

Research on the Influencing Factors and Action Strategies of Freshmen's Everyday Life Information Seeking

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Abstract: The purpose of this study is to explore the determinants of Freshmen's daily life information search behavior in daily life, and the strategies to deal with daily life problems. 15 participants were interviewed by interview method and grounded theory method, and the data were analyzed. The results show that the personal characteristics, information resources and environmental characteristics of information seekers determine how to face daily problems, and the participants adopt different action strategies to deal with daily problems, including explicit and implicit, instantaneous and delayed, multiple and one-time daily life information search.

Key words: everyday life information seeking, freshmen, influence factors

1. Introduction

In the 1990s, Wilson (1997)^[1] pointed out the information discovery of residents in their daily lives. Since then, information seeking behaviour research has taken a new direction - focusing on people's information seeking behaviour in everyday life, marking the formal entry of unstructured information behaviour research into the field of information behaviour research. In particular, Everyday Life Information Seeking (ELIS), introduced by Savolainen^[2] in 1995, has led to the development of information seeking behaviour in everyday life situations. In contrast to other information seeking behaviours, the key to everyday life information seeking behaviour is the qualification of everyday life, which is routine, common and familiar, and characterises the structural conditions of life behaviour. For example, turning on the radio in the morning to listen to the weather forecast, reading newspaper headlines while listening, chatting with family members about what time they expect to be home in the evening, and what has been a source of pleasure or headache recently^[3].

On the other hand, the rapid development of the Internet has changed people's thinking patterns and ways of thinking, and even more so their behaviour and ways of acquiring information in their daily lives. When in need of information on shopping, food, entertainment and other kinds of daily life, more and more people tend to search for information online, then find it after analysing and judging it, and finally use it in their daily lives.

As for new students entering university life, they encounter a variety of things on a daily basis

due to their age and the unique experience of being new to university. The social transition that accompanies university entry brings with it a range of everyday hassles such as housing issues, academic requirements and initiation activities, which increase the likelihood of information seeking. In addition, as young people they may have a large number of potentially stressful experiences and a strong desire to deal with life events independently^[4].

Given the importance of ELIS in coping with everyday chores and the little research on this issue, this study uses the interview method and rooting theory to answer the following questions: What are the determinants of coping problems in everyday life for university freshmen? What strategies are used to cope with everyday life problems? Contributing to the development of ELIS.

2 Overview of research

Many human information seeking behaviours are focused on non-work purposes, i.e. everyday life information seeking (ELIS). In 1995, Savolainen^[2] first introduced the concept of ELIS and its related model, defining the concept of ELIS as "the various information-seeking and acquisition behaviours that people engage in in order to guide their daily lives and solve non-occupational or work-related problems such as health, entertainment and so on". He defined the concept of "information seeking in everyday life" as "the various information seeking and acquisition behaviours that people engage in to guide their daily lives and to solve non-occupational or work-related problems such as health and entertainment". He explores the ways in which people use various information resources to meet their information needs in the areas of health, consumption and leisure, and suggests that ELIS habits and attitudes enable people to make meaningful life choices using their personal values and beliefs.

In addition, Savolainen^[2] proposes a model of information-seeking behaviour in everyday life, in which he considers lifestyles as ordered things, based on perceived choices, whose underlying determinants are personal habits. Life control is about maintaining the order of things and it is related to practical problem solving, especially when the order of things is threatened. Individuals seek answers from the experience of solving previous problems, and these experiences also influence later attitudes to information seeking and use. As the search for information about everyday life changes depending on the problem situation, individuals search for information about everyday life purposefully in order to compensate for the inconsistency between the current situation and the original situation in order to achieve a sense of coherence in everyday life.

Based on Savolainen's definition, domestic scholars believe that information-seeking behaviour in daily life refers to information-seeking behaviour that is oriented towards daily life and not directly related to work, including life dominance and lifestyle. Lifestyle sets the criteria for users to choose the information search channel for their daily life, while life dominance captures the basic tendency of information search.^[5]

Researchers have explored ELIS in different populations in different contexts, focusing mainly on physical health conditions and major life events, and have produced richer findings. Examples include women undergoing breast surgery^[6], pregnant women carrying twin children^[7], women in menopausal transition^[8], first-time mothers^[9], search behaviour of

unemployed Finns^[10], and Korean librarians nearing retirement^[11].

As a special group of students, the university years are a time of growth when they encounter a variety of problems and confusion. Many new university students will occur ELIS to solve these problems and worries. Studies have shown that effective access to information about everyday life is important for college students to transition and adapt to college life^[12]. However, most research on college students' information-seeking behaviour has focused on the interactions between students and information systems for educational and academic purposes, with relatively little research exploring aspects of ELIS.

Sin^[13] explores the daily information seeking behaviour of a specific group of international students, analysing their needs for information about their daily lives and their use of social networking sites. It was found that the majority of international students use social networking sites regularly and that this is an important way of purposeful daily information seeking behaviour. Yoon^[14] also studied the ELIS of international students in their new environment and found that the information needs of international students were different before departure and after arrival in the new country. Before departure, most international students' information needs were related to their daily life, not about academics or campus life, but more about information such as housing information or driver's licences. By the time they settle in, their information needs range from missing home to local weather and food cooking. Later on, information needs became more specific, such as financial issues and medical issues. Once at university, Sin^[13] found that finance, health, news about their home country, housing and entertainment were the most important information needs in the daily lives of international students. Of these, personality traits were a determining factor in the change of information needs^[15].

In addition, Williamson^[16] studied the role of social media on 34 Australian university students aged 18-25 in their search for information in their daily lives. The study showed that university students prefer to use online searches for purposeful searches and use social media to communicate with friends, but traditional paper media still plays an important role.

3 Study design

3.1 Research Methodology and Subjects

First-year university students were recruited by posting notices in university libraries, dormitory entrances and dining halls. According to Patton and Fund^[17] purposive sampling strategy, maximum variation sampling was used to include participants with different demographic characteristics. During the sampling process, data were collected from individuals, places and events to maximise coverage of the sampled group. Data collection continued until saturation was reached. In this study, 15 participants were selected for interview, each interview lasted 20 to 40 minutes and the interviews lasted for two months.

Qualitative research based on case studies is particularly suited to exploring the "what," "how," and "why" questions.^[18] The rooted theory approach to interview data collection, developed by Glaser and Stauss in 1967, advocates the extraction of concepts and the construction of theory from everyday experience and social phenomena as an inductive, bottom-up research process^[19]. It is an inductive, bottom-up research process. The research pathway emphasises the 'rootedness' of the theory^[20], i.e. starting from real life, collecting data and information with questions, and

coding the resources to explore the results, which is widely used in China and abroad.

The interviews were open-ended and centred on the information-seeking behaviour of new students in their daily lives, with basic information about the participants shown in Table 1 below.

Table 1 Basic participant information

Participant Code	Age	Gender	Specialities	Place of origin
1	17	Female	Economics	Rural
2	17	Male	Sociology	Rural
3	18	Male	Ethnography	City
4	18	Male	Medicine	City
5	18	Male	Medicine	City
6	18	Female	Administration	City
7	18	Female	Librarianship	City
8	18	Male	Intelligence	Rural
9	19	Female	Legal Studies	City
10	19	Female	Journalism	Rural
11	19	Female	Civil Engineering	Rural
12	19	Male	Foreign Languages	Rural
13	19	Female	Intelligence	City
14	20	Female	Sociology	Rural
15	20	Female	Legal Studies	City

3.2 Data collection and collation

Open-ended questionnaires using situational interviews are used to collect data by talking to participants in depth about the process by which they encounter problems occurring in their daily life information-seeking behaviour. The situational interview is a special type of narrative interview that enables the interviewee to describe specific events or characteristics of everyday life^[22]. The outline of the interview is drawn up on the basis of the relevant literature and adapted to the progress of the interview, with a progressive and in-depth interview tailored to the responses and focus of the different participants. The first part of the interview introduces the interviewees to the purpose of the study and personal information about the participants. The second part of the interview focuses on the types of everyday problems encountered and the psychological feelings of the interviewees, their reasons for seeking or not seeking information, the types and sources of information sought and the results of the information sought.

Prior to the commencement of the study, the researcher conducted a small pilot study to determine the appropriateness and feasibility of the interview questions. After analysing the results of the pilot interviews, the questions in the interview outline were modified. All interviews were conducted in places convenient to the participants, such as dormitories, classrooms, etc. Where necessary, participants were interviewed more than once, in accordance with the 'theoretical saturation principle'.

The entire data was analysed using the rooted theory outlined by Corbin and Strauss^[21].

Through the collection, analysis and theory generation of the data, continuous questioning and comparison between events and events, events and concepts, concepts and concepts, the data is conceptualised to form classes and their properties, and finally, theories are integrated.

4 Research findings

4.1 Open coding

This stage requires the researcher to code the interview data according to the data itself. This stage of coding requires word-by-word dissection to discover and name conceptual categories from the data. By importing the interview data into NVivo11 software, the author refined the content related to the information behaviour involved in the data, obtained 23 initial concepts and categorised 10 sub-categories. Due to space limitations, only some of the original statements are exemplified in this paper, and the coding results are shown in Table 2 below.

Table 2 Open coding results

Subcategory B	Initial Concept A	Original statement (example)
B1 Information Request Topics	A1 Food & Entertainment Information	N3: This school is very new to me and so is the city, so what food and shopping malls are around will bother me and my roommates and I will do our tips online in advance
	A2 Residential Life Information	N7: It's not convenient to live at school because of pet feeding, so I've been looking for rental information recently.
	A3 Study for exams category information	N3: My plan was clear when I entered the university, I would go to graduate school and get a PhD. Although I am in my first year, I will take the initiative to study and consult my teachers and seniors when I encounter relevant problems.
	A4 Personal privacy information	N9: What will people say? They will only give you feedback that makes you look uncomfortable.
B2 sensitivity	A5 fragile personality	N11: I have a personality that gives in easily, that's why I always think about these trivial things
	A6 over-emphasis on issues	N1: This is my first time being in charge of a club activity and I have my classmates in the group. I don't want the process to fail because of me, so I will search for any problems in advance and be well prepared.
B3 Confidence	A7 personality initiative	N2: I don't care what people think, when I have a problem, I seek every avenue until it is resolved.
	A8 a priori knowledge	N4: Compared to my roommates, I think they are more experienced when it comes to making tips, so I will always listen to their arrangements.
B4 Information Literacy	A9 Information Retrieval Skills	N8: I am interested in information retrieval courses and will often improve my skills through on-campus lectures and catechisms.
	A10 Problem solving skills	N10: The higher the problem-solving ability, the faster the action.
B5 A sense of urgency to	A11 The urgency of solving the problem as	N4: When a problem arises, I can't help but want to fix it as soon as possible so I can get back to the

return to a normal rhythm	soon as possible	normal rhythm of life and get on with other things as soon as possible.
	A12 Anxiety affects personal awareness	N11: Problems can make me anxious, so I make a conscious effort to get back into a normal rhythm.
B6 Individual statistical characteristics	A13 Rural areas	N5: Learning conditions and living environment from an early age, no people or facilities to develop information and innovation skills, only subject learning on a daily basis.
B7 Accessibility and availability of information resources	A14 Accessibility	N12: Ever since I got the internet on my phone, the first thing I do every day is Google search because it's quick and easy.
	A15 Availability	N14: I will think about whether it really works.
B8 The closeness of the information source to the searcher	A16 Asking others	N11: When I have a problem I would turn to a friend first. Secondly for a sister or brother because there are some issues that parents won't understand, but a sibling, being the same age, will have different advice.
	A17 Search Engine	N9: Uses the Internet on a daily basis and uses it as a primary option for information seeking.
	A18 dedicated system or APP	N13: Study for exams related questions more often using the school's internal learning resource system, such as the exams platform.
B9 Credibility of information sources	Advice from A19 professionals	N1: I consult a psychologist when I have most psychological problems because he is a professional and he knows the answers.
	A20 Consistency with social norms	N10: Information resources are credible when they are consistent with social norms and values.
	A21 Acceptable, logical and error-free	N15: An information resource is credible when it is acceptable, logical and free of errors.
B10 Time pressure	A22 is in a mission situation	N6: I didn't know how to find out, but there were other things waiting for me to solve next and I didn't have time.
	The A23 problem is serious and cannot be solved in a short time	N1: The more stressful the problem is when it is perceived to be serious, cannot be solved in a short time and the individual lacks the ability to solve it.

4.2 Spindle coding

This stage provides a comprehensive analysis of a category and establishes the interconnections between the conceptual categories. The author summarises the above 23 primary concept genera and finally collates them to obtain 3 main categories and 10 sub-categories. Among them, the primary categories include C1 personal characteristics, C2 information resources, and C3 environmental characteristics. In order to facilitate the subsequent analysis to form a complete behavioural process model, the three primary categories were further grouped into corresponding dimensions. The details are shown in Table 3 below.

Table 3 Spindle coding results

Main Category C	Subcategory B	Category specific content
C1 Personal	B1 Information	Individuals will have information needs for study

Traits	Request Topics	methods, exams, study abroad, travel, shopping, food, entertainment, sports, physical discomfort, recruitment, rental information, pet feeding, campus events, policy announcements and other types of information.
	B2 sensitivity	Refers to an overly pessimistic perception of the problem, emphasis, vulnerability, low flexibility, low resilience, etc.
	B3 Confidence	Refers to the fact that new students are not influenced by the judgement of others when seeking relevant information.
	B4 Information Literacy	Refers to an individual's ability to find information, access it and make use of it.
	B5 A sense of urgency to return to a normal rhythm	Refers to the effort to get one's life back into a normal rhythm when problems occur.
	B6 Individual statistical characteristics	This study focuses on comparisons between rural and urban areas.
C2 Information Resources	B7 Accessibility and availability of information resources	Refers to easy, fast and effective access to information resources.
	B8 The closeness of the information source to the searcher	This study focuses on search engine retrieval, asking others, information systems or apps as the ways in which the participants occurred to search for information about their daily lives to obtain information.
	B9 Credibility of information sources	Information with authoritative sources is highly credible.
C3 Environmental Characteristics	B10 Time pressure	It refers to the time constraint leading to uncertainty in access to information, further adding to the stress of participants.

4.3 Selective coding

This stage is to analyse the various categories obtained and extract the core categories in order to construct a model that reflects the original material. In the previous stage, the author obtained three main categories: personal characteristics, information resources and environmental characteristics. In this study, the core category of "information behaviour in daily life" is used to explain the relationship and connotation with other categories, as shown in Table 4 below.

Table 4 Results of selective coding

Relationship structure	Relationship structure connotation
Personal Traits - Information Behaviour in Daily Life	Personal characteristics directly influence the information-seeking behaviour of new students in their daily lives, and their influence is reflected in: the type of subject matter of information needs, sensitivity, self-confidence, information literacy, a sense of urgency to return to a normal life path, and place of origin.
Information Resources - Information Acts of Daily Life	Information resources have a direct impact on the information-seeking behaviour of new students in their daily lives, as reflected in the accessibility and availability of information resources, the closeness of the

	relationship between the information source and the searcher, and the credibility of the information source.
Environmental characteristics - everyday information behaviour	Environmental characteristics also contribute to the occurrence of information-seeking behaviour in everyday life. In particular, the probability of information-seeking behaviour in everyday life increases in situations of time pressure.

4.4 Theoretical saturation test

The so-called theory saturation test, where no new categories emerge from the data analysis, indicates that the coding analysis has reached saturation and the data collection and analysis can be stopped. In this study, after coding the 23 primary concepts had converged and no new categories emerged by the time the 15th interview text was coded, which could indicate that the theory had reached saturation.

5 Model construction of factors influencing university freshmen

ELIS

Everyday life information behaviour dealing with everyday problems is a multidimensional phenomenon. The interviews and data collation revealed that the determinants of ELIS affecting university freshmen were divided into 3 main categories, 10 sub-categories and 23 initial concepts.

5.1 Personal characteristics

The influence of personal characteristics on participants' information-seeking behaviour in everyday life is reflected in the following: the type of subject matter of information needs, sensitivity, self-confidence, information literacy, a sense of urgency to return to normal life paths, and place of origin.

Daily life information search corresponds to the theme of information needs. University freshmen express their different reasons for their daily life information search behaviours, which occur because of various types of information needs such as study methods, examinations, studying abroad, travel, shopping, food, entertainment, sports, physical discomfort, recruitment, dealing with emotional conflicts, rental information, pet feeding, campus activities, policy notices, and so on. Depending on the nature of the information, it can be classified into study and examination information, entertainment information, news information, transportation information, health information, and personal privacy information. Sensitivity leads to participants' perceptions of issues. Low resilience, vulnerability, overemphasis on problems, low flexibility, exaggerated problems and pessimism are all characteristic manifestations of over-sensitivity that affects college freshmen ELIS. Confident individuals are not influenced and judged by others when seeking relevant information. Having sufficient problem-solving skills is one factor, and the level of information literacy is a measure of how well an individual finds information, accesses it and uses it. A sense of urgency to return to a normal rhythm was another characteristic that determined the occurrence of ELIS among participants. The findings indicate that when problems occur, some university freshmen feel anxious and they make a conscious effort to return their lives to a normal rhythm. In addition, among the demographic characteristics, the author found that the educational environment, infrastructure and teachers

in rural areas are not as well equipped as those in urban areas, and to a certain extent, they are unable to enhance the ability of students in rural areas to access information. As a result, participants whose place of origin was rural areas had lower perceptions, attitudes, abilities and behaviours towards information-seeking in daily life than those in urban areas.

5.2 In terms of information resources

The influence of the information resource itself on the information-seeking behaviour of participants in their daily lives is mainly reflected in the accessibility and availability of the information resource, the closeness of the relationship between the information source and the searcher, and the credibility of the information source.

For new university students, access to information with minimal effort is preferred and accessibility of information is an effective factor influencing ELIS. In addition, availability was also a consideration when faced with information resources. In line with McKenzie^[23], this study found that the choice of information source was central to the participants' everyday information search. Search engine retrieval, asking others, information systems or apps were the ways in which university freshmen occurred to search for information about their daily lives. Of these, asking others was the most common behaviour of participants in order to solve problems in their lives. Almost any type of information need for everyday life would first turn to a friend. Sisters or brothers were next, and parents were the third most frequent source of people to consult and considered them to be the authority on the topic. Teachers ranked fourth and librarians fifth. In addition to consulting others, college freshmen also like to use search engines to get information and address more problems in housing, healthcare, recruitment and entertainment. In addition, a close relationship with the source of information is an important factor in the occurrence of ELIS. Acceptance of personal expression of feelings and thoughts, trustworthiness, showing empathy, and support all confirmed this relationship. One of the features of most problems that are easier to solve is the ready access to information from authoritative sources. For new university students, trustworthiness has different meanings, such that information resources are trustworthy when they come from a wealth of experience and knowledge, are consistent with social norms and values, and are acceptable, logical and free from error.

5.3 Aspects of environmental characteristics

In addition to personal characteristics and information resource aspects, the author found that environmental characteristics also contribute to the occurrence of information-seeking behaviour in everyday life. As seen in other studies, the ability to solve the problem at hand and time constraints lead to uncertainty in information access, further exacerbating individual stress^[24]. Stress increases when the problem is perceived as serious, cannot be solved in a short period of time, and when the individual lacks the ability to solve the problem. Where short time to solve indicates the environmental characteristics of information behaviour occurring in university freshmen, the odds of information-seeking behaviour in everyday life are elevated in situations with time pressure.

The final freshman ELIS influencing factor model is shown in Figure 1.

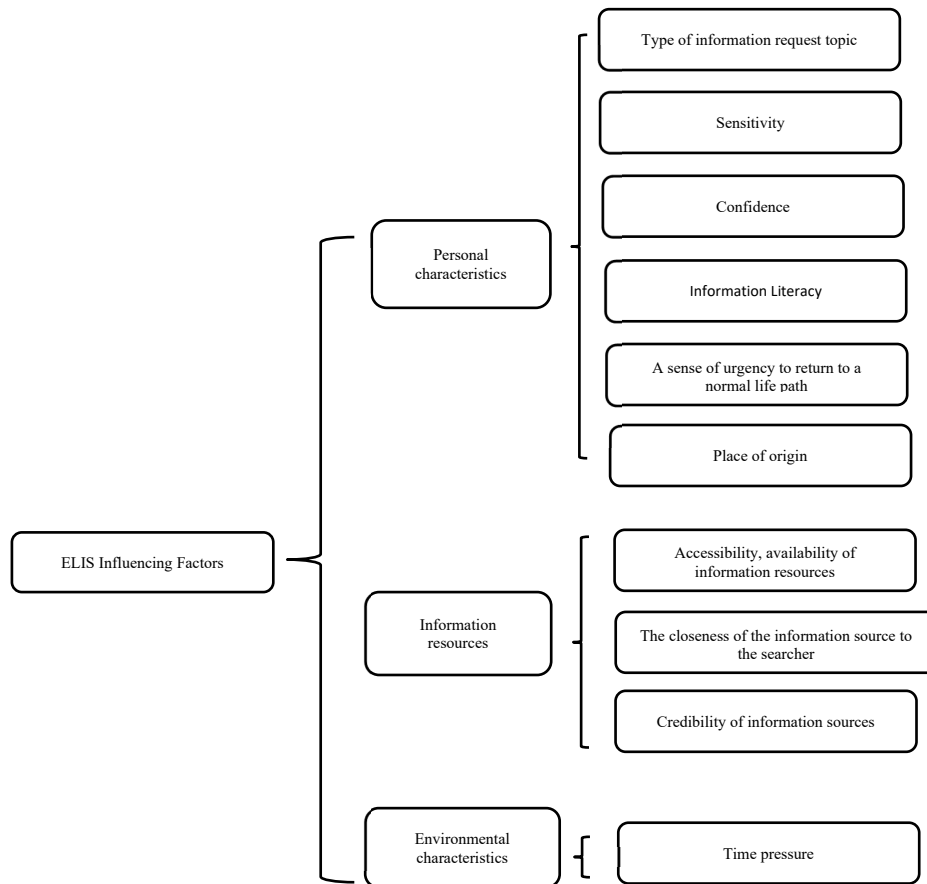


Figure 1 Model of factors influencing university freshmen ELIS

6 Information-seeking behaviour in everyday life in terms of action strategies

6.1 Explicit and implicit information-seeking behaviour in everyday life

The use of information-seeking strategies can, to some extent, reflect people's information awareness, information skills and personality traits. Participants adopt different information behaviours depending on the type of problem and access to information resources, which are divided into explicit and implicit information-seeking behaviours for everyday life. Explicit everyday information-seeking behaviour refers to students using information resources to discuss and search for their own issues in a comprehensive and detailed manner. When faced with a problem that was not private or when information resources were scarce, 10 participants adopted an explicit information-seeking strategy. "I need to access a foreign database, but our school does not purchase it. I knew that some of my classmates' schools had purchased this database, so I consulted his school account while looking for other ways to access resources."

On the other hand, seven participants adopted a conservative information-seeking strategy to protect themselves from judgement by asking questions implicitly or indirectly when they had a private problem or no clear source of information, even when they had no opinion. not myself, because it is my privacy."

6.2 Multiple and one-off information-seeking behaviour in everyday life

Depending on the dimension of everyday information-seeking behaviour in response to the question of frequency of action, there are multiple information searches and one-off information searches. Multiple information-seeking included both the diversity of sources and the diversity of information sought from a single source. When the problem was more serious or difficult to solve, six participants tended to adopt multiple information searches, i.e. to obtain information from multiple or single sources over multiple time periods, the reason for searching multiple times was to look at the problem from different perspectives and to ensure that the right decision was made. participant 2, who was trying to switch to a different major because she could not keep up with the content of her science major, said in order to make the right decision: "After looking at all the faculty majors through the school's official website, I would first compare myself and then seek advice from my friends, parents and teachers, and finally come to a conclusion after much deliberation."

Five participants attempted multiple information searches in response to multiple information needs on a single issue. When an issue affects their emotions, some participants seek inner peace through information seeking. This situation is influenced not only by the characteristics of the problem itself, but also by the information source. ELIS results may vary depending on the source of information, and some participants tend to use multiple sources of information. When asked about difficulties in completing academic projects, participant #3 stated "I tell my parents and friends almost everything." When asked about the difference between these two sources of information, he replied "My parents encourage me psychologically, alleviate my negative feelings and make me feel that the problem will soon pass. On the other hand, my friends would help me solve the problem from a rational point of view."

In general information seeking, people usually follow up their search with finding the information they need to ensure its adequacy, completeness and accuracy. In contrast, in one informational information search, searchers usually use the first piece of information that sounds likely or easy to find based on the principle of saving time and effort. 11 participants indicated that participants would only seek information sources once if the problem was not serious, lasted for a short period of time, or if the available sources were easily accessible and credible enough for a single information act to occur. 15 participant had a good relationship with his graduate teacher, who he considered to be a reliable source of information, had a good relationship. "Not only do I consult her for academic problems, but I also seek advice from my teacher when I am confused in my life, and it always clears up after talking to her."

6.3 Delayed and transient everyday life information seeking behaviour

Delayed Everyday Life Information Seeking Behaviour and Instantaneous Everyday Life Information Seeking Behaviour are dimensions of action strategies that occur in terms of time. Information seeking was postponed when the problem was emotionally severe but the available sources of information were not close or face-to-face interaction was not possible. nine

participants indicated that they would wait until they were able to interact face-to-face. participant 4 stated, "I have a very close doctor friend and when I am unwell, if it doesn't affect me for a short time, I would be more inclined to wait until he has time to interact with him face to face." In response to a question about why he did not go to another hospital nearby, he said "I have a very good relationship with him and trust his skills. If the problem is simple, I will call and consult him, but if the problem cannot be solved by phone, I will wait until I have time to see him in person."

If the problem is not very serious and the available information sources are reliable, information-seeking behaviour occurs immediately after something happens. In this case, the action strategy becomes an immediate information search. participant #12 indicated that he would turn to the readily available internet. If the problem was serious, some participants might take immediate action strategies. participant #6 indicated that if the problem was sensitive, he or she would call a family member for help immediately.

Different influencing factors and different action strategies produce information seeking behaviour as shown in Table 5 below.

Table 5 Information seeking behaviour in terms of action strategies

Action Strategies Influencing factors	Problem type and resource pathway dimensions		Action frequency dimension		Time dimension of occurrence	
	Explicit daily life information seeking behaviour	Invisible daily life information-seeking behaviour	Multiple sexual daily life information-seeking behaviour	One-time information-seeking behaviour for everyday life	Delayed information-seeking behaviour in everyday life	Instantaneous information-seeking behaviour in everyday life
Type of information request topic	Explicit, no privacy issues involved	Unclear, privacy issues involved	Multiple information needs for the same issue	Clear subject type of information needs	Unclear subject type of information needs	Clear subject type of information needs
Sensitivity	Low	High	High	Low	Low	High
Confidence	High	Low	Low	High	Low	High
Information Literacy	High	Low	High	Low	Low	High
A sense of urgency to return to a normal life	High	Low	Low	High	Low	High
Place of origin	City	Rural	City	Rural	Rural	City
Accessibility, availability of information resources	High	Low	Low	High	Low	High
The closeness of the information source to the searcher	High	Low	Low	High	High	Low
Credibility of information	High	Low	Low	High	Low	High

sources						
Time pressure	Big	Small	Small	Big	Small	Big

7 Discussion

The intertwining of learning-related and everyday life issues makes everyday life information seeking^[2] an appropriate framework for studying the information behaviour of university students, as it integrates the different life situations of individuals into a common sequence of events. The results of the study show that the occurrence of everyday information-seeking behaviour among new students is not a single phenomenon, but that individual characteristics, information resources and environmental characteristics determine the reasons for their everyday information-seeking behaviour, selecting different information sources and adopting different action strategies in response to different problems. The influence of personal characteristics is mainly reflected in the type of subject matter of information needs, sensitivity, self-confidence, information literacy, the urgency to return to normal life paths, and the place of origin; the influence of information resources themselves is mainly reflected in the accessibility and availability of information resources, the closeness of the relationship between the information source and the searcher, and the credibility of the information source. The influence of environmental characteristics is mainly reflected in: time pressure. As evidenced in Savolainen's (1995) model of information seeking in everyday life, i.e. people use their personal value beliefs to make meaningful life choices.

Looking at everyday life information-seeking behaviour in terms of action strategies, the results of the study illustrate the differences in search behaviour in terms of action strategies. Depending on the type of problem and access to information resources, the dimension of the response to the issue of frequency of action and the dimension of action strategies in terms of time of occurrence, this includes explicit versus implicit, instantaneous versus delayed, multiple versus one-off information seeking in everyday life, where there is a variety of types and strategies. For example, when information needs do not involve private issues, individuals are from urban areas and are characterised by low sensitivity, self-confidence, high information literacy and eagerness to return to their original lives, high accessibility and availability of information resources, close relationship between the source and the searcher and high credibility of the source, as well as being in an environment characterised by high time pressure, they are prone to explicit daily life information seeking behaviour; while when information needs involve private issues, individuals are from rural areas and are characterised by low sensitivity, high information literacy and eagerness to return to their original lives. When information needs involve private issues, individuals are from rural areas and are characterised by high sensitivity, lack of self-confidence, low information literacy and a low sense of urgency to return to their original lives, low accessibility and availability of information resources, low closeness to the searcher and low credibility of the information source, as well as being in an environment characterised by low time pressure, they tend to engage in invisible daily life information seeking behaviour.

Various issues drive most participants' everyday life information behaviour strategies. Fear of social unacceptability may lead participants to adopt conservative information-seeking strategies for everyday life, increasing individual repression of information needs and affecting

mood. This implies that information and intervention services should be designed to address students' values and sensitive areas of need. Consider acceptability, freedom, knowledge, accessibility, based on participants' perceptions of information resource norms. The determining role of personality traits such as sensitivity, self-confidence, skills and experience and the desire to return to a normal life suggest that by identifying characteristics, information service providers will be able to design services to meet their information needs based on these patterns.

Almost all participants preferred face-to-face interaction with information resources and recourse to human resources, which is similar to the findings of Julien^[25]. However, access to information resources through information technology or the Internet should also be considered. Therefore, this reflects, to some extent, the importance of personal information literacy skills. The ability to search for information in daily life is a daily occurrence for everyone, and the ability to search for information is an important part of everyone's information literacy. The higher the information literacy of an individual, the higher the time, efficiency and quality of searching for information, and the better the information needs of an individual can be met. However, for university students who have just entered university life, their information-seeking skills are not high, so certain measures can be taken to improve their skills.

Conducting lectures on information literacy for new entrants to the university, incorporating the cultivation of information literacy into the entrance education, so that students can be information conscious from the beginning of their studies. We also make use of the electronic library and online and offline classes to offer relevant courses and topics; make use of the publicity function of on-campus exhibition boards or self-media; and launch information literacy competitions to improve students' ability to identify and acquire information in a relaxed and pleasant environment.

In addition, a healthy and good information environment is a prerequisite for information behaviour to take place. We are currently in the era of information explosion, with abundant and diverse information resources, but with them comes a variety of unhealthy and undesirable information. University students, as a group exposed to a wide range of information on the Internet, will often face various levels of information resources, such as fraudulent information, illegal information, etc., which is not conducive to the development of their physical and mental health. Therefore, it is important to create a good information environment, strengthen network supervision and crack down on all kinds of illegal information to cut off at the source, so that university students can search for information in their daily lives in a safe environment and meet their own information needs.

8 Conclusion

This study was conducted to understand the determinants of everyday information-seeking behaviour of university freshmen in coping with problems in their daily lives. It is finally concluded that the personal characteristics, information resources, and environmental characteristics of information seekers determine how individuals face everyday problems, and that coping with everyday problems participants adopt different strategies, including explicit and implicit, instantaneous and delayed, and multiple and one-time everyday life information seeking, of which there are various types and strategies. In the context of the information age, the complex information environment should be improved, a good information-seeking

environment should be created for university students, and a series of tools should be used to strengthen the cultivation of their information skills and improve the overall level of information literacy among university students.

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