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Epistemological Beliefs and Information-Seeking Behavior of Graduate Students in Lanao Del Sur, Philippines

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Abstract. This study examined the epistemological beliefs and information-seeking behavior of 350 first-year Lanao del Sur graduate students. Descriptive statistics were used for frequency, percentage, mean, and standard deviation. Moreover, inferential statistics such as Chi-Square, Analysis of Variance (ANOVA), and regression analysis were used to test the significant difference and relationship between the independent and dependent variables. The salient findings include epistemological beliefs regarding the acquisition of knowledge, which got the highest mean, while the learning speed got the lowest mean. The level of information-seeking behavior was highest in preparing to present. The findings disclosed a significant difference in the information-seeking behavior of the graduate students when grouped according to their characteristics. Epistemological beliefs showed a positive relationship towards information-seeking behavior. This means that the null hypothesis is rejected. In conclusion, most respondents have the highest degree of epistemological beliefs towards acquiring knowledge and have the highest level of information-seeking behavior in preparing to present. Their' information-seeking behavior varies according to their characteristics, which include sex, age, civil status, course enrolled in, number of hours spent in Internet search, and nature of work. The epistemological beliefs have a bearing on information-seeking behavior. It is then recommended that the graduate students be assisted in developing thorough and productive research skills. Second, schools should encourage librarian and faculty collaboration in teaching research methods to graduate students.

Keywords: Epistemological beliefs; Information-seeking behavior; Graduate students; Literacy Development plan.

1.0 Introduction

Information has become essential for decision-making in today's world. The problem of information used to be a scarcity of information, but it has become an abundance of information in the current century. Today, information plays a vital role in a human's life and is considered a basic resource. It also affects personal and professional life information needed by all to make decisions and is required as a natural resource in day-to-day activities (Hoq, 2014; Fricker, 2011). The familiarity with search manners and information used by graduate students can assist and help better enhance the provision of information. They cannot access and evaluate the information needed effectively. Information literacy is the surest way of helping solve the problem of choosing the correct information from the abundance of information from various media. It was observed that library-based instructional services for graduate students have received limited attention. Ranawera (2006) said that Faculty advisors assume that

either their graduate students arrive at graduate school competent in research skills or that they should discover how to conduct research through a process of self-discovery.

As a result, few library instruction services are targeted toward them. Graduate students come from various educational backgrounds and frequently have knowledge gaps about finding and using information that can impede their success as researchers. When librarians and faculty advisors assume that these students are comfortable navigating library resources or appropriately evaluating information, an opportunity is missed to help them transition from novice researchers to expert scholars. Assessment of student learning is essential and required to determine if graduate students in an institution are ready to assume a productive role in today's world. As observed, evaluations collected from first-year graduate students after the orientation indicated that students still perceived a need for more in-depth coverage of library services.

For this premise, this present study was undertaken to learn about graduate students' epistemological beliefs and information-seeking behavior in Lanao del Sur, which is facing a series of research studies. It requires students to take courses on the use of libraries and computers for gathering information, as well as compulsory courses on research methodology, to benefit and understand research. Information literacy skills essential for this audience include discovering how to complete a comprehensive literature review, evaluating sources within the context of their projects, and properly citing and including them within their theses or dissertations. To adequately address the changing information needs of academic libraries' students, they need to know more about the information that students use and value and what influences their information searching, obtaining, and use.

This paper proposed possible remedies for the deficit skills displayed by graduate students in doing their research. Since library and information science is mainly concerned with providing information to different patrons, analyzing the library users' information search processes must not be neglected. To address these questions, this study investigated the effects of the epistemological beliefs and information-seeking behavior of graduate students from different Graduate School Departments of Lanao del Sur as they pursue their research, the Internet, the academic library, and other influences. This study is essential to graduate students since their information needs and concerns are addressed and probably contribute to improving their research methods. It will serve as a guide on broadening searches and using information.

2.0 Methodology

2.1 Research Design

The study used a descriptive design, using a questionnaire to analyze and interpret the data collected regarding the participants' personal characteristics and information-seeking behavior. Descriptive design was defined by Best and Khan (2006) as a research design that attempts to find general attributes that deal with present conditions. This kind of research seeks answers to questions by analyzing variable relationships. This study described the epistemological beliefs and information-seeking behavior of graduate students. Moreover, the study will describe the characteristics of the respondents, such as sex, age, civil status, course enrolled in, number of hours spent in Internet searches, and nature of work.

2.2 Research Participants

The respondents of this study were 350 graduate students from different graduate schools in Lanao del Sur. These students can be Masters or Doctorate students. They were students who preferred to study for any degree after their bachelor's degree. Upon the ocular visit to the said graduate schools, it was found that seven hundred ninety-four (794) graduate students were enrolled for the first semester in selected graduate school departments in Lanao del Sur. These graduate students comprised master's students and doctorate students from various fields. The researcher used Slovin's formula to determine the respondents' size.

2.3 Research Instrument

The questionnaire used in this study was adapted from the study of Zhou and Tan (2020), "The Construction and Initial Application of Chinese College Students' Epistemological Beliefs Questionnaire." To understand students' information-seeking behavior, the researcher adapted the questionnaire of the Macalantong (2013) study. Both underwent validation processes and reliability tests during the study. The questionnaire was also tested for good reliability and validity.

2.4 Data Gathering Procedure

The researcher personally administered the questionnaires to the enrolled students of the different graduate schools in the province. The questionnaires were retrieved within the day of their distribution. After that, the gathered data were processed and analyzed. An informal interview was also conducted with some graduate students who returned the questionnaires to clarify and elaborate on some of their answers. The interview contained questions that were almost similar to the questions in a survey. The difference between the interview and the survey was that the former focused on questions for further explanations and verifications.

2.5 Ethical Considerations

This research study followed ethical guidelines. The respondents' participation was voluntary. They were to dismiss themselves from the study whenever they felt uncomfortable. Their participation was protected from harm: physical, social, psychological, and all other forms of harm were kept to an absolute minimum. The dignity and well-being of graduate students who responded were always protected. The research data remained confidential throughout the study, and the respondents' rights were protected, ensuring scientific and academic integrity. Furthermore, proper communication of results must be practiced to ensure that this research study is free of plagiarism or research misconduct.

3.0 Results and Discussion

3.1 Respondents' Profile

Table 1 presents the frequency and percentage distribution of the graduate students' characteristics in terms of sex, age, civil status, course enrolled in, number of hours on the Internet, and nature of work. The data revealed that in terms of sex, there are 165 (59.1%) females, while there are only 114 (40.9%) males. This means that the majority of the respondents are females. The gender ratio is revealed everywhere now because, as observed, most of the population was composed of females. This study presumes that gender influences skills in searching for information, similar to the Michala et al. (2017) study comparing the confidence gap in information literacy skills between men and women, particularly in international graduate students. It illustrated that female international business students tended to be slightly more confident than their male counterparts regarding their perceived information literacy skills.

Table 1. Descriptive statistics of the distribution of respondents according to characteristics

Characteristic	Specification	Frequency	Percentage
Sex	Male	114	40.9
	Female	165	59.1
Age	46 years old and above	21	7.5
	36 – 45 years old	109	39.1
	26 – 35 years old	97	34.8
	25 years old and below	52	18.6
Civil Status	Single	137	49.1
	Married	107	38.4
	Separated	17	6.1
	Widow	18	6.5
Course Enrolled in	Masters	168	60.2
	PhD	111	39.8
Number of Hours Spent on the Internet	5 hours and above	50	17.9
	3-4 hours	167	59.9
	2 hours and below	62	22.2
Nature of Work	Teaching	143	51.3
	Non-Teaching	136	48.7

As shown, among the graduate students, the highest frequency of 109 (39.1%) are 36-45 years old, while the weakest frequency of 21 are 46 years old and older. Most graduate students at this age are pursuing a Master's Degree or Doctorate Degree and aiming for promotion. As to civil status, the highest frequency of 137 (49.1%) is single, while the lowest frequency of 17 (6.1%) is separated. Single graduate students have more time doing research than those who are married. They can manage their time easily without thinking about other responsibilities. As to the courses enrolled in, the higher frequency is that 168 (60.2%) are taking master's, while 111 (39.8%) are taking doctorate. There are more doctorate students than master's students among the respondents in this study. According to Mohammad (2018), doctoral students performed better than master students when selecting research topics.

Regarding the number of hours spent on Internet searches, the highest frequency of 167 (59.9%) is 3-4 hours, while the lowest frequency of 50 (17.9%) is spending 5 hours and above. Accordingly, the average hour a graduate student can stand in doing an internet search is 3-4 hours because they have some other work. Staying on the internet for 5 hours and above is too long, and sometimes it causes them headaches. Hours spent on internet searches may affect the information-seeking behavior of postgraduate students, according to Soleymani et al. (2016). Internet addiction is a typical use of the internet that causes psychological, social, academic, or occupational problems for people. Students need the internet more than others due to their educational or research needs.

Lastly, in terms of the nature of work, the data revealed that the highest frequency of 143 (51.3%) are employed in a non-teaching job, while the lowest frequency of 136 (48.7%) are in teaching jobs. This is because most respondents are in other fields of master's degrees, like Master's in Public Administration, Master's in Nursing, Master's in Business Administration, and others. Only a few are in master's in education, Master's in English Language Teaching, and other teaching-related graduate courses.

3.2 Extent of Epistemological Beliefs

In terms of Certain Knowledge

There is evidence that students' epistemological beliefs impact their approaches to learning and consequent learning outcomes. Epistemological beliefs have been shown to influence students' approaches to study and problem-solving, motivation, and persistence in information-seeking. Some preliminary research findings also suggest that the structure of learning environments can influence students' epistemological beliefs. Table 2 illustrates the extent of epistemological beliefs of the graduate students considering certain knowledge. The indicators related to the variable Certain Knowledge have an overall mean of 2.79 (SD=0.85) with an interpretation to some extent. The result implies that the respondents have mostly agreed with the indicators. This means that the respondents believed in the certainty of knowledge they have come across that knowledge can be changed and modified.

Table 2. Descriptive statistics of the extent of epistemological beliefs in terms of certain knowledge

Indicator		Mean	SD	Interpretation
a.	The knowledge that is considered correct today may change tomorrow.	2.62	1.04	To Some Extent
b.	What you have learned now must be adjusted for time or other reasons.	3.07	0.44	To Some Extent
c.	Knowledge may be modified after a certain period.	3.33	0.65	To a Great Extent
d.	Knowledge is uncertain. It changes over time.	2.62	0.99	To Some Extent
e.	What is true today may become false tomorrow.	2.57	1.01	To Some Extent
f.	Most things worth knowing are easy to understand.	3.30	0.67	To a Great Extent
g.	What is true is a matter of opinion.	2.48	0.99	Very Little Extent
h.	People's intellectual potential is fixed at birth.	2.37	1.01	Very Little Extent
Overall		**2.79**	**0.85**	**To Some Extent**

Legend: 1.00-1.75 (Strongly Disagree-To a Great Extent), 1.76-2.50 (Disagree-Very Little Extent), 2.51-3.25 (Agree-To Some Extent), 3.26-4.00 (Strongly Agree-Not at All)

The data further revealed that the indicator Knowledge may be modified after a certain period, with the highest mean being 3.33 (SD=0.65) with an interpretation of To a Great Extent. The result implies that most of the respondents strongly agreed with this indicator. This means that the respondents believe that knowledge changes over time. This was proved by Watson (2020), who states that in educational research, epistemology is an area of philosophy concerned with the nature and sources of knowledge, and it is often seen as about developing or constructing new knowledge. The table also depicted that the indicator People's intellectual potential is fixed at birth obtained the lowest mean of 2.37 (SD=1.01) with an interpretation of Very Little Extent. The result implies that some of the respondents do not agree with this indicator that a person's intellectual capacity is determined at birth. They probably believe that this indicator is not necessarily accurate. Developmentally speaking, an individual's intelligence is not fixed at birth. Although rank ordering of scores tends to remain stable relative to change. Kaufman (2011) Research confirms that intelligence fluctuates considerably.

In terms of Simple Knowledge

Table 3 illustrates the extent of the graduate students' epistemological beliefs regarding simple knowledge. The indicators related to this belief have an overall mean of 2.87 (SD=0.63), with an interpretation to some extent. The result implies that most respondents agreed that each field has its own body of knowledge unrelated to the others.

Table 3. Descriptive statistics of the extent of epistemological beliefs in terms of "simple knowledge"

Indicator		Mean	SD	Interpretation
a.	The knowledge of each course is closely linked.	3.06	0.41	To Some Extent
b.	Most knowledge is broadly linked.	3.09	0.60	To Some Extent
c.	Knowledge is closely related to the real world.	3.18	0.43	To Some Extent
d.	Each discipline has its knowledge, which has little relation to each other.	2.95	0.51	To Some Extent
e.	Knowledge changes destiny.	3.13	0.57	To Some Extent
f.	Many theories just complicate things.	2.39	0.81	Very Little Extent
g.	Best ideas are often the simplest.	2.56	0.72	To Some Extent
h.	Some people are born with special talents.	2.57	1.01	To Some Extent
Overall		**2.87**	**0.63**	**To Some Extent**

Fricker (2011) shows that virtue epistemology provides a general epistemological framework in which these issues can be fruitfully and forcefully discussed. The explanations and arguments are rigorous without overly technical, and the illustrations are exciting and apt. As a result, it significantly contributes not just to epistemology but to all disciplines.

In addition, the data showed that the indicator "*Knowledge is closely related to the real world*" got the highest mean, 3.18 (SD = 0.43), with an interpretation to some extent. The result means that most respondents think knowledge is intimately connected to the real world. Probably, they believe that they have seen and experienced in the real-life situation the knowledge they acquire over learning from books and other sources. Beliefs about knowledge and knowing epistemological beliefs are individuals' representations about the nature, organization, and source of knowledge, its truth value, and the justification criteria of assertions. It means the realization of the importance of epistemology in education. The minds of higher education students progressed toward higher thought and meta-cognition. They suggested that higher education students progressed through orderly stages, from dualism or knowledge received to multiples or subjective knowledge to relativism or procedural knowledge, and finally to commitment or constructionism (Fricker, 2011).

On the other hand, the indicator "*Many theories just complicate things*" got the lowest mean of 2.39 (SD = 0.81) with an interpretation of Very Little Extent. The result indicates that most of the respondents did not agree with the indicator that declares many theories only add confusion to things. They probably believe otherwise, that is, theories are helping them understand clearly and see the importance of some concepts. With the increasingly complex and ubiquitous data available through modern technology, digital information is being utilized daily by academics and professionals of all disciplines and career paths. This combines the many theories and meta-theories that make information science relevant across different disciplines. This was emphasized by Al-Suqri & Al-Aufi (2015) in their book.

In terms of Acquisition of Knowledge

Table 4. Descriptive statistics of the extent of epistemological beliefs in terms of "acquisition of knowledge"

Indicator		Mean	SD	Interpretation
a.	The key to acquiring knowledge is to study and comprehend by oneself.	3.40	0.58	To a Great Extent
b.	How much we gain in learning depends on our initiative.	3.26	0.50	To a Great Extent
c.	The key to how much students can learn in class is their understanding of what they have learned.	3.34	0.52	To a Great Extent
d.	When learning, we should get information in our way and solve problems through our understanding.	3.23	0.65	To Some Extent
e.	Learning is to accumulate after thinking carefully.	3.15	0.43	To Some Extent
f.	Reading a book several times will have different experiences and gains.	3.12	0.53	To Some Extent
g.	When learning, we should combine our newly learned knowledge with our existing knowledge.	3.28	0.59	To a Great Extent
h.	"Learned" means understanding and making it into ours.	3.38	0.61	To a Great Extent
Overall		**3.27**	**0.55**	**To a Great Extent**

Table 4 shows the extent of the graduate students' epistemological beliefs considering acquiring knowledge. The indicators related to this variable have an overall mean of 3.27 (SD = 0.55), with an interpretation to a great extent. The result implies that the respondents have agreed on most of the indicators. It means that knowledge is handed down by omniscient authority and reasoned out through objective and subjective means. It concerns the students' beliefs about the source of knowledge and the judging standards of whether it is acquired. It is the process of

absorbing and storing new information in memory, the success of which is often gauged by how the information can later be remembered and retrieved from memory. It can be improved by considering the purpose and function of the desired information.

Specifically, the data revealed that the indicator "*The key to acquiring knowledge is to study and comprehend by oneself*" got the highest mean of 3.40 (SD=0.58) with an interpretation to a great extent. The result implies that most respondents believe self-study and comprehension are the keys to acquiring knowledge. One of the places where we can gain knowledge is in the library. Daland (2015) highlighted in his study that graduate students have a higher confidence in their overview when researching and using library resources. They do not have problems contacting their librarians for help, but they do not expect the librarians to do their searching for them.

Moreover, the data also depicted that the indicator "*Reading a book several times will have different experiences and gains*" got the lowest mean of 3.12 (SD=0.53) with an interpretation to some extent. This means that in the results, only a few respondents agreed with this indicator's statement. This probably means they may explore other books to learn more rather than repeating the same book. Besides, other sources of knowledge, such as the Internet, can give them every little thing they want to learn and understand. Considering the reading of books, Superio et al. (2018) also revealed that researchers preferred the Internet to begin their search process. They preferred the combination of print and electronic formats when reading, but more closely on the Internet than reading books.

In terms of Speed of Learning

Table 5 describes the extent of the graduate students' epistemological beliefs regarding the speed of learning. The indicators related to this variable have an overall mean of 2.34 (SD=0.62) and an interpretation of Very Little Extent. The result reveals that the respondents disagree with the specific indicators of this variable. It can be noted that some of the indicators are negative statements, which are probably contrary to the respondents' own beliefs. Langcay et al. (2019) conducted a study on the epistemological beliefs of pre-service teachers in the Northern Philippines. The findings revealed that pre-service teachers tend to be sophisticated and have a complex structure and reasoning along the source of knowledge. In contrast, preservice teachers tend to be naïve in their learning speed.

Table 5. Descriptive statistics of the extent of epistemological beliefs in terms of "speed of learning"

Indicator		Mean	SD	Interpretation
a.	When I cannot learn something quickly, I will give it up.	1.80	0.53	Very Little Extent
b.	I can never solve a problem that I think cannot be solved the first time.	1.92	0.56	Very Little Extent
c.	Knowledge that cannot be understood quickly may not be understood well.	2.13	0.76	Very Little Extent
d.	It is a waste of time to delve into problems for which definite answers are impossible.	2.10	0.54	Very Little Extent
e.	It takes a long time to solve complex problems, and only brilliant people will be rewarded.	2.08	0.71	Very Little Extent
f.	Facing new things, I know whether I can learn well in the first few minutes.	2.79	0.50	To Some Extent
g.	Some people have a knack for learning, while others do not.	3.05	0.69	To Some Extent
h.	Things are more straightforward than most professors would have you believe.	2.86	0.70	To Some Extent
Overall		**2.34**	**0.62**	**Very Little Extent**

The data further revealed that the indicator "*Some people just have a knack for learning, and others don't*" obtained the highest mean of 3.05 (SD=0.69) with an interpretation to some extent. The result means that most respondents did not strongly agree with this specific indicator that some people have a natural ability to learn while others do not. They probably believe that some people can learn due to some environmental factors. Bernardo (2015) conducted confirmatory factor analyses to determine the dimensions and structure of the epistemological beliefs of Filipino preservice teachers. The results revealed two factors: simple learning and structured learning. The author discusses the results in terms of how they contribute to the growing evidence regarding the possible problems with particular multidimensional theories and quantitative measures of epistemological beliefs. The results also indicate how the specific epistemological assumptions of the Filipino preservice teachers may reflect features of the Philippine educational system and its tensions regarding pedagogy.

Morales' (2015) study critically explored the learning characteristics of Filipino physics students, which will serve as baseline data for curriculum design. It was revealed that comparing the ethnic groups (Tagalog, Bicol, and

Pangasinan) cultural dimension index and per EBAPS axes noted the similarities and differences of the learning characteristics of the different learners from a cultural perspective. Each ethnic group showed unique and distinct cultural dimensions and epistemology.

The data also revealed that the indicator *"When I cannot learn something quickly, I will give up"* got the lowest mean of 1.80 (SD=0.53) with an interpretation of Very Little Extent. Although this indicator has the lowest mean, the results indicate that the respondents do not quickly give up on learning, even if it is difficult. Correlations indicated in the Vecaldo (2017) study show that pre-service teachers have better academic performance, and regression showed that epistemological beliefs, except for quick learning, predicted the academic performance and teaching competence of pre-service teachers.

In terms of Ability to Learn

Table 6 shows the extent of epistemological beliefs of the graduate students considering the ability to learn. The indicators that measured the variable on the ability to learn have an overall mean of 2.58 (SD=0.64) with an interpretation to some extent. The result implies that the respondents disagreed with specific indicators under this variable. According to Daland (2015), there is little focus on collaboration with researchers to achieve a mutual learning outcome concerning developing research support and information literacy skills.

Table 6. Descriptive statistics of the extent of epistemological beliefs in terms of "ability to learn"

Indicator		Mean	SD	Interpretation
a.	Ability is innate; no matter how hard you try, it is difficult to change.	2.78	0.84	To Some Extent
b.	Students who learn well are naturally more intelligent.	2.45	0.69	Very Little Extent
c.	Some people are born with solid learning abilities, while others have limited ones.	2.83	0.73	To Some Extent
d.	Intelligent students will get good grades even without working hard.	2.37	0.60	Very Little Extent
e.	The potential for learning is inherent.	2.07	0.56	Very Little Extent
f.	Some people are born intelligent, while others are born retarded.	2.90	0.53	To Some Extent
g.	If two people argue, at least one must be wrong.	2.19	0.65	Very Little Extent
h.	The more you know about a topic, the more there is to know.	3.06	0.54	To Some Extent
Overall		**2.58**	**0.64**	**To Some Extent**

Moreover, Table 6 also showed that the indicator *"The more you know about a topic, the more there is to know"* obtained the highest mean of 3.06 (SD = 0.54) with an interpretation to some extent. The result indicated that most of the respondents assessed this indicator as agreeable. This means they think it is essential to widen their knowledge of a particular topic by searching further because there is much to learn about. Hence, supporting students in acquiring information literacy skills is a critical role for universities, as it improves the quality of student research and enhances their opportunities for lifelong learning. It focused on the partnership between librarians and course instructors, which has been shown to produce the most effective library instruction. However, additional research is needed concerning the collaborative approach to teaching information literacy to graduate students, according to Harrkins, Rodrigues, and Orlov (2018).

Conversely, the indicator *"The potential for learning is inherent"* got the lowest mean of 2.07 (SD=0.56) with an interpretation of Very Little Extent. The result implies that most of the respondents do not agree with this indicator stating that the ability to learn is innate. They probably believe that learning is not inherent. One should be able to develop and nurture further their abilities to learn with much exposure to the real world. Morales's (2015) study critically explored the learning characteristics of Filipino physics students. Hofstede's cultural interpretation and education perspective interpretation of cultural values and beliefs were used to deduce the significance of the cultural dimension indices of the sample ethnic groups. They all believe that learning is a continuous process of growing up.

In terms of Value of Learning

Table 7 depicts the extent of graduate students' epistemological beliefs about the value of learning. These variables have an overall mean of 2.85 (SD=0.52) and are interpreted to some extent. The result shows that most respondents assessed that the indicators under this variable are agreeable.

Table 7. Descriptive statistics of the extent of epistemological beliefs in terms of "value of learning"

Indicator		Mean	SD	Interpretation
a.	Learning is fun and enjoyable.	3.21	0.51	To Some Extent
b.	I believe that knowledge changes destiny.	3.27	0.53	Strongly Agree
c.	Learning often annoys me.	2.01	0.53	Very Little Extent
d.	Reading is a pleasant thing for me.	3.13	0.43	To Some Extent
e.	I can often feel happy in my learning.	3.15	0.54	To Some Extent
f.	I enjoy doing research.	3.07	0.42	To Some Extent
g.	I am willing to delve into things that I do not understand.	2.82	0.56	To Some Extent
h.	I think doing research and studying is boring.	2.12	0.60	Very Little Extent
Overall		**2.85**	**0.52**	**To Some Extent**

The data in Table 7 showed that the *"I believe that knowledge changes destiny"* indicator obtained the highest mean of 3.27 (SD=0.53) with an interpretation To a Great Extent. The findings indicated that most respondents agreed that learning can shape one's fate. As future professionals, graduate students must be information literate; Rempel and Davidson (2018) created literature review workshops to serve graduate students from a wide range of subject disciplines at a point of shared need. Not only did this strategy successfully reach many students from a wide range of subject disciplines, but the data gathered from the students identified some gaps in graduate students' knowledge about library services.

Meanwhile, the indicator "*Learning often annoys me"* got the lowest mean of 2.01 (SD=0.53), interpreting Very Little Extent. The result implies that some of the respondents do not agree that learning is annoying. Realizing the importance of epistemology in education and deficiencies in education programs in developing meta-cognitive thought has stimulated research interest in how to develop mature epistemological beliefs best. The minds of higher education students progressed toward higher thought and meta-cognition. Learning is an exciting process (Fricker, 2011)

Table 8. Summary distribution of the graduate students' extent of epistemological beliefs

Variables	Mean	SD	Interpretation
Certain of Knowledge	2.79	0.85	To Some Extent
Simple Knowledge	2.87	0.63	To Some Extent
Acquisition of Knowledge	3.27	0.55	To a Great Extent
Speed of Learning	2.34	0.62	Very Little Extent
Ability to Learn	2.58	0.64	To Some Extent
Value of Learning	2.85	0.52	To Some Extent
Overall	**2.78**	**0.64**	**To Some Extent**

Table 8 presents the summary distribution of the respondents' extent of epistemological beliefs in its six dimensions: certain of knowledge, superficial knowledge, acquisition of knowledge, speed of learning, ability to learn, and the value of learning. The indicators related to epistemological beliefs have an overall mean of 2.78 (SD=0.64), with an interpretation to some extent. The result implies that the respondents believed in the epistemological beliefs they have come across except for the speed of learning with an interpretation of very little extent. This means that the speed of learning needs to be developed according to the epistemological beliefs of the respondents. Specifically, the variable Acquisition of Knowledge got the highest mean of 3.27 (SD = 0.55) with an interpretation to a great extent. The result says that most of the respondents believe that as graduate students, they need to acquire knowledge. In most instances, they have class activities requiring knowledge about more advanced and complex topics.

In contrast, the variable speed of learning obtained the lowest mean of 2.34 (SD = 0.62) with an interpretation of very little extent. The result implies that most graduate students are not very concerned with their ability to learn fast. What probably matters to them is their ability to acquire knowledge, whether at a fast pace or not. This was similar to Langcay et al.'s (2019) findings on epistemological beliefs of pre-service teachers in the Northern Philippines. The findings revealed that pre-service teachers tend to be sophisticated and have a complex structure and reasoning along the source of knowledge. In contrast, preservice teachers tend to be naïve in their learning speed. It is the same with Vecaldo's (2017) findings, where the pre-service teachers have better academic performance, and regression showed that epistemological beliefs, except for quick learning, predicted the academic performance and teaching competence of pre-service teachers.

3.3 Level of Information-seeking Behavior

Information-seeking behavior involves actively seeking information to answer a specific query. It refers to how respondents perceive their need for, pursuit of, and use of information. Determining the information skills assessment of the study's participants includes the six-stage processes of initiating a research assignment, selecting a topic, exploring information, formulating a focus, collecting information, and preparing to present.

In terms of Initiating a Research Assignment

Table 9 shows the level of information-seeking behavior of graduate students when initiating a research assignment. The indicators related to this variable have an overall mean of 2.97 (SD=0.78), which has an understanding of high level. The result implies that most respondents have observed the indicators most of the time. As graduate students, they are typically required to do research for some of their classwork. This means that they cannot do away with starting themselves to do research activities. The study on graduate students' information literacy skills among graduate students in the College of Education at Kuwait University in 2018 showed that the students in the sample had only modest skills relative to their position as graduate students.

Table 9. Descriptive statistics of the level of information-seeking behavior in terms of "initiating a research assignment"

Indicator		Mean	SD	Interpretation
a.	My purpose in seeking information is to prepare for lectures.	2.24	0.76	Low Level
b.	My purpose in information-seeking is to improve personal competencies.	2.93	0.62	High Level
c.	My purpose in information-seeking is to read articles/books.	2.90	0.86	High Level
d.	My purpose in information-seeking is to converse with co-workers and other experts at institutions.	3.07	0.83	High Level
e.	I do the research all by myself.	3.11	0.87	High Level
f.	I go to our library	3.30	0.67	Very High Level
g.	I ask the librarian's assistance in conducting the research	2.98	0.77	High Level
h.	I look for other libraries	3.25	0.86	High Level
Overall		**2.97**	**0.78**	**High Level**

Legend: 1.00-1.75 (Never-Very Low), 1.76-2.50 (Sometimes-Low, 2.51-3.25 (Most of the time-High), 3.26-4.00 (At all times-Very High)

In addition, Table 9 disclosed that the indicator *"I go to our library"* got the highest mean of 3.30 (SD=0.67), which is an interpretation of a very high level. The result pointed out that most of the respondents have observed this indicator at all times. It implies that going to the library is part of their activities as graduate students. Moreover, their libraries probably offer good services that encourage the students to go to the library. This finding conforms with the study of George et al. (2016), which also revealed that libraries can influence students' information behavior by reevaluating their instructional programs and providing resources and services. They can take the lead by working with academic staff to guide students in the library.

On the contrary, the indicator *"My purpose in information-seeking is for lecture preparation"* obtained the lowest mean of 2.24 (SD = 0.76), which has an interpretation of Low Level only. The result implies that the respondents have only observed this behavior sometimes. This is understandable because graduate students do not usually conduct lectures; thus, they do not seek information in preparation for a lecture. Graduate students are usually asked to report on relevant topics in their subjects but not conduct lectures. As observed, most of the time, graduate students' purpose in information-seeking is to gather information or search with their assignments and research topics and do it for lecture preparation sometimes.

In terms of Selecting a Topic

Table 10. Descriptive statistics of the level of information-seeking behavior in terms of "selecting a topic"

Indicator		Mean	SD	Interpretation
a.	I feel confident and optimistic when given a topic.	2.94	0.55	High Level
b.	I feel anxious when given a topic	2.06	0.50	Low Level
c.	I use sources available outside the library	3.08	0.71	High Level
d.	I have a clear idea of the topic I want to research.	3.14	0.79	High Level
e.	I determine the general topic before undertaking the research process	3.06	0.74	High Level
f.	I am confused about the topic given to me	2.61	0.67	High Level
g.	Selecting a topic inspires me to begin my research	3.06	0.78	High Level
h.	I have trouble managing my time on information gathering.	2.85	0.70	High Level
Overall		**2.85**	**0.68**	**High Level**

Table 10 illustrates the level of information-seeking behavior of graduate students when selecting a topic. The indicators related to this variable got an overall mean of 2.85 (SD = 0.68), which has an interpretation of a high level. The result implies that the respondents have observed the indicators of selecting a topic most of the time only. Most had difficulty deciding where to start in selecting a topic because the information was too broad. They should be taught how to understand and deal with wide and narrow topics depending on the information they need. Mohammad (2018) explored and analyzed the information-seeking behavior of medical students and found out that it has similar senses as reported by Kuhlthau in her information search process model. It was found out that graduate students performed well in selecting their research topics.

Moreover, the data revealed that the indicator *"I have a clear idea of the topic that I want to research about"* obtained the highest mean of 3.14 (SD=0.79), which has an interpretation of high level only. The finding pointed out that most respondents have observed and experienced this indicator most of the time. It is similar to Mohammed's (2018) findings. In his findings, doctoral students performed better when selecting their research topics. Graduate students with previous experience in research activities performed better in title selection, literature exploration, and presentation stages. In other words, they have a clear idea of the topic that they want to research.

On the other hand, the indicator "*I feel anxious when given a topic"* got the lowest mean of 2.06 (SD=0.50), which has an interpretation of low level. The result implies that some respondents have observed this indicator sometimes only. It means they are somehow worried that they will be unable to find the best sources for their assigned topics. Graduate students must do their best to report to class or their professors about their topics. The findings of Madge (2021) explained how people use information, their needs, and how they satisfy them in the modern digital world. It was specified there that most researchers were comfortable and capable of doing their research topics, meaning they did not feel anxious when given a topic.

In terms of Exploring Information

Table 11 illustrates the level of the information-seeking behavior of the graduate students in terms of exploring information. The indicators related to exploring information have an overall mean of 2.93 (SD=0.79) with an interpretation of a high level. The result implies that most respondents perceived that the indicators under exploring information had only been observed most of the time. The result affirms that students know that their search for information is not limited to one source but that they can explore other sources to better understand the topic. As mentioned in the study of Daland (2015), graduate students' modest skills in exploring information are necessary. Their information literacy skills include their awareness, skills, information needs, and the college's role in supporting them.

Table 11. Descriptive statistics of the level of information-seeking behavior in terms of "exploring information"

Indicator	Mean	SD	Interpretation
a. I use printed materials in my research.	3.22	0.65	High Level
b. I use non-print (CDs/Online resources) materials in my research.	3.19	0.80	High Level
c. I spend time reading library materials (newspapers, magazines, & others)	2.81	0.74	High Level
d. I follow the format of my thesis and dissertations when doing research requirements.	2.56	0.94	High Level
e. I read research articles, reviewers, periodicals, government reports, and publications.	2.42	0.01	Low Level
f. I keep abreast of current developments in the field through print and online journals	3.10	0.73	High Level
g. I have trouble managing my time on information gathering.	2.97	0.74	High Level
h. I know how to locate the different information resources in the library.	3.16	0.68	High Level
Overall	**2.93**	**0.79**	**High Level**

Moreover, the indicator "*I use printed materials in my research*" got the highest mean of 3.22 (SD=0.65), which has an interpretation of a high level. The data revealed that most respondents had experienced this indicator most of the time. Probably, the students think that having printed materials will help them understand the topics better. They can highlight and make some margin notations on the printed materials. When George et al. (2016) explored graduate students' information behavior related to their process of inquiry and scholarly activities, the result showed that the graduate students continued using print resources in doing their research.

The data also depicted that this indicator, "*I read in research articles, reviews, periodicals, government reports, and publications,*" got the lowest mean of 2.42 (SD=1.01) with an interpretation of Low Level. The result implies that the mean score is the lowest because the respondents only experienced this indicator sometimes. This probably means some students resort to reading books rather than the periodicals. It was also concluded in George et al.'s (2016) study that sometimes they lose motivation to use printed resources when they cannot find the printed resources they need. Convenience, lack of sophistication in finding and using resources, and course requirements affect their information behavior.

In terms of Formulating a Focus

Table 12 describes the level of information-seeking behavior of graduate students when formulating a focus. The indicators related to this variable had an overall mean of 3.16 (SD=0.72) with an interpretation of high level only. The result implies that most respondents perceived that the indicators had been observed most of the time. This was pointed out in the collected essays in the book of Kornblith (2019), which elaborates on how social psychology illuminates epistemological problems, focusing on self-knowledge and the nature of human reason.

Table 12. Descriptive statistics of the level of information-seeking behavior in terms of "formulating a focus"

Indicator		Mean	SD	Interpretation
a.	I gain a focused perspective on the topic after being exposed to information.	3.13	0.65	High Level
b.	I think of other words or concepts that relate to the topic.	3.31	0.64	Very High Level
c.	I selected those important ideas from the information I have collected.	3.33	0.74	Very High Level
d.	My focus emerges gradually as constructs also become clearer.	3.23	0.70	High Level
e.	There is an indication of increased confidence and clarity in pursuing your research and formulating a focus.	2.97	0.54	High Level
f.	"Focusing and narrowing" helps me find the meaning of my research.	3.03	0.79	High Level
g.	I prepared to modify or refine the topic I have collected	3.21	0.79	High Level
h.	I find all the necessary information on a topic on my target date.	3.04	0.90	High Level
Overall		**3.16**	**0.72**	**High Level**

Specifically, the indicator *"I selected those important ideas from the information I have collected"* got the highest mean of 3.33 (SD=0.74) with an interpretation of Very High. The result means that most respondents perceived this indicator to have always been observed. This means the students can pick only relevant ideas to help them organize their research work. Atoy et al. (2020) revealed the role of prior knowledge, availability of ICT resources, and infrastructure in developing information-type skills; identifying other unexplored variables remains crucial in information science.

Meanwhile, the data also indicated increased confidence and a sense of clarity in pursuing your research in formulating a focus, obtaining the lowest mean of 2.97 (SD=0.54) with an interpretation of a high level. This implies that the respondents have experienced this variable, which is only to be observed most of the time. This was emphasized by Dompere (2009) in his book, which is special in its orientation and contribution to the current state of our understanding of the decision-choice process and knowledge production. At the level of theory of knowledge, it presents the structure and epistemic analysis of uncertainty, expectations, and risk in decision-choice actions.

In terms of Collecting Information

Table 13. Descriptive statistics of the level of information-seeking behavior in terms of "collecting information"

Indicator		Mean	SD	Interpretation
a.	I manually search for references on the library bookshelves.	3.27	0.66	Very High Level
b.	I prefer online searching whenever I need to look for some information.	2.99	0.55	High Level
c.	I can locate information from reference books, periodicals, or other documents.	3.24	0.65	High Level
d.	I visit websites and virtual libraries for additional information.	3.33	0.73	Very High Level
e.	I ask for library assistance when in need	3.17	0.70	High Level
f.	I used surveys, interviews, observations, and others to collect information	3.05	0.72	High Level
g.	I know how to record the bibliographic information of the resources I used	2.90	0.73	High Level
h.	I cite the different information resources I used	2.89	0.79	High Level
Overall		**3.11**	**0.69**	**High Level**

Table 13 shows the level of the information-seeking behavior of the graduate students in terms of collecting information. The indicators related to this variable obtained an overall mean of 3.11 (SD=0.69), which has an

interpretation of a high level. The result indicates that most respondents observed the indicators only most of the time. The graduate students find that collecting information is essential in developing research works. Harrkins et al. (2018) mentioned that supporting students in acquiring information literacy skills is critical for universities, as it improves the quality of student research and enhances their opportunities for lifelong learning. It focused on the partnership between librarians and course instructors, which has been shown to produce the most effective library instruction. However, additional research is needed concerning the collaborative approach to teaching information literacy to graduate students.

In addition, the data showed that the indicator *"I visit websites and virtual libraries for additional information"* obtained the highest mean of 3.33 (SD=0.73) with an interpretation of Very High Level. The result means that most respondents agreed with this statement. With the advent of technology, almost all graduate students are using websites to explore information about their topics. As Atoy et al. (2020) revealed, digital literacy had a direct positive relationship with students' online information-searching strategies. Surprisingly, mindfulness did not moderate the relationship between digital literacy and online information-searching strategies. Further, digital literacy was a mediating factor in university students' information-searching strategies.

However, the indicator *"I cite from the different information resources I used"* got the lowest mean of 2.89 (SD=0.79), which has an interpretation of a high level. The result implies that the respondents have observed this indicator most of the time. Probably, the students are searching for information for the sake of understanding concepts. In most cases, students only cite the information resources when their professors require them to. Moreover, most graduate students were unfamiliar with the different citation standards for different formats of printed and non-printed information resources. Hence, it should be taught to them and be included in the literacy development plan.

In terms of Preparing to Present

Table 14 defines the level of the information-seeking behavior of the graduate students in terms of preparing to present. The indicators related to this variable have an overall mean of 3.17 (SD=0.65), which has an interpretation of a high level. The result implies that the variables under preparation to present have been observed most of the time only. This was emphasized by Mohammad (2018), who said that both doctoral students and master's students had no differences in other stages. Students with previous experience in research activities performed better in title selection, literature exploration, and presentation stages.

Table 14. Descriptive statistics of the level of information-seeking behavior in terms of "preparing to present"

Indicator	Mean	SD	Interpretation
a. I get the information I need every time I research.	3.14	0.70	High Level
b. I make a summary search after researching.	3.23	0.65	High Level
c. I culminate the search with a personalized synthesis of the topic or problem.	2.97	0.50	High Level
d. I succeed in my information-seeking.	3.18	0.66	High Level
e. I am satisfied about the responsiveness of the library staff who assisted me.	3.41	0.65	Very High level
f. I am satisfied with the information I get.	3.12	0.71	High Level
g. I am prepared to present it after I have gathered all the information I need.	3.07	0.66	High Level
h. The information gathered answered the research questions identified	3.23	0.66	High Level
Overall	**3.17**	**0.65**	**High Level**

In addition, the indicator "*I am satisfied with the responsiveness of library staff who assisted me"* got the highest mean of 3.41 (SD = 0.65), which has an interpretation of Very High Level. The result indicated that a high mean denoted a high level of respondents' agreement with the statement. Further, the data revealed that they appreciate how the library staff renders their services. Daland (2015) also found that doctoral students interact with their librarians and are more confident in their overview of library resources. Also, Henninger (2021), a visiting professor at the University of the Philippines School of Library and Information Studies, states that the digital age must extend to all library and information professionals and informed individuals since librarians are part of the information profession. Each is an individual, a citizen, an educator, and an information practitioner.

The data also show that the indicator *"I culminate the search with a personalized synthesis of the topic or problem"* got the lowest mean of 2.97 (SD = 0.50) with a high-level interpretation. The result implies that the respondents have observed this indicator only most of the time. Students make a synthesis of the topic being searched for only when

required; thus, most graduate students do not do it. According to Rempel and Davidson (2018), researchers must emphasize this because while a focus may be formed in a sudden moment of insight, it is more likely to emerge gradually as constructs become more precise. During this time, a change in feelings is commonly noted, with indications of increased confidence and a sense of clarity. People often express an awareness of finding meaning, such as purposefully engaging in "focusing and narrowing."

Table 15. Summary distribution of the graduate students' level of information-seeking behavior

Variables	Mean	SD	Interpretation
Initiating a Research Assignment	2.97	0.78	High Level
Selecting a Topic	2.85	0.68	High Level
Exploring Information	2.93	0.79	High Level
Formulating a Focus	3.16	0.72	High Level
Collecting Information	3.11	0.69	High Level
Preparing to Present	3.17	0.65	High Level
Overall Mean	**3.03**	**0.72**	**High Level**

Table 15 is a summary distribution of the graduate students' level of information-seeking behavior. The table reflects the overall mean of 3.03 (SD = 0.72) with an interpretation of high level. It can be noted that all variables under information-seeking behavior are at a high level. Although the means may differ from one another a little, they have a similar interpretation, which is a high level. This means that the respondents' information-seeking behavior needs improvement. Specifically, preparing to present obtained the highest mean of 3.17 (SD = 0.65), interpreted as high level. This means that most of the respondents find all of the information-seeking behavior equally important, which may develop the student's ability and desire to seek out information that is essential in their research and other relevant activities.

Conversely, the variable Selecting a Topic got the lowest mean among the study variables. This implies that the respondents are probably having difficulties choosing a topic for research that might be developed into scholarly written output. This is the stage where the task is to identify and select the general topic to be investigated and the approach to be pursued. Feelings of uncertainty often give way to optimism after the selection, and there is a readiness to begin the search. Mohammad (2018) stated in his study that doctoral and master's students had lower uncertainty. The graduate students felt uncertainty in the various stages of information search.

3.4 Comparison of the Graduate Students' Level of Information-Seeking Behavior When Grouped According to Their Characteristics

Table 16 showed a significant difference in respondents' level of information-seeking behavior when grouped according to their characteristics. As indicated by the t-value and probability value, it is less than 0.05, which led to the rejection of the null hypothesis. This means that there is a significant difference in respondents' level of information-seeking behavior in terms of initiating a research assignment, selecting a topic, exploring information, formulating a focus, collecting information, and preparing to present, which has a significant difference toward the respondents' profile; this means that the null hypothesis is rejected.

Table 16. Comparison of the graduate student's level of information-seeking behavior when grouped according to their characteristics

Profile	Initiating a Research Assignment			Selecting a Topic			Exploring Information			Formulating a Focus			Collecting Information			Preparing to Present		
	t	p	I	t	p	I	t	p	I	t	p	I	t	p	I	t	p	I
Sex	-38.8	0.00	S	-33.9	0.00	S	-38.8	0.00	S	-40.8	0.00	S	-40.5	0.00	S	-41.0	0.00	S
Age	-4.96	0.00	S	-2.36	0.02	S	-8.86	0.00	S	-10.1	0.00	S	-9.58	0.00	S	-9.58	0.00	S
Civil Status	-26.3	0.00	S	-20.3	0.00	S	-26.0	0.00	S	-27.0	0.00	S	-26.6	0.00	S	-27.1	0.00	S
Course	-46.6	0.00	S	-38.7	0.00	S	-43.5	0.00	S	-45.3	0.00	S	-45.9	0.00	S	-45.6	0.00	S
Hours in Internet search	-22.2	0.00	S	-17.7	0.00	S	-21.8	0.00	S	-23.5	0.00	S	-23.6	0.00	S	-23.2	0.00	S
Nature of work	-39.0	0.00	S	-33.9	0.00	S	-36.6	0.00	S	-38.3	0.00	S	-36.8	0.00	S	-36.7	0.00	S

The data revealed a significant difference in the information-seeking behavior of the graduate students involved in the study when they were grouped according to characteristics such as sex, age, civil status, course enrolled in, number of hours spent on Internet search, and nature of work. Hence, the null hypothesis is rejected. The table shows that, as to how respondents proceed with their research, the findings show no significant difference between gender and information-seeking behavior when grouped according to gender. It was also revealed in the said table that the results of the test of differences in information-seeking behavior considering age have no significant difference in how graduate students do their information gathering.

The table also unveils the result of the test of difference in information-seeking behavior considering civil status. The data imply, then, that there is no significant difference in information-seeking behavior considering civil status. Other personal characteristics of respondents, such as course enrolled in, number of hours spent in information search, and nature of work, also have the same result as other participants' characteristics. Since the p-value is less than 0.05 level of significance, then the null hypothesis is rejected. Therefore, this study has found that there is a significant difference in the information-seeking behavior of the graduate students involved in the study when they were grouped according to characteristics such as sex, age, civil status, course enrolled in, number of hours spent in Internet search, and nature of work. Hence, the null hypothesis is rejected.

3.5 Relationship Between Extent of Epistemological Beliefs and Information-Seeking Behavior

Table 17 depicts the significant relationship between the graduate students' level of epistemological beliefs and information-seeking behavior in each of the following variables: initiating a research assignment, selecting a topic, exploring information, formulating a focus, collecting information, and preparing to present.

Table 17. Relationship Between Extent of Epistemological Beliefs and Information-Seeking Behavior

Information Seeking Behavior	Certain of Knowledge			Simple Knowledge			Acquisition of Knowledge			Speed of Learning			Ability to Learn			Value of Learning		
	r	p	I	r	P	I	r	p	I	r	p	I	r	p	I	r	p	I
Initiating A Research Assignment	-0.13*	0.01	S	-0.24**	0.00	S	-0.04	0.41	NS	-0.43**	0.01	S	-0.23**	0.00	S	-0.58**	0.00	S
Selecting A Topic	-0.16**	0.00	S	-0.07	0.19	NS	-0.02	0.69	NS	-0.46**	0.00	S	-0.10	0.06	NS	-0.12*	0.01	S
Exploring Information	0.39**	0.00	S	-0.18**	0.00	S	0.54**	0.00	S	-0.33**	0.00	S	-0.10*	0.04	NS	-0.23**	0.00	S
Formulating A Focus	0.38**	0.00	S	-0.07	0.15	NS	0.51**	0.00	S	-0.26**	0.00	S	0.00	0.94	NS	-0.22**	0.00	S
Collecting Information	0.41**	0.00	S	-0.07	0.16	NS	0.49**	0.00	S	-0.24**	0.00	S	-0.10*	0.04	S	-0.22**	0.00	S
Preparing To Present	0.38**	0.00	S	-0.07	0.16	NS	0.48**	0.00	S	-0.24**	0.00	S	-0.04	0.36	NS	-0.26**	0.00	S

The data exposed that epistemological beliefs based on simple knowledge have no significant relationship with information-seeking behavior when selecting a topic, formulating a focus, collecting information, and preparing to present since the p-value is greater than 0.05 level. In addition, knowledge acquisition has no significant relationship with information-seeking behavior when considering initiating a research assignment and selecting a topic. Moreover, the ability to learn has no significant relationship with information-seeking behavior when selecting a topic, exploring information, and preparing to present. This means that the null hypothesis is accepted. On the other hand, epistemological beliefs based on certain knowledge, speed of learning, and value of learning have a significant relationship with information-seeking behavior since the p-value is less than 0.05; therefore, the null hypothesis is rejected.

Moreover, simple knowledge is significantly related to information-seeking behavior based on initiating a research assignment and exploring information. The ability to learn also shows a significant relationship towards information-seeking behavior based on initiating a research assignment and collecting information, which means we have to reject the null hypothesis. In addition, epistemological beliefs based on certain knowledge have a positive relationship towards information-seeking behavior based on Exploring Information (r =.392**, p-value =.000), Formulating a Focus (r =.384**, p-value =.000), Collecting Information (r =.418**, p-value =.000), and Preparing to Present (r =.381**, p-value =.000). Furthermore, acquisition of knowledge has a positive relationship towards information-seeking behavior based on Exploring Information (r =.539**, p-value =.000), Formulating a Focus (r =.511**, p-value =.000), Collecting Information (r =.494**, p-value =.000), and Preparing to Present (r =.489**, p-value =.000). This means that the null hypothesis is rejected.

4.0 Conclusion

Based on the findings, this study concluded that most of the respondents have the highest extent of epistemological beliefs towards acquisition of knowledge; most of the respondents have the highest level of information-seeking behavior in terms of preparing to present; the respondents' information-seeking behavior varies according to their characteristics, which include sex, age, civil status, course enrolled in, number of hours spent in Internet search, and nature of work. Lastly, the epistemological beliefs of most of the respondents have a bearing on their information-seeking behavior.

5.0 Contributions of Authors

The author herself edited, wrote, supervised, analyzed data, encoded, and completed all the processes involved in writing this study.

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