HOW HISTORIANS DISCOVER WHAT THEY WANT TO INVESTIGATE

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Abstract

This paper reports on the investigation findings on the effect of the Theory of Change Management on information seeking behaviour among Malaysian historians. The data was collected from the exploratory survey to achieve the objective. The semi- structured interview sessions were based on the purposive sampling technique in which the sampling criteria were followed to identify the subject matter experts in the field of history. The requirements of informants are as follows: an academician, gained than ten

(10) years of experience in an area of history; and produced historical writing. The datawas processed using audio recording in a natural setting and with a comfortable ambience in the individual academician's room. The significant evidence revealed that the antecedents of the Theory of Change Management, expressly (i) behavioural, (ii) cognitive,

(iii) psychodynamic and (iv) humanistic psychology, affected historians in the seeking of information. These four approaches would eventually impact the principal historians throughout the process of information seeking and writing historical documents. For historical writing, there has been a significant shift in the driving component regarding monetary compensation and peer status. In the eyes of historians, the historical product can be considered a successful reward and a sought-after form of social recognition from colleagues and superiors. Hence, it increases the likelihood of receiving higher promotions from the institution to which they are attached. The historical product they create will eventually serve as a cornerstone for the nation's history for future generations to come. As part of their cognitive talents in presenting authentic historical information, historians must adhere to a set of principles and maintain their integrity.

Keywords: information seeking behaviour, historian, Theory of Change Management, authentic, historical.

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1.   Introduction

History may be described as knowledge bodies of the past that historians establish. It comprises everything involved in creating, distributing, and teaching information about it. Historians today focus more on using the historical method than a narrative approach when generating historical literature. Current advances in history have highlighted the originality of the understanding that is distinct from the past and reflects on the interaction between the past and known facts. They emphasized looking for materials or sources of information, analysing them critically, and then coming up with a historical synopsis. Arbai'yah (2006) elaborated that one of the requirements for a historian is to be an expert in his or her subject by analysing reference sources in terms of the kind of source, the aim of the sources, and the substance of the sources. Consequently, historians need to seek and identify reputable sources to authenticate historical truths actively to be considered experts in their subject. Research has shown that historians are meticulous in every step and process of information seeking. Small indefinite quantity studies have succeeded in investigating the conducting pattern of information sought by Uva (1977) and pioneering historians. In addition, several models on the information-search process and information seeking behaviour have been established; such as Wilson (1999) Ellis et al. (1993), Foster (2005), Bronstein (2007), Meho and Tibbo's (2003), and Rhee (2012), among others. Likewise, a lack of research has been done on the pattern of the information seeking behaviour of historians in Malaysia, according to the literature search from electronic databases using related keywords such as 'information- seeking behaviour,' 'information searching process,' 'information behaviour,' or 'historical research,' as well as manual searching from several Malaysian university libraries. More attention should be put on the information seeking pattern among historians as the academicians conduct their historical research. Literature from developed countries such as the United States of America, United Kingdom and Canada suggests patterns of information seeking behaviour from various groups of social scientists, humanistic scholars, art and humanities that contributed significantly to the archival and library community in providing archivists and librarians' expertise in selecting information sources, using effective search strategies for finding information, and evaluating information sources through document and appraisal (Burke,1991; Lonnqvist,1990; Anmol & Muhammad, 2021; Shafique & Mahmood, 2010; Uva, 1977; Meho & Tibbo, 2003; Rhee, 2015). Due to archival institution and libraries in Malaysia is

organized differently and operates in a different administration, a study is needed to identify how historians seek out information and the external interchanges that affect the behavioural pattern. Rhee (2015) highlighted the existing pattern of information seeking behaviour based on the perusal of search results conducted in the archives. Nevertheless, the study was unable to explain in-depth reasoning behind historians choosing such stages appeared.

In recent years, the public has shown increased interest in historical events from the Malaysian context. A growing number of issues have been brought forward in the media that have shaken the integrity of Malaysian history. An insult to the nation resulted from a newspaper article that included a local politician who stated that a member of a communist party who fought during the pre-war period was an independent combatant. As a result, it caused the public to react negatively to the article. (The Star, 28 August 2011). Following this, another essay was released on Malaya not having ever been a Britishcolony but rather be regarded as a protectorate state by the British. It was based on the author's interpretation of an original historical account cited in the article (Malaysiakini.com, 9 September 2011). Although many historians considered this phrase tobe little more than a legal fiction, they have reached a consensus on this contentious issue.As a direct result of this, the government of Malaysia mandated in 2013 that all students graduating from secondary schools in Malaysia must have a passing grade in history beforethey can enrol in the university (MStar, 23 October 2010).

Due to the enormous interest displayed and exhibited in history, a research committee was established to re-evaluate the determinate year of the beginning rulers of the Empire of Malacca while rejecting the year 1400 that was provided by the Suma Oriental, which Tome Pires between 1512 and 1515 wrote. According to Abdul Rahman Ismail's interpretation of the Sulalatus Salatin, as presented in the version authored by Raja Bongsu, the first year of the Malay Sultanate began in 1262 (Ismail et al., 2012). Nik Hassan shuhaimi, a concerned historian scholar, advocated that discourse should be created between other experts and the society at large in order to avoid any potential implications (The Star, 6 September 2012). Similarly, other instances were brought up by a few individuals who claimed to be descendants of the old Malay Kingdom, which existed before Malaysia was constituted as a country. Before this, three different instances claimed to be royal ancestors to the states of Johor, Selangor, and Melaka; as a result, there were

claims for the crown's assets and property despite inadequate proof (Ismail et al., 2012). Some of these situations were considered emergencies and have been debated at length in a series of polemic sessions that gave historians a place to share and discuss recent research in their field. The sessions were held to provide historians with a forum to discuss new findings related to history.

As a result, contemporary historians need help attempting to find answers to questions about events that occurred in the past (Rozeman, 2004). Since historical polemic and restricted entry into the information sources themselves put the veracity of historical facts at risk, there is an urgent need to understand how information is gathered and how historians use historical sources.

Literature Review

Many academics have studied to grasp better the nature of historical research and the needs that come along with it. In the late 1940s, studies on various social science groups were subjected to information seeking behaviour studies (Ellis et al., 1993). During the earlier period, there was published of research based on the nature of comprehending historical research and its collections. The extent of humanist researchers' familiarity with indexing and abstracting in literary works was initially investigated in an essay penned by Stieg (1981), which was then followed by the work of Case (1991) and Dalton & Charnigo (2004). In addition, Wiberly and Jones (1989) discovered that historians only sometimes sought reference librarians. Instead, they concentrated their efforts on archivists and special functions and ignored on-line databases. In addition, the authors hypothesised that the amount of time spent on the computer would increase over time and technology (Wiberly & Jones, 2000). Digital information emerged later and witnessed different trends in historians' information seeking behaviour study. In the enhanced study that was carried out by Tibbo (2002), threehundred historians were asked to study American history with their students in order to determine essential tools of the modern era, explain what they teach doctoratestudents about research materials, and discuss how they anticipated archives or libraries to develop and change in the future. The study findings revealed that historical research resources, such as traditional paper-based and modern digital methods, are required in several different ways. Finding aids, footnotes, and the expertise of archivists are all precious resources for historians looking for specific information, according to the findings of a study conducted by Duff et al., n.d. (2004a, 2004b) about historians in Canada using archives to find specific information. The digital age is a potential attribute in increasing access to information requirements. Archival services can therefore overcome the obstacles faced by historians if detailed, virtual archives and digital finding aids are available. However, the study came to the fascinating conclusion that historians prefer the hard copy of primary sources of information while still justifying access to these electronic database aids. It is also important to highlight that the writers were quite delighted with the progress made by digital technology that let historians search for reference materials on-line. Research of information seeking behaviour from the user's perspective has differed significantly from librarian to librarian and information professional to information professional (Ellis, 1989; Ellis et al., 1993; Meho & Tibbo, 2003). Nevertheless, several models were selected on a comparative basis for this study structure and breadth to fit its goal. Theories of information seeking must consider significant issues, namely, provide a sound theoretical basis for predicting changes in information seeking behaviours; guide effective designing strategies for enhancing information seeking; explicitly conceptualise information seeking behaviour, developing detailed descriptions of it; and it should answer the why question and address the underlying forces that impel particular types of information seeking.

Theory of Individual Change

The learning process that each individual goes through while working as a member of the managerial staff can be related to each of these four approaches to individual change (Cameron & Green, 2009). The Greek philosopher Heraclitus's axiom "you never step into the same river twice" is thought to have served as the inspiration for each of these four approaches to the problem. To the untrained eye, this suggests that even if the same person were to swim through the river twice. Each time it would be an entirely new experience. Accordingly, the researchers explained that a person would have a unique experience with it even if they stepped into the same river on two separate occasions. Change can be perceived and managed in two distinct ways: as an event that takes place in the outer environment or as an event that takes place in the inner life. Consequently, the composition of these four approaches, namely behavioural, cognitive, psychodynamic, and humanistic psychological, would influence the change in one's course of action. These approaches give managers a better comprehension of how people experience change processes from the perspective of both internally within themselves and the external environment or outside their territory.

Behavioural Approach

Changes in behaviour occurred first and foremost when human beings began to learn new things. At an early stage, learning is often through hardship to assimilate and adjust to the condition. Eventually, it will become easier over time and becomes an automatic habit. Many changing circumstances in which a person finds themselves demand them to learn something new to adjust to a new way of operating something to be successful (Cameron & Green, 2009). Individual changes in the behavioural approach can be linked to reward and punishment to achieve desired goals based on the research of Pavlov (1929) and Skinner (1953), who studied the positive and negative effects of animal behaviour that vary when generating food. In organisations today, financial reinforcement has always been considered the most explicit reinforcement mechanism available. Bonus payments, incentives, and other tangible benefits are frequently used to motivate employees. Cameron and Green (2009) further found that reinforcement strategies are categorised into financial and non-financial reinforcement. In order to be effective, financial reinforcement must be intimately related to the behaviours and performance that the organisation requires from its employees. Meanwhile, non-financial reinforcement is typically provided as feedback and social reinforcement to an individual regarding his or her performance on specific tasks—the more detailed the feedback, the greater the likelihood that the reinforcement will be effective. Depending on the situation, this feedback can be both positive and negative. It could very well be determined by the company culture as well as the managerial style of the superior. Alternatively, this feedback could take the shape of a coaching dialogue in which specific productive behaviours are supported, specific poor behaviours are discouraged, and alternative solutions are proposed and discussed.

Cognitive Approach

The cognitive approach assumes that one's outlook and actions are founded on one's thoughts and beliefs. According to Cameron and Green (2009, p. 25), "cognitive theory is founded on the premise that our emotions and our problems are a result of the way we think". The development of cognitive psychology was prompted by dissatisfaction with the behaviourist approach. Behaviourists are primarily concerned with what could be observed in the actual action and physical activities of the human being. Cognitive psychologists are considerably more interested in learning to increase a person's ability to communicate and solve problems than in learning to develop their own abilities. They are particularly interested in the processes within a person's brain. According to cognitive theory, our emotions and difficulties are a

product of how we think and perceive our environment. Individuals react in the manner they do as a result of how they assess the situation in which they find themselves. How people respond to things can be altered if they alter how they think about themselves; Rokeach, n.d. (1956, 1960) derived his theory of belief systems from studies he conducted between the 1960s and the 1970s. These internal mechanisms were not addressed by behavioural psychology at the time. The result achieved from the cognitive approach produces a plethora of strategies for altering people's ideas and, as a result, enhances their performance such as a list of positive qualities, words of encouragement, statements, reframing thoughts, rational analysis, and being symbolically detached from the situation at hand.

Psychodynamic Approach

Kubler-Ross model (Corr, 2020) states that terminally sick patients go through five stages after hearing their prognosis: denial, anger, bargaining, despair, and acceptance. Additional clinical experts, such as Adams et al. (1976), have contributed to the Kubler model Ross of grief's five stages since it was initially published in 1969. The psychodynamic method is characterized by the idea that "while experiencing a change in the external environment, an individual can experience a variety of internal psychological states" (Cameron & Green, 2009; p.31). When confronted with a potentially devastating shift in an organization, people are frequently unable to absorb information. They would be the first to deny it to themselves. Several people have said that this is the body's method of mentally preparing itself for what is about to happen. On a more banal level, some have felt numbness and bewilderment after a favourite sports team is defeated by a more powerful opponent. When people allow themselves to accept what is happening, they reach the second stage, which is generally marked by feelings of anger and frustration. As a result, they question themselves by repeatedly asking questions such as, "Why me?" and possibly by blaming the superior. Even when they attack others (or oneself), people may still wish to regain some control over the situation or their destiny through violence. Kubler-Ross (1969) perceived bargaining as the stage individuals are about to enter. At this level, the actual gravity of the event has been deflected once again. The individual attempts to find something or anything that may help alleviate his or her predicament. When it becomes clear that no negotiation will be sufficient to resolve the dilemma, the actual significance of the circumstance may become apparent. Then, the stage of depression will appear. Finally, the fifth stage is acceptance. It may be that the word "calm" is more appropriate in the

definition of acceptance since this is not necessarily a pleasant stage but is a period in which people can accept the reality of their position and the inevitability of what is happening to them. People experience a sense of being completely in touch with their feelings about their circumstances, including their concerns and planning.

Humanistic Psychology Approach
The humanistic psychology approach differs somewhat from the other three approaches even though the change approach also integrates some of the concepts from the previous three approaches while establishing its own. It began as a movement in the United States throughout the 1950s and 1960s. The underpinning theory of this approach recognized Maslow's (1970) hierarchy of needs and Rogers's (1967) as the prominent scholars in the humanistic movement, which uncovered the development of human personal growth in individuals and the organization. Maslow (1970) thought that human beings have an intrinsic urge to grow and develop in order to achieve what he termed as "self- actualization" (fulfilment of potential). Self-actualization can only be achieved when a person has overcome or satisfied several other needs. As a result, according to Maslow's theory, an individual would only progress or be interested in higher-level requirements further up the pyramid once the lower-level needs are met. In his opinion, the first four stages of needs were characterized by a "deficiency" of something. To explain further, he stated that the absence of satisfaction prompted the individual to become driven to accomplish anything. At the lowest of the hierarchy, physiological needs include food, water, shelter, and sexual fulfilment. The upper tier is safety needs which concerns the amount of threat and the demand for a sense of security. Love and belonging needs are on the upper tier and more interpersonal, which entails the need for affection and affinity on an emotionally intimate level. Next, there are two approaches to meeting the self-esteem requirements, which are through the feelings of accomplishment that people experience when they attain competence in a particular task. They are also met through the process of obtaining recognition for their accomplishments.

2.   Method of the study

The researcher used qualitative case study with embedded design. Qualitative research is a desirable and fruitful way of conducting research and is popular in many scientific and technical disciplines (Yin, 2003). In contrast to other qualitative methodologies, case study research allows investigators to collect and incorporate quantitative survey data, which allows them to gain

a more comprehensive picture of the phenomenon under investigation (Baxter & Jack, 2008). Accordingly, the qualitative single case study approach with the embedded design unit of analysis was identified in this study to investigate historians' information seeking behaviour in the Malaysian environment to answer the objectives (to discover the individual change approaches that affect the information seeking behaviour pattern among Malaysian Historians) and the research questions (how does the behavioural, cognitive, psychodynamic and humanistic psychology approach affect information seeking behaviour among historians in Malaysia?) The data gathered were transcribed and analysed before providing the findings, and the new proposed framework was prepared accordingly. The findings were then explained in great detail and used as a clarification to the issues of the research problem, which were then developed into creating a new framework for this study.

The population of this study was confined to senior lecturers who taught history in Malaysian universities based from the consent acquired from the exploratory survey. The interview sessions were based on the purposive sampling technique in which the sampling criteria was followed to identify the subject matter experts in the field of history. The informants were an academician from public university and private university in Malaysia, gained more than 10 years of experiences on a field of history; and produced historical writings as part of their tasks. The processing of data collected was in the means of semi- structured interviews conducted using audio recording in a natural setting and with a comfortable ambience. All the interviews were conducted at the individual academician's room on five selected subjects, A, B, C, D and E from five Malaysian universities as shown in Table 1.

Table 1 Subject Matter Expert

Subjects	University	Expert Area	
A	Malaysian Public University	• Malaysian History	
		• Foreign Policy Studies	
		• Heritage and Conservation	
B	Malaysian Public University	• Modern Chinese History	
		• Malaysian History (Sarawak)	
C	Malaysian Public University	• International History	
		• European History	
		• Malaysia's International Relations	
Subjects	**University**	**Expert Area**	
D	Malaysian Private University	• Malaysian History	
		• Malaysian Foreign Policy	
		• Malaysia – Singapore Relations	
		• History of Education	
		• History of Documents	
		• Biographies	
E	Malaysian Public University	• Social History of Malaysia (social history)	
		• The History of Administration in Malaysia	
		Before 1957 (administration)	

4.0   Findings

4.1   Individual Change of Behavioural Approach: Motivational Factor

The results reveal that the historians agreed that their contributions to knowledge are the main priority instead of focusing on incentives, promotion, and social recognition. The reward at this point, according to Subject B, was not just for the historian but also for social scientists who seemed to contribute less as if they were not crucial to the development compared to engineering or medicine fields. As mentioned by Subject D:

"Reward at this point not just for the historian, but even for social science seem seeing less contributed as if they were not important to the development compare to Engineering or Medic school."Historians these days may not produce more writing because they generate more joint research to pursue so-called status/credit to get a higher rank. The problem arises. Conflict arises. Are we going to sacrifice our principles as historians merely to get a job, or else we have to defend our principles?" Subject C was concerned with the contribution of knowledge and, at the same time, gained personal gratification by saying:
"It depends on personal gratification. Many people want to be famous and feel the reward is everything. Personally, satisfaction is gained if the work contributes to society. The incentives are the obligation to the people, and I am concerned about that. It can be stated that the behavioural approaches proposed by Cameron and Green (2009) centred on the reinforcement theory of

rewards, which can be derived from the findings in terms of three elements of rewards as motivational factors in historical writing. The three elements are as follows: Incentives, Promotion and Social Recognition. All these are behavioural changes that affect the information seeking behaviour of a historian. Mori and Gobel (2006) believed that motivation that is derived from intrinsic value relates to the happiness that the task involvement generates, whereas the extrinsic utility value refers to the task's usefulness in terms of an individual's future goals. These motivational factors have been shown to assist historians in orienting their techniques and, as a result, in completing the information seeking process successfully. As Costa Jr. and McCrae (1992) discovered, motivation plays a moderating role in the link between personality traits and academic achievement.

Individual Change of Cognitive Approach: Attitude and Integrity

The individual change of the cognitive approach in this study was influenced by the values and beliefs of the historians in their quest to conduct research. Prior to the adopted theoretical model, the essence of the cognitive theory was attitude and reason, which can change the values and beliefs of a person. Therefore, the attitude and integrity inculcated have led historians to become experienced historians. The results expose that the passion for carrying out history research was gained from a long year of training and skills developed throughout the process of information seeking. Aside from learning the historical method, additional training was gained from years of practising in the fieldwork and learning from peers, seniors and lecturers throughout their academic years. These enhanced their expertise in handling and judging the sources of the fieldwork. On the topic of attitude, Subject D emphasised having a passionate attitude when conducting historical research; "It actually depends on our interests. What we really want to write because writing is not an easy thing. If we have a passion for writing on a specific topic, hence we will continue to find sources. For that matter, a few subjects confessed their strengths and area of interest in the field of history". The positive attitude will lead to reasoning of integrity for the historians to produce historical writing. Historical facts will need to be taken very seriously in ensuring the continuity of the development of history writings in Malaysia. There is one main issueexpressed by the historians, where they believe that to answer the issues of history, it should be with an absolute truth. Mortimer (2008) provided a subtler explanation that in describing a history of a particular collection, all historians must have principle and use truth and objectivity in interpreting history. It is relative to the subject under study and the writer's point of view in producing historical writings. Historians were taught to practice answering using the absolute truth known to historians while embarking on historical research. The source must be deemed as an absolute truth to historians because the source is able to provide much knowledge or input to determine this. If historians refer to the source and the source is able to answer and address all the issues on the truth, then it considered as a trustworthy source of information. "Writing history requires facts. We are not writing a novel. We write historical facts. If we made a factual mistake, this mistake would be there as long as the facts have not been corrected. It is a responsibility."(Subject D) "For me, if it deems the matter of open disgrace, I would not write. Not every truth is the truth. A piece of disgraceful information, even though it is true, but it brought shame to people and their descendants. Society's openness to the acceptance of history needs to be very carefully handled. The reality is history is still difficult to be accepted. A lot of things we need to think in terms of its impact." (Subject E) Recent issues have occurred where historians had to face massive debates of public interest on history on social media. Historians must be able to properly explain the issues and try to avoid answering the issues raised in the social media platforms. Historical writing itself involves producing accurate knowledge unlike writing a novel. The historical facts must be disclosed and written down in a correct manner. If a factual error is made, this error will always exist unless it is corrected in an orderly way. Historians ought to have the integrity and be accountable to whatever they have written.

Individual Change of Psychodynamic Approach: Emerging Trend of Technology and SocialIssues

The super-speed highway of the internet has put historians at ease in orienting and identifying information sources that are available locally and abroad. Since the introduction of the digital era more than ten years ago, the world wide web has explicitly provided opportunities to widen access to archival contents and enhance the skills in archiving historical documents. The greatest pledge for historians in the world wide web is not to substitute the need for the original material but to encourage researchers to improve their technical know-how and improvise the historical method in new ways of seeking archiving materials (Cherry & Duff, 2002; Duff et al., 2004a). However, at the same time, historians must take great care in accepting all the internet's information as historical information since several blogs have been created and established by non-historians. It is a trend for junior students to cite sources from these blogs and other information from the internet. One historian asked why there were no historians interested in developing a historical blog. This was confirmed by Fry and Talja (2007) when they reported that a significant number of academics in literature, cultural studies and history did not have a personal webpage of their own. At an earlier stage of information seeking, historians have already fully utilised the use of technology for the purpose of online browsing, monitoring and accessing digital contents from the library and archives without even browsing the catalogue or visiting the library. Other than the normal and traditional way of retrieving information from the physical collection, historians have the ability and option to examine the information from the digital source if the documents have been digitalised. This cost in the historical text on the history of Malaysia before and after independence, which was purchased by some libraries for students and researchers, is mainly very expensive. According to Subject C: "Historian uses a high-cost budget in which we have to photocopy a huge number of pages of

sources. Also, for my field, I seek sources at the Public Record in London. One piece cost me around 60 pence." Subject A indicated that the problem of cost and distance were interrelated by saying: "Fieldwork will use a big budget. But it depends on your research. Like sometimes, we have a time frame to follow. If the research is based on our interests, we will have ample time. If youare conducting multi-discipline analysis using a laboratory, then it will take a huge budget considering the distance also. For example, analysing DNA sampling. Even within our country, we still have to queue to wait for the samples."

Individual Change of Humanistic Psychology Approach: Networking
The research results show that networking is the new element of personal changes of the humanistic psychology approach (maximising potential growth) that affect information- seeking behaviour. These concern the sharing of strategies and collaboration among historians. Like Foster's (2005) model, he mentioned that networking is essential for historians. The information seeking strategies have profoundly altered the character of informal information sharing and communication among scholars, particularly for current awareness purposes. This finding contradicts the widely held belief that humanities scholars work alone (Fulton, 1991; Guest, 1987; Stieg, 1981; Stone, 1982; Wiberley & Jones, 1994). A prominent theme in the study was Meho and Tibbo's (2003) information approach of "networking," which involves informal interactions with colleagues. The data revealed that the participants have a close network of colleagues who act as a primary source of information to stay current. Humanists have a very close relationship with colleagues who provide ongoing support on research projects in the form of references to literature, guidance, and feedback on draughts and papers, according to Barrett (2005) and Wimberley and Jones (2000). They build networking with other historians on various platforms, such as during seminars, social meetings, discussions with colleagues, and study groups in government departments. In order to increase their network, historians would keep up with other parties in their quest to build strong connections in gaining leads on the location of information and the availability of different types of information for their research.

At this juncture, most researchers acknowledge that networking is a method to discuss interdisciplinary issues and open up areas that previous historians have yet to explore. Earlier research by Watson-Bone (1994) quoted Stone (1982), who highlighted the historian's feature of working alone. Supported by Sa'ari et al. (2013) and Sa'ari (2017), networking and cooperation contribute to being more effective

in carrying out a role as an initiative of growth and development of knowledge on a global scale. However, later research found that historians were more receptive to new possibilities of information demands and uses. In fact, historians would often share their strategies with fellow historians whom they trust. It helps their colleagues retrieve and make copies of documents related to other research topics by other historians when they perform their research locally and abroad. Though the documents are unrelated to their research topics, they know that some are searching for and searching for them. In general, exchanges of information among historians are usually exercised with caution. Fry and Talja (2007) stated that past studies in scholarly information seeking have proven that researchers favoured informal information sources and channels over formal searches to obtain academic information. In academic institutions, information sharing is just as prevalent as information encountering as a technique of acquiring new information.

As Subject E elaborated:
"Sources to the historian very expensive. It is known they have to go to London and other places. Another reason is that another historian takes the sources before the writing is produced. Thirdly, he might want to write and learn more about the matter. He did not want someone else to write it first. These arrogant academics existed among academic researchers. For local and outside researchers, sharing information can be done as long as did not jeopardize his rights."
 Meanwhile, Subject A clarified that despite the bridging gap between mono-disciplinary and interdisciplinary disciplines, conservative historians still exist today, as stated below:
"But in Malaysia, conservative scholars of thought still resisted being out of a mono- disciplinary field. Even so, a new generation today continues footsteps of the teachers teaching them the conservative way. Therefore, they only focus on history without involving other disciplines. Only move within their research framework."

Recommendation
Since the 1980s, substantially fewer user studies have been undertaken in the field of archives compared to the field of libraries (Rhee, 2015). For an extension of the study, it is recommended to conduct user needs and the introduction to the history study from the archival perspectives. Aside from the National Archives of Malaysia, there are also other places to seek out information, such as the Malay Manuscript Centre under the National Library of Malaysia, which collected and digitalized a wide range of subjects, including historiography, literature, laws and legislation, letters, traditional medicine, poem, religious texts,

tips, talisman, horoscope, story-telling fortune and so on. Understanding archives and the processes involved in making records is the foundation of an archivist's skill (Ideris, 2022). It contributes to the effectiveness of the primary task among archivists, such as collecting documents, document appraisal and cataloguing the archival records. The process through which scholars access or utilize the material is typical of little interest to archivists, and neither is the reason for such access or usage (Duff & Johnson, 2002). We also suggested expanding the understanding of information seeking behaviour as the study proved that the theme of Malaysian history primarily focused on the history of politics in Malaysia. Supporting the suggestion, other researchers even suggested that certain countries have a broad category of theme and genre under historical research (Duff et el. n.d., 2004a, 2004b). Some historians will not accept the theory as a method in historical research since it does not play a part in providing evidence for the interpretation of history. The reason is that the research problems remain within the same areas and will only go beyond the topic. Only a few modifications in terms of the number of years for the event in history or the shortening of the theme will be shaped by the historians. The trend today is that the conservative way of discipline is no longer exercised in solitude, even though the historical method remains the foundation of historical research. It will continue to mobilize knowledge from various disciplines to improve the study of historical events and provide supporting information for the analysis, even though its approach is historical.

3. Conclusion Remarks

It is undeniable that information seeking activities investigate the impact of individual transformation approaches from the perspectives of behavioural, cognitive, psychodynamic, and humanistic psychology domains. These four approaches would eventually impact the principle of historians throughout the process of information seeking and the writing of historical documents. Regarding historical writing, there has been a significant shift in the driving component in terms of monetary compensation and peer status. In the eyes of historians, the historical product can be considered a successful reward and a sought-after form of social recognition from colleagues and superiors.Hence, it increases the likelihood of receiving higher promotions from the institution to which they are attached. As part of their cognitive talents in presenting authentic historical information, historians must adhere to a set of principles and maintain their integrity. The historical product they create will eventually serve as a cornerstone for the nation's history for future

generations to come.

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