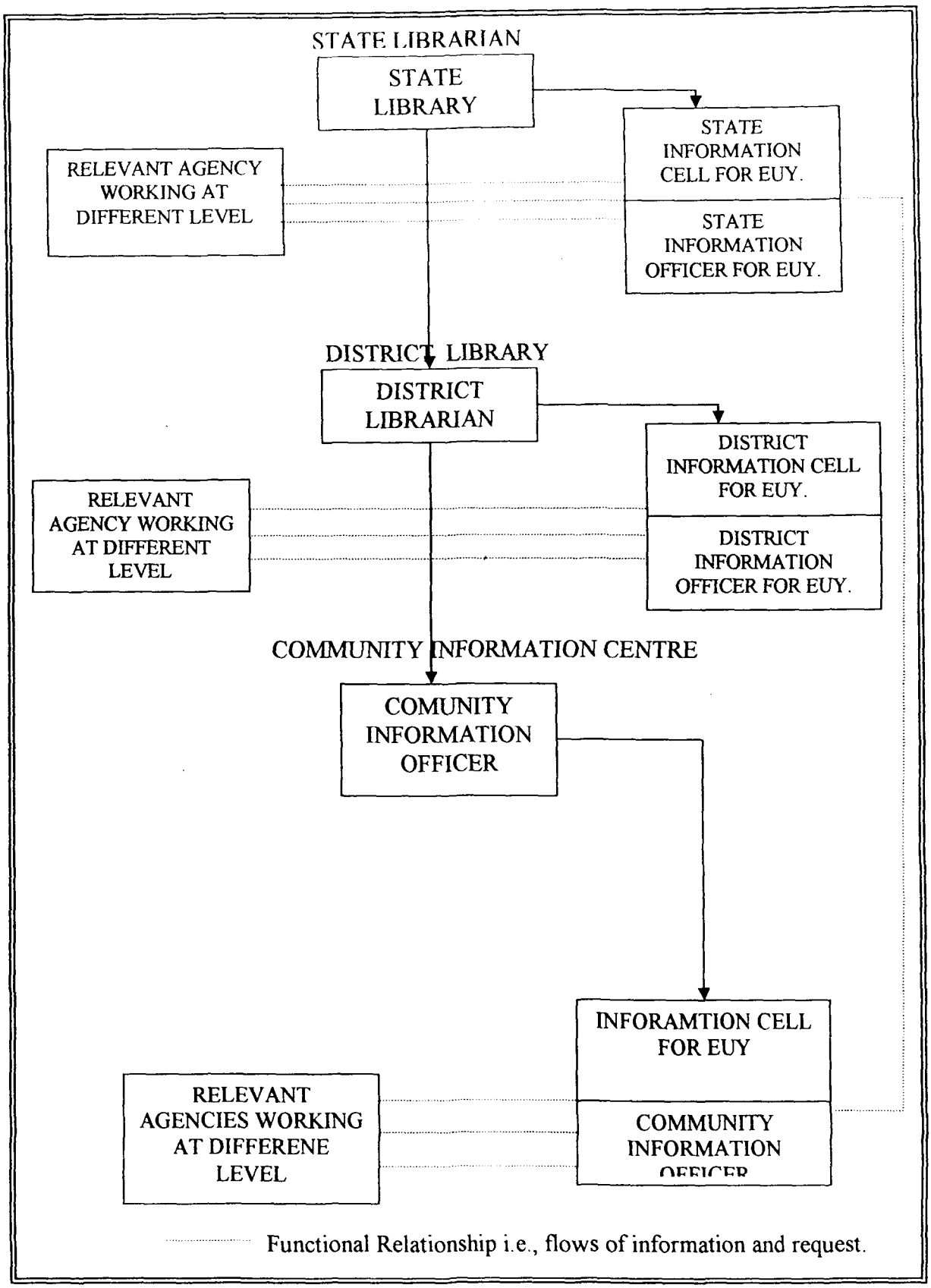
Looking at the state population and the present number of the unemployed in different geographical territory it is not feasible and cost effective to provide all sources of information in any particular cells. Therefore, the strategy to be adopted is information repackaging. Through networking the cells have to procure relevant information and repackage them in consonance with the specific needs of EUY and distribute the packages to the target groups. This repackaging activity in order to gain timeliness and cost effectiveness needs to be base on modern information technology. The declining price of the IT devices is a positive event even to make the propose strategy feasible at the state and district level cells for EUY if not at the block level.

6.7.5 Political Support:

However efficient techno economically may be the model of information system, their effective implementations much depend on the political support and the top leadership. The state government need to recognise the information needs of EUY and show genuine willingness to satisfy the needs. The right choice of leaders particularly at the level of directorate and state library shall not only provide proper direction to the intended activities but also redefine the goal of the organisation in tune with the changing environment. In order that the above suggestions are taken care of and implemented properly, there is a need for the enactment of "Public Library Act of Nagaland". There needs a lot of political will for passing the bill in the legislation?

The proposed suggestions can be implemented by the three cells to work at different levels as per the model presented below. Fig. 6.7: "A Proposed Model for Educated Unemployed Youth."

Fig 6.7: A Proposed Model for Educated Unemployed Youth.



6.8 Conclusion

The needs of the educated employed youth are genuine. Job seeking information need is more predominate than job creating information need. The sources are channels are contributing and relevant but inadequate to satisfy these information needs. The educated employed youth resort to using informal channels rather than formal channels to satisfy the needs. The reason being that, formal channels like libraries at state and district level are not well developed to provide relevant service, to satisfy the needs of the educated unemployed youth. There are management and policy related barriers which also hinder the process of information seeking behaviour of the uneducated employed youth. Therefore, it becomes very important that government libraries are strengthened with both human and non human resources by the government so that there is a network of libraries functioning at state, district and community levels. Since, an independent information system is not cost effective while taking the cognizance the size of the target population of the state, creation of special cells at each level to cater to the specific needs of educated unemployed youth emerges as a more feasible proposition.

The present study has tried to explore the information needs of educated employed youth in Nagaland, but the study is not complete in itself. Even though a sample of 538 educated employed youth was taken into consideration with adequate representation from all major academic disciplines, it was later realised that the educated unemployed youth depending on their respective academic background still differential information seeking behaviour. It is presumed that every discipline will have its own information sources and channels specific to the subject. This study has

not been able to study information needs of different specific disciplines. Moreover, to arrive at better general conclusions, a large sample needs to be studied. The present sample worked out to be only 16.19% of total educated unemployed population, which is very less for generalisations.

Keeping the above drawbacks of the study in view, it will be useful if research is conducted with a large sample that too in more comprehensive manner to identify the exact information needs and seeking behaviour of the educated unemployed youth. Further research efforts may be under taken to identify more specific information needs of the educated unemployed youth from various academic disciplines as well as different residential areas. Until the future research comes with novel ideas to tackle the problem in the long run, the suggestions made here may be implemented as a short term remedial measures. The replicate implications of the study may be explored in the other segments of the unemployed youth particularly for the educated employed youth of the state. Given political and leadership support and managerial commitment, the suggested model will go a long way in satisfying the specific information needs of the educated unemployed youth in the state.

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ANNEXURE

ANNEXURE -1

INFORMATION NEED AND INFORMATION SEEKING BEHAVIOUR OF EDUCATED UNEMPLOYED YOUTH IN NAGALAND

QUESTIONNAIRE

Dear Respondents,

Every year thousands of students are graduate out from different streams of studies, but many of them remain unemployed even if they are qualified. This brings tremendous mental as well as emotional pressure to the students as well as the society. In connection to this, I had proposed to undertake a research on "INFORMATION NEED AND INFORMATION SEEKING BEHAVIOUR OF EDUCATED UNEMPLOYED YOUTH IN NAGALAND" as a requirement for the Doctoral Degree. Through this study, I want to get a deeper understanding on the information related problems being faced by the educated unemployed youth in Nagaland (Graduate and above), and thereby propose necessary and practical solutions to the problem. In this regard, your kind cooperation in filling up this questionnaire would be highly appreciated. Your answers will be kept confidential.

Thanking you

Yours Sincerely:

(TALITEMSU AO)
Research scholar
Department of Library & information Science.
NEHU: Nongthymmai. Shillong-
14.

A. SOCIO-ECONOMIC CHARACTERISTICS

Please tick [√] the appropriate one

1. Sex 1) Male [ ] 2) Female[ ]
2. Marital status (1) Married [ ] 2) Unmarried [ ]
3. Age group (1) 20-24 [ ] (2) 25 – 29 [ ] (3) 30-34 [ ] (4) 35 and above [ ]
4. Branch of study: (1) Arts[ ] (2) Science[ ] (3) Commerce [ ] (4)Technical [ ]
5. Academic Qualifications (1) Graduate [ ] (2) Post Graduate [ ] (3) Doctorate [ ]
6. Residential status (1) Urban [ ] (2) Rural [ ]
7. Tribe.....
8. Type of Family: (1) Independent [ ] (2) Joint [ ]
9. Father's Education:(1) Under Matriculate [ ](2) Matriculate [ ]3) P.U [ ] (4) Graduate [ ]; 5) Post Graduate [ ]
10. Mother's Education: (1) Under Matriculate [ ] (2) Matriculate [ ] (3) P.U [ ] (4) Graduate [ ] (5) Post Graduate [ ]
11. Total family income from all sources per month (in rupees) (1)Up to 5,000 [ ] (2) 5001 – 10,000 [ ] (3) 10,001 – 15,000 [ ] (4) 15, 0001- 20,000 [ ] (5) 20,001 and above [ ]
12. For how many years have you been remained unemployed? (1)Up to 2 years [ ] (2) 3 – 4 [ ] (3) 5 years and above [ ]
13. To what extent you are worried about getting a job: (1) Very much [ ] (2) Somewhat [ ] (3) Very little [ ] (4) Not worried [ ]

B. INFORMATION NEEDS

Please respond against each of the following questions on a five-point scale provided at the right side (5 - Always; 4 – Frequently; 3 – Occasionally; 2 – Rarely; 1 –Never). *(Please encircle [O] the appropriate one)*

I need information for:

14.	Keeping abreast with the latest developments in my field	5 4 3 2 1
15.	Keeping abreast with the latest developments in related field	5 4 3 2 1
16.	Gaining deeper knowledge in my field	5 4 3 2 1
17.	Verification on certain matters	5 4 3 2 1
18.	Preparing for various exams and interviews	5 4 3 2 1
19.	Writing articles or review of articles	5 4 3 2 1
20.	Attending coaching / trainings / workshops	5 4 3 2 1
21.	For starting my own enterprise	5 4 3 2 1
Any other (please specify).....		5 4 3 2 1

C. INFORMATION SOURCES

I use the following information sources:

22.	Indian Journals	5 4 3 2 1
23.	International Journals	5 4 3 2 1
24.	News Letter	5 4 3 2 1
25.	Current Awareness Bulletins	5 4 3 2 1
26.	Government Documents	5 4 3 2 1
27.	Trade Literature	5 4 3 2 1
28.	Dictionary	5 4 3 2 1
29.	Directories	5 4 3 2 1
30.	Year Book	5 4 3 2 1
31.	Text Books	5 4 3 2 1
32.	Encyclopaedias	5 4 3 2 1
33.	Bibliographies	5 4 3 2 1
34.	Newspapers	5 4 3 2 1
35.	Magazines	5 4 3 2 1
36.	Atlas	5 4 3 2 1
37.	Press Clippings	5 4 3 2 1
38.	Televisions	5 4 3 2 1
39.	Tape Recorder	5 4 3 2 1
40.	Cinema	5 4 3 2 1
41.	C.D. ROMS	5 4 3 2 1
42.	Internet	5 4 3 2 1
43.	Online Database	5 4 3 2 1

Any other (please specify) 5 4 3 2 1

D. INFORMATION CHANNELS

While seeking information I use the following formal channel:

44.	Libraries	5 4 3 2 1
45.	Employment exchange	5 4 3 2 1
46.	Churches	5 4 3 2 1
47.	Community information centres	5 4 3 2 1
48.	Publicity and Information Department	5 4 3 2 1
49.	Electronic media	5 4 3 2 1
50.	NGO's	5 4 3 2 1
51.	Private agencies	5 4 3 2 1
	Any other (please specify)	5 4 3 2 1

While seeking information I use following informal channel:

52.	Personal experience	5 4 3 2 1
53.	Seniors	5 4 3 2 1
54.	Contemporaries (fellow unemployed)	5 4 3 2 1
55.	Professionals	5 4 3 2 1
56.	Meetings, seminars, symposia, counselling and talks.	5 4 3 2 1
57.	Discussion with others	5 4 3 2 1
	Any other (please specify)	5 4 3 2 1

E. INFORMATION BARRIERS

Please respond against each of the following questions on a five Point scale provided at the right side (5 - Strongly agree, 4 – Agree, 3 - Undecided, 2 - Disagree, 1 - Strongly disagree). *(Please encircle [O] the appropriate one)*

I feel my information search is governed by the following factors:

58.	Clarity about my information need and purpose	5 4 3 2 1
59.	Resources availability in my village/ town information centre	5 4 3 2 1
60.	Time factors	5 4 3 2 1
61.	Accessibility of the information resources	5 4 3 2 1

62.	Concentration of employment related information	5 4 3 2 1
	Any other (please specify)	5 4 3 2 1

I face the following difficulties while seeking required information from Various information centres:

63.	Inadequate information resources	5 4 3 2 1
64.	Information is not readily available	5 4 3 2 1
65.	Lack of modern information communication facilities	5 4 3 2 1
66.	Staff are not helpful	5 4 3 2 1
67.	Staff are not efficient enough	5 4 3 2 1
68.	Inadequate services	5 4 3 2 1
69.	Working hours of the centres are not convenient	5 4 3 2 1
70.	Inconvenient location of information centres	5 4 3 2 1
	Any other (please specify)	5 4 3 2 1

Curriculum Vitae

Name	Talitemsu Ao
Date of Birth	June 8th 1972
Marital Status	Single
Nationality	Indian
Category	Scheduled Tribe
Present Address	State Library P. R. Hills Kohima, Nagaland, India Phone (0370) 2221806(O) E-mail: imsongtali@rediffmail.com
Permanent Address	Church Colony Changtongya Town Mokokchung-793013, Nagaland, India

Education Qualifications:

Exam Passed	Board/University	Year of Passing	Percentage	Division
H.S.L.C.	N.B.S.E.	1988	48.62	Second
P.U.Sc.	N.E.H.U.	1991	45	Second
B.Sc.	N.E.H.U.	1994	48	Second
B.Sc. (Hons)	N.E.H.U.	1995	48.2	Second
M.L.I.Sc	N.E.H.U.	1997	59.53	Second
P.G.D.C.A.	N.E.H.U.	2002	48	S.P.
Ph.D.	N.E.H.U.	Submitted on May 2003		

Awards:
Junior Research Fellowship, NET- UGC North-Eastern Hill University 1998-2000.
Senior Research Fellowship, NET- UGC North-Eastern Hill University 2000-2002.

Area of Research & Experience: User Studies and 5 years of Experience

Seminars, Conferences, Symposiums & Workshops Participated:

1. Attended the workshop on CD-ROM Databases in Social Sciences
2. Participated in the workshop on "The Internet"

Present Job: Planning Officer cum Reference Librarian, State Library, Nagaland.

PARTICULARS OF THE CANDIDATE

NAME	:TALITEMSU AO
DEGREE	:DOCTOR OF PHILOSOPHY
DEPARTMENT	:LIBRARY AND INFORMATION SCIENCE
TITLE OF DISSERTATION:	:INFORMATION NEEDS AND INFORMATION SEEKING BEHAVIOR OF EDUCATED UNEMPLOYED YOUTH IN NAGALAND
DATE OF PAYMENT OF ADMISSION	:21/4/1998
APPROVAL OF RESEARCH PROPOSAL	
1. B.P.G.S.	:
2. SCHOOL BOARD	:
REGISTRATION NO. & DATE:	:476 OF 28/4/2000
DUE DATE OF SUBMISSION:	:28/4/2002

(Veena Saraf)

Head