Information Needs and Seeking Behaviour of Business Students*.

Shaheen Majid, Iftikah Hayat, Rashna Phiroze Patel and Srivatson Vijayaraghavan

Nanyang Technological University

Abstract

Information needs and seeking behavior of library users are changing due to several factors such as availability of information in multiple formats, new information discovery and delivery channels particularly mobile devices, changes in scholarly communications, and the entrance of new players in publishing and information provision. The main objective of this study was to investigate information needs, information seeking behavior and usage of different information sources by MBA students in Singapore. Data was collected through a pre-tested questionnaire, using the snowball sampling technique. It was found that the basic purposes of seeking information by the students were for writing assignments, conducting case study analyses, and preparing for student presentations and class discussions. Mostly students were looking for information about market research, financial information, economic news, and industry trends. Electronic information sources were considered more important than printed sources. The paper suggests certain measures for improving information literacy skills of students to make them more competent information users.

Keywords: Information Needs; Information Seeking Behavior; MBA Students; Library Resources; Singapore.

---

1. Introduction

It is a well established fact that libraries and information resource centers play an important role in supporting research, education and learning activities of postgraduate students. However, in order to accomplish this task effectively, libraries need to have a thorough understanding of the information needs and information-seeking behavior of their users. Information seeking behavior is a broad term, which involves a set of activities an individual undertakes to express his information needs, seek information, evaluate it, and finally uses this information to satisfy his information needs.

Various factors are likely to shape the information seeking behavior of an individual or a group of individuals. It is, therefore, desirable to understand the purpose for which information is required, the environment in which the user operates, skills required for identifying the needed information, and channels and sources preferred for acquiring the needed information. In recent years, many factors have contributed to make the information arena more dynamic and complex. We have moved from an era of information scarcity to information abundance, thus giving rise to the phenomenon of information overload and anxiety. Similarly, rapid increase in the capabilities of smart mobile devices for information discovery and access has resulted in new opportunities and challenges. The same information may also be available in multiple formats and accessible through a variety of delivery channels. Library users prefer flexibility and convenience and all these factors are contributing towards changes in their information seeking behavior. It is, therefore, imperative for libraries to stay in touch with these changes and re-orient their collections, services and facilities to synchronize them with the changing information seeking behavior of their patrons.

Since the 1940s, numerous studies have been conducted to investigate various aspects of information needs and seeking behavior of different categories of users. Earlier studies primarily focused on scientists and technologists to assist in building information resources and systems to effectively meet their information needs. Later the

scope of information seeking studies was expanded to include researchers, scholars and academicians from other disciplines.

In academic libraries, postgraduate students are among the major users of library resources and they use a variety of information sources to meet their diverse information needs. It is also necessary for them to consult a host of specialized information sources for different purposes such as writing assignments, term papers and project reports, preparing for class discussions, making presentations, and preparing for examinations and other learning activities. Business students usually need more focused and specialized information such as company profiles, competitive intelligence, market trends, market research, business news, financial and management reports, and expert analyses. Littlejohn and Benson-Talley (1990) reported that the information seeking behavior of business students was frequently directed toward rapid retrieval of current and specific information. That is why, apart from a plethora of print and online resources, many libraries have dedicated workstations for using specialized resources such as Bloomberg. The popularity of the Internet as a source of information is also on the rise. Students often search for information about specific industries or trade news through web search engines (Abels, 2004).

Irrespective of subject area, students from all disciplines heavily use electronic information resources. Hamade and Al-Yousef (2010) reported that students rank 'convenience of use' very high while using different information sources. They noted that students lean towards the use of more electronic resources due to their easy and quick access as well as the convenience of downloading and printing. Chaurasia and Chaurasia (2012) reported that over 65% of the postgraduate students and researchers at Indian Institute of Technology preferred using e-resources. A similar trend was observed by Okello-Obura and Ikoja-Odongo (2010) in Uganda where students greatly valued electronic information resources although many of them felt that they lack adequate skills to effectively use these resources. Boumarafi (2010) noted a change in the information seeking behavior of students due to extensive availability of e-

resources. A study by Friedlander (2002) investigated the use of electronic information sources by students from different subject areas. It was found that over 62.9% of the business students preferred using electronic information resources, while this preference for other subjects was less than 50%. However, Baro, Onyenania, and Osaheni (2010) pointed out that in addition to books, journals and the Internet, students also heavy use human resources for meeting their information needs. The use of interpersonal sources by postgraduate students for meeting their information needs was also reported by Nwagwu (2012).

In the recent past, there has been a proliferation of business information resources on the web and students now may become more inclined to use the web for meeting their study-related information needs. This is further accentuated by the fact that there are innumerable web resources that provide fast access to relevant and up-to-date information (Lieberthal, 2009). For instance, students can access company financial statements from securities and exchange websites, statistical information from government websites, investor information from individual company websites, industry trends from the websites of professional associations, financial data from Yahoo! Finance and Google Finance, and even some free company profiles from Hoover's website (Dewald, 2005).

However, students need to be cognizant of the fact that while there are several trustworthy websites, quality of many other websites is questionable. In a study conducted by Morrison, Kim and Kidd (1998), it was found that business students do not bother to confirm the reliability of different information sources. Their study also revealed that students primarily use business websites, followed by databases and government websites. Though students acknowledged that library resources were more reliable, they still preferred using the Internet resources. Lieberthal (2009) cautioned students against relying only on company websites. She stressed that companies varied a lot in their approach for putting information on their websites. News and stories bearing a negative connotation are not always included; hence students need to be careful and should look for sources that are

likely to give them more comprehensive, accurate and well-rounded information about companies.

There is no doubt that students need basic information literacy skills to select, evaluate and use appropriate, reliable and current information sources to effectively meet their study-related information needs. Several recent studies have endorsed the fact that adequate information literacy skills, particularly for searching and using e-resources, are needed by all students (Al-Muomen, Morris & Maynard, 2012; Cordes, 2012; Duncan & Holtslander, 2012). The emphasis on information competency is also highlighted by the Association to Advance Collegiate Schools of Business (2011). Gilinsky & Robinson, (2007) argued that potential employers of business graduates want these graduates to possess adequate level of information competency skills to undertake various tasks as well as to make correct decisions. The business professionals need to be able to differentiate between reliable and untrustworthy information, since they need to make key business decisions that have a direct impact on the financial and operational performance of their organizations. Any error in judgment could have disastrous ramifications for the company. However, several studies suggest that a majority of the students are usually satisfied with the results obtained through Google and other search engines and they do not check credibility of the retrieved information (Bowers, et al., 2009).

Kanter (2003) observed that information has become the leading business asset for many companies. Hence, business schools need to provide a strong foundation to their students to develop pertinent skills to exploit the full value of information. Librarians and faculty can play a vital role in nurturing information literacy skills among their business students. A study at the Pennsylvania State University noted that a majority of the faculty encouraged their business students to use web resources (Dewald, 2005). The author recommended that faculty should also persuade their students to utilize library databases and other resources for seeking more comprehensive and quality information.

It is obvious from the above discussion that a variety of printed and electronic information sources are available to students to support their studies. As libraries spend considerable proportions of their budgets on acquiring high quality expensive materials, it is important for them to adequately understand the information needs and seeking behavior of their users for developing more relevant information resources. Most of the previous studies on this topic have been done in the West and very little is known about the information needs and seeking behavior of business students in Singapore. The purpose of this study was to investigate information needs and seeking behavior of postgraduate business students in Singapore, their preferred information formats and sources, and the use of electronic information sources by them. The findings of this study will be useful for business libraries in re-orientating their resource development programmes. In addition, these findings will also be useful for business schools for developing appropriate information literacy skills among their students.

2. Research Method

A pre-tested questionnaire was used to collect data from two public universities in Singapore, offering MBA programmes. The questionnaire was reviewed and cleared by the ethical committee for research integrity of Wee Kim Wee School of Communication & Information, Nanyang Technological University, Singapore. Data collection from MBA students was a challenging task due to their busy schedule and other constraints. As both the business schools did not allow the researchers to approach their MBA students during the class sessions, the convenience snowball sampling method was used for data collection. Friends and other known contacts in MBA programmes were approached for participation in the study. They were also given extra copies of the questionnaire for distribution to their classmates.

The questionnaire comprised two sections with a total of eighteen questions. The first section of the questionnaire collected demographic information about the respondents. The second section

solicited information about the library use patterns of the respondents, information sources used by them to meet their study related information needs, preferred information formats (printed or electronic), use of online databases, and their overall satisfaction with the available business information resources. A total of 66 MBA students from two public universities in Singapore participated in this study.

3. Results and Discussion

3.1 Respondents' Profile

Almost one-quarter of the respondents were females while the remaining 74% of the participants were male students. A majority (62%) of the respondents were in the age group of 26 to 30 years (Figure 1). Another 20% of the respondents were in the age group of 31 to 35 years. Nearly 12% of the respondents were in the age group of 21 to 25 years. Only 6% of the respondents belonged to the age group of 36 to 40 years.
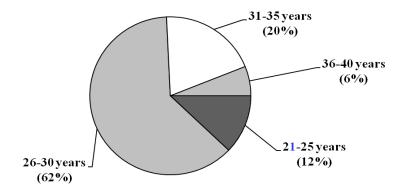

Figure 1: Age of the respondents (N=66)

3.2 Purpose of Information Seeking

The participants were asked how frequently they use library resources for different study-related purposes. It was found that 73% of the respondents were either 'always' or 'mostly' using library resources for writing their assignments/projects/term papers (Table 1). Three other popular purposes of using library resources were to prepare for case studies analyses, student presentations, and class discussions. On the contrary, the surveyed students were infrequently using library resources to get information about recent economic developments, business simulations, business plan competitions, and job interviews.

Table 1: Frequency of Information Seeking for different Academic Purposes

	Purpose	Always	Mostly	Occasionally	Never
1.	Assignments/projects/term papers	**29%**	**44%**	10%	17%
2.	Case studies	**21%**	**36%**	23%	20%
3.	Presentations	**14%**	**39%**	24%	23%
4.	Class discussions	**17%**	**32%**	27%	24%
5.	Previous exam papers	26%	9%	24%	41%
6.	Dissertations / theses	13%	20%	14%	53%
7.	Job interviews	8%	17%	27%	48%
8.	Business plan competitions	14%	10%	23%	53%
9.	Business simulations	8%	11%	30%	51%
10.	Recent economic developments	7%	11%	32%	50%

3.3 Business Information Needs

Students participating in the survey were asked to indicate how often they look for business related information, using a 7-point Likert scale where 1 was 'rarely' while 7 was 'very often' (Table 2). It was found that the highest demand was for market research information (mean score: 4.38), closely followed by financial information (mean score:

4.35). Other types of business information often sought by MBA students were: economic news and trends, industry information, and company specific information. Business information that were less frequently required by the students were stock market trends (mean score: 3.71), regulatory news (3.73) and consumer trends (3.73).

Table 2: Use Frequency of Business Information Seeking

S. No.	Information Type	Use Frequency		
		n	Mean (1~7)	SD
1.	Market research	61	4.38	2.36
2.	Financial information	66	4.35	2.31
3.	Economic news / trends	64	4.27	2.57
4.	Industry information	66	4.24	2.24
5.	Company information	62	4.23	2.16
6.	Business news	66	4.15	2.43
7.	Country information	66	4.12	2.59
8.	Business intelligence	64	4.03	2.96
9.	Analyst reports	65	4.03	2.04
10.	Statistical information	66	3.98	2.43
11.	Consumer trends	66	3.73	2.49
12.	Regulatory news	66	3.71	3.16
13.	Stock market trends	65	3.45	2.72

3.4. Usage of Internet Sources for Seeking Business Information

The participants were asked how frequently they use different Internet-based information sources for gathering study-related information. It was found that an overwhelming majority (91%) of the participating students were either 'mostly' or 'always' using web search engines for acquiring the needed information (Table 3). Another 69% of the students were using business and finance related websites. The least frequently used web information sources were 'Google Scholar' and 'Google Books'. This corroborates with the findings of Lieberthal (2009) who reported that business students heavily use a variety of web sources.

Table 3: Usage of Internet-based Information Sources

	Sources	Always	Mostly	Rarely	Never
1	Web search engines such as Google	65%	26%	9%	-
2	Business/Finance related websites	18%	51%	26%	5%
3	Professional Association websites	14%	32%	39%	15%
4	Government websites	11%	30%	42%	17%
5	Google Books	9%	18%	37%	36%
6	Google Scholar	12%	14%	27%	47%

3.5 Importance of Different Library Sources

Table 4 shows the importance of different categories of information sources for study-related activities. Online databases came at the top with a mean score of 5.31, closely followed by electronic journals (mean score: 5.12) and company annual reports in electronic format (mean score: 5.10). For printed information sources, newspapers were at the top (mean score: 4:15), followed by books (mean score: 3.90), company annual reports (mean score: 3.67), and journals (mean score 3.64). It was worth noting that electronic versions of almost all major categories of information sources were considered more important for academic work than their printed counterparts. The preference for electronic information sources was also reported by several previous studies (Chaurasia & Chaurasia, 2012; Hamade & Al-Yousef, 2010; Boumarafi, 2010)

Table 4: Importance of Major Information Sources (N=66)

	Source		Importance	
			Mean (1~7)	SD
1.	Online databases		5.31	2.71
2.	Journals	Print	3.64	2.67
		Electronic	5.12	2.44
3.	Company annual reports	Print	3.67	2.20
		Electronic	5.10	2.56
4.	Newspapers	Print	4.15	1.94
		Electronic	4.71	2.18
5.	Books	Print	3.90	3.07
		Electronic	4.55	3.01
6.	Conference papers	Print	3.29	2.58
		Electronic	4.03	1.98
7.	Dissertations / theses	Print	3.49	2.31
		Electronic	3.53	2.33

3.5.1 Satisfaction with Library Resources

The students were asked about their level of satisfaction with the adequacy, relevance and currency of library materials. The list of sources used in the previous section was also used for this question. Generally the students were more satisfied with electronic information sources than printed materials (Table 5). For electronic information sources, more than 60% of the students were satisfied with online databases, electronic journals and electronic newspapers. Slightly more than 15% of the students were dissatisfied with printed and electronic books, electronic dissertations/theses and electronic company annual reports. On the whole, MBA students at two public universities in Singapore were satisfied with their library resources.

Table 5: Satisfaction with Library Resources

S. No.	Sources		Very Satisfied	Satisfied	Somewhat Satisfied	Less Satisfied	Not Satisfied
1.	Electronic databases		24.2%	40.1%	25.8%	6.1%	3.0%
2.	Journals	Print	15.2%	39.4%	31.8%	13.6%	0
		Electronic	22.7%	43.9%	24.2%	6.1%	3.0%
3.	Company annual reports	Print	15.2%	28.8%	47.0%	7.8%	1.5%
		Electronic	19.7%	25.8%	37.9%	10.6%	6.1%
4.	Newspapers	Print	13.6%	34.8%	43.9%	7.8%	0
		Electronic	18.2%	45.5%	25.8%	9.1%	1.5%
5.	Books	Print	16.7%	28.8%	36.4%	9.1%	9.1%
		Electronic	15.2%	30.3%	39.4%	12.1%	3.0%
6.	Conference papers	Print	9.1%	36.4%	42.4%	12.1%	0
		Electronic	9.1%	39.4%	40.1%	7.8%	3.0%
7.	Dissertations /theses	Print	7.8%	31.8%	48.9%	9.1%	3.0%
		Electronic	10.6%	37.9%	34.8%	13.6%	3.0%

3.6 Usage of Online Business Databases

Among the online business databases, Thomson Reuters (mean score: 4.0) and Bloomberg (mean score 3.92) were at the top (Table 6). Other popular databases were: Business Monitor Online, Datamonitor, and Business Sources Premier. The low usage of LexisNexis was understandable as in one of the previous sections students indicated

that they do not frequency seek information about recent economic developments (Table 1). However, it was worrisome that mean scores of all the listed online databases were quite low. It was not clear why students comparatively less frequently used online business databases although earlier they rated these databases as the most important source for meeting their information needs (Table 4) as well as 64.3% of them were either satisfied or very satisfied (Table 5) with these databases.

Table 6: Usage of Online Business Databases

| | Database | Use Frequency | | |
		n	Mean (1~7)	SD
1.	Thomson Reuters	66	4.00	2.38
2.	Bloomberg	65	3.92	2.14
3.	Business Monitor Online	65	3.75	2.00
4.	Datamonitor	66	3.64	2.45
5.	Business Source Premier	66	3.61	2.50
6.	Business Insights	66	3.39	2.58
7.	OneSource	66	2.97	2.99
8.	Thomson One Banker	66	2.77	3.18
9.	Passport GMID	66	2.76	3.31
10.	Gartner	66	2.74	3.37
11.	LexisNexis	66	2.44	3.92

3.6.1 Familiarity with and Usage of Database Search Features

Many databases, in addition to standard search features, also provide certain other useful functions that can help students search these databases more effectively. Adequate familiarity with search features is likely to improve the usage of these databases. It was found that over one-half of the students were either unaware or have never used the database 'alerting service' which automatically notify to the registered users about new articles included in a database on a particular topic (Table 7). Some 59% of the students were either unaware or have never used the database feature through which a searcher can save his search strategy for possible future use. Similarly, a majority of the students were also not downloading the retrieved

articles, using hyperlinks to full-text articles, and exporting article citations for using in their assignments and project reports. On the whole, it appeared that the surveyed MBA students were either unaware of certain useful database features or not using them frequently. One possible reason for the low usage of online business databases by these students could be their inadequate database knowledge and searching skills. Several recent studies have also highlighted the need for students to possess adequate level of information literacy skills, particularly online searching skills (Al-Muomen, Morris & Maynard, 2012; Okello-Obura & Ikoja-Odongo, 2010).

Table 7: Usage of Database Search Features

	Search Feature	Always	Mostly	Rarely	Never	Not Aware
1.	Alert service	10%	10%	27%	27%	26%
2.	Profile setting for information preference/ search strategy	5%	7%	29%	33%	26%
3.	Saving articles in the database	6%	19%	22%	30%	23%
4.	Link to full-text articles on the Internet	10%	20%	26%	20%	24%
5.	Exporting article citations	10%	24%	23%	20%	23%

3.7 Preference for Printed and Electronic Information Sources

Although in a previous section the students were asked about the importance of different information sources available in printed and electronic formats, it was considered useful to ask them about their overall preference for these formats. A set of three statements were used to solicit students' preference and use of printed and electronic materials. A whopping 65% of the students reported using electronic information sources for their academic work (Figure 2). Another 20% of the students said they use both electronic and printed sources

almost equally. Only 15% of the respondents showed their preference for printed information sources. The popularity of electronic sources among students was also reported by several recent studies (Cordes, 2012; Duncan & Holtslander, 2012).
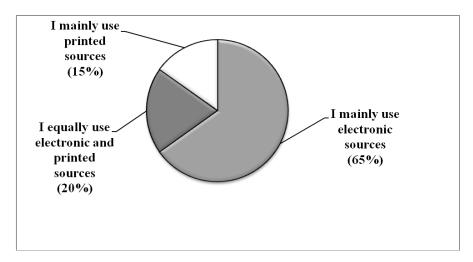

Figure 2: Preferred information
formats (N=66)

In order to further explore the reasons for preferring different information formats, a set of 12 statements were used. Unfortunately, for many statements a considerable number of the respondents did not express any opinion. A majority of the respondents who answered this question either 'agreed' or 'strongly agreed' with the statements that printed sources cause less eye strain and one can highlight as well as take notes on a paper document (Table 8). Around 80% of the students agreed that electronic information sources save time and are easy to use. Over 92% of the students also either 'agreed' or 'strongly agreed' that online search capabilities make it easier to locate the relevant information.

Table 8: Familiarity with Attributes of Printed and Electronic
Information Sources

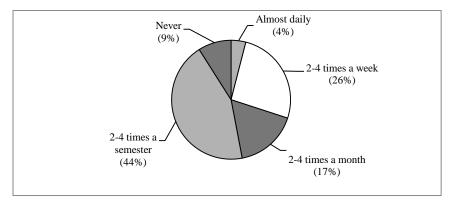| S. No.	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1.	I prefer print sources as they cause less strain to my eyes	21.2%	53.1%	19.7%	3.0%	3.0%
2.	I generally prefer print sources because I can highlight and take notes	19.7%	33.3%	40.1%	4.5%	1.5%
3.	E-sources save time	28.8%	53.0%	13.6%	4.5%	-
4.	E-sources are easy to use	28.8%	48.5%	12.1%	10.6%	-
5.	Online search capabilities make it easy to locate relevant information	47.0%	45.4%	7.6%	-	-
6.	I usually find it difficult to use search features of different databases	1.5%	19.7%	36.3%	34.8%	7.7%
7.	I usually find it complex and time-consuming to use database instructions	7.6%	21.2%	42.4%	24.2%	4.5%
8.	I am usually able to decide which database to use for different purposes	10.6%	33.3%	36.4%	19.7%	-
9.	There are too many e-journals and databases to select from	6.1%	25.7%	47.0%	16.7%	4.5%
10.	I prefer e-articles because I can print, download and email them	24.3%	41.0%	27.1%	7.6%	-
11.	E-articles allow me to cut/paste easily	25.8%	34.8%	28.8%	10.6%	-
12.	Searching online resources lead me to find other relevant and interesting information	25.8%	45.4%	28.8%	-	-

Three statements solicited opinions about using online databases. It was found that 42.5% of the respondents either 'disagreed' or 'strongly disagreed' with the statement that they usually find it difficult to use database search features. Another 44% of the respondents thought that they usually select an appropriate database to meet their information needs. However, a mixed response was received for the statement which asked if it was complex and time consuming for them to consult database use instructions.

The respondents' opinion was also sought about the full-text articles, either available through e-journals or full-text databases. Over 60% of the students either 'agreed' or 'strongly agreed' with the statements that they can easily print and download full-text articles as well as they can cut/paste text from e-articles. Over 71% of the students also agreed that usually online sources lead them to discover other relevant information materials.

On the whole, it appeared that MBA students were aware of the benefits of printed and electronic information sources. They also believed that they can select appropriate databases as well as use their search features to retrieve the needed information. However, it was unclear and worth further exploring that why then their use frequency of different online databases was quite low.

3.8 Library Use Patterns

As it was revealed in one of the previous sections that students, in addition to using different search engines and business websites, they were also using their university libraries for meeting their information needs. Although many information sources are now available in electronic format, a considerable number of business books, journals and other materials are still in printed format. The students were asked how frequently they visit their physical library to consult its information resources. One-quarter of the students said that they visit their library at least 2 to 4 times in a week (Figure 3). The percentage of students visiting their library at least 2-4 times per month and 2-4 times per semester was 17% and 44% respectively. This suggests that although students were more frequently using electronic information sources, which can be accessed anytime anywhere, a considerable number of them were still visiting their physical libraries.

Figure 3: Physical visits to university library (N=66)

3.9 Amount of Information Obtained from University Library

The students were asked what percentage of study-related information they could usually obtain from their university library. It was found that 47% of the students were able to meet 41-60% of their studies related information needs through their university library (Figure 4). Another 30% of the respondents said that their university library was meeting 20-40% of their information needs. It appeared that the university libraries were able to meet the information of their business students. This finding also tallies with a previous finding where a majority of the respondents were satisfied with library resources.
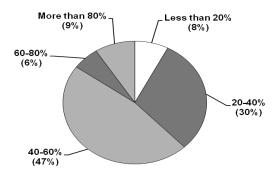

Figure 4: Information needs met by university library (N=66)

3.10 Awareness of Library Resources

The students were asked how usually they come to know about the existence of different library materials. It was interesting to note that one-third of the students said that they usually learn about library resources from their classmates (Figure 5). Another 16% of the students mentioned they usually come to know about these resources through their instructors. The percentage of students learning about library materials through library webpage and by attending library training programmes was only 20% and 16% respectively. There is a need to explore what changes are needed to make library promotional activities more effective and visible.
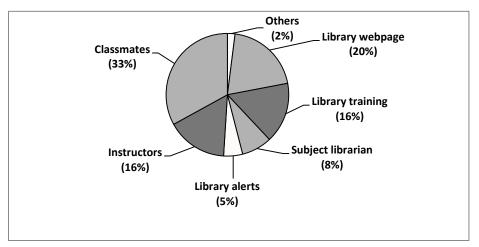

Figure 5: Primary way of learning about library resources (N=66)

3.11 Participation in Information Literacy Sessions

It is important that all students should possess adequate level of information literacy skills to effectively use library resources, including e-materials and online databases. They also need to know how to construct a good search strategy for searching online databases and the web. Some 60.6% of the students reported attending library training on using online databases. Of these students, 83% said that either this training was 'useful' or 'very useful'. However, it would be interesting to study what database searching skills are taught in these sessions as only a small percentage of the students were

frequently using online business databases and a majority of them was not familiar with certain useful features of these databases. Several authors have also stressed the need for providing basic information literacy skills to library patrons to make them competent and independent users (Duncan & Holtslander, 2012; Cordes, 2012; Bowers, et al., 2009).

4 Conclusion

Academic libraries usually spend a significant amount of their budgets each year for acquiring a variety of information sources including online databases, books, journals, reports and reference sources, both in print and electronic formats. Emergence of new information formats and delivery channels are resulting in a rapid transformation in the information landscape. Although the surveyed students preferred using digital information sources, the low use of online databases was a matter of concern. It also appeared that the students had limited knowledge of a wide array of functions provided by many business databases. There is a need for libraries to strengthen their promotion and user-education programmes to create more awareness about information resources available to students and instructors. It was also noted that the students were frequently using web search engines and business websites for getting study-related information. Although the Internet provides fast and easy access to innumerable information sources, not all these sources are comprehensive, current, authentic and reliable. Academic libraries and business schools can collaborate to develop basic information literacy skills among their students which will be useful in the proper identification, selection, acquisition, evaluation and use of high quality information. This knowledge will also be useful for these students at their workplace as the use of quality information will help them undertake their responsibilities more effectively.

References

Abels, E. (2004). Information seeker's perspectives of libraries and librarians. *Advances in Librarianship, 28*, 151-170.

Al-Muomen, N., Morris, A., & Maynard, S. (2012). Modeling information-seeking behaviour of graduate students at Kuwait University. *Journal of Documentation*, *68*(4), 430-459.

Association to Advance Collegiate Schools of Business. (2011). AACSB accreditation standards. Retrieved on 23 January 2013 from http://outfind.ca/2011/10/19/aacsb-accreditation-standards/

Baro, E. E., Onyenania, G. O., & Osaheni, O. (2010). Information seeking behaviour of undergraduate students in the humanities in three universities in Nigeria. *South African Journal of Libraries & Information Science*, *76*(2), 109-117.

Boumarafi, B. (2010). Electronic resources at the University of Sharjah medical library: an investigation of students' information-seeking behavior. *Medical Reference Services Quarterly*, *29*(4), 349-362.

Bowers, C.V. M., Chew, B., Bowers, M.R., Ford, C. E., Smith, C., & Herrington, C. (2009). Interdisciplinary synergy: A partnership between business and library faculty and its effects on students' information literacy. *Journal of Business and Finance Librarianship, 14*(2), 110-127.

Chaurasia, N.K, & Chaurasia, P. (2012). Exploring the information seeking behaviour of students and scholars in electronic environment: A case study. *International Journal of Information Dissemination & Technology*, *2*(1), 67-73.

Cordes, S. (2012). Student technology use in the information-seeking and information-gathering process: A critical incident approach for benchmarking performance. *E-Learning and Digital Media*, *9*(4), 356-367.

Dewald, N.D (2005). What do they tell their students? Business faculty acceptance of the Web and library databases for student research. The Journal of Academic Librarianship, 31(3): 209-215.

Duncan, V., & Holtslander, L. (2012). Utilizing grounded theory to explore the information-seeking behavior of senior nursing students. *Journal of the Medical Library Association*, *100*(1), 20-27.

Friedlander, A. (2002). *Dimensions and use of the scholarly information environment: Introduction to a data set assembled by the Digital Library Federation and Outsell, Inc.* Digital Library Federation and Council on Library and Information Resources, Washington, D.C.

Gilinsky, J. A., & Robinson, R. (2007). A proposed design for the business capstone course with emphasis on improving students' information competency. *Journal of Management Education, 32*(4), 400-419.

Hamade, S.N., & Al-Yousef, S. (2010). The use of information resources by LIS graduate students in Kuwait. *Library Review, 59*(5), 360-369.

Kanter, J. (2003). Ten hot information technology (it) issues and what makes them hot. *Information Strategy: the executive's journal, 19*(3), 23-26.

Lieberthal, S.P. (2009). Teaching undergraduate business students to access public company Information: assessing students' use of library resources. *Journal of Business and Finance Librarianship, 2009, 14(3)*, 230-247.

Littlejohn, A.C., & Benson-Talley, L. (1990). Business students and the academic library: a second look. *Journal of Business and Finance Librarianship, 1*(1), 65-88.

Morrison, J.L., Kim, H, & Kidd, C.T. (1998). Student preferences for cyber search strategies: Impact on critical evaluation of sources. *Journal of Education for Business, 73*, 264-268.

Nwagwu, W. (2012). Information sources and information needs of postgraduate students in engineering and arts in the University of Ibadan, Nigeria. *Collection Building*, *31*(2), 66-77.

Okello-Obura, C.C., & Ikoja-Odongo, J.R. (2010). Electronic information seeking among LIS postgraduate students at Makerere University, Uganda. *Library Philosophy & Practice*, *12*(2), 1-13.

About the Authors

Dr. Shaheen Majid is Associate Professor at the Division of Information Studies, Wee Kim Wee School of Communication and Information, Nanyang Technological University (NTU), Singapore.

Iftikhar Hayat is working as Engineering and Patent resource librarian at National University of Singapore Libraries (NUS Libraries). He is also part of mobile technology team as well as involved in the development of online gaming. He finished his Masters in Information Studies from NTU in 2011.

Rashna Phiroze Patel is the Section Head of Information Services at Lien Ying Chow Library, Ngee Ann Polytechnic, Singapore. She previously worked as a Corporate Librarian. She finished his Masters in Information Studies from NTU in 2011.

Srivatson Vijayaraghavan is an IT professional currently working as an associate in Cognizant Technology Solutions, Chennai. He finished his Masters in Information Studies from NTU in 2011.