Information Seeking Behavior of Teachers of Shri Muktanand College Library, Gangapur

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ABSTRACT

This Study has to made a good attempt to judge the information seeking behavior of teachers in Shri Muktanand College Library. The Study looked at the problems and difficulties faced by teachers while seeking information. Analysis on the basis of study it is found that teachers have been shown more affection to formal and informal collection in the Library. As well as the information seeking from electronic resources with internet has given more preference.

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KEYWORDS: Information, Information Seeking, Information seeking Behavior, Users, College Library, Formal resources, Informal resources.

INTRODUCTION

Information is the product of human brain in action. It may be abstract or concrete. When an individual begins to think, a variety o images and sensations flash across his mind. This makes some information to, accumulate in his mind and his memory retains some piece of knowledge (Prasher, 1991).

Information behavior developed by (Wilson,1997) where he posited that a general model of information behavior needs to include at least three elements: i) an information need & its drives i.e. the factors that give rise to an individual's perception of need ii)the factors that affect the individuals response to that perception of need and iii) the processes or actions involved in the response.

Information seeking behavior is indicative of uncertainty. It is concerned with how and from where user get his information. Frankly speaking the highest objective of information seeking behavior is information satisfaction. The highest level of information satisfaction is to be achieved by active process of conceptualization results in the user redefining his query or reformulating his information need.

It is necessary to trace the roots of user needs into three categories such as physiological, cognitive & psychological needs, user needs are basically of the cognitive type because these involve the learning of skills. (Kumar,1993) Information seeking behavior differs among user groups. College libraries must understand the information needs of teachers in order to address those needs. The study explores the information seeking behavior of college teachers.

Shri Muktanand College Library:

To achieve the objectives of Marathwada Shikshan Prasarak Mandal in socio-economic , educational and cultural development of the Maharashtra and to supplement formal education with reading material, Shri Muktanand College Library was established along with College in 1970, Shri Muktanand College Library has to undertake the responsibility of collecting &supplying right information to the right reader at the right time, as well as to organize, store and provide access to information on this basis.

RESEARCH METHODOLOGY

The Structured questionnaire was used for collecting information from teachers of Shri Muktanand College. Factual questions, opinion and attitude questions, self perception questions and standards of action questions were used. The questionnaire has been formulated based on the assumptions according to the information seeking behavior pattern of teachers of Shri Muktanand College Library. For this study out of 84 teachers 50 were selected by adopting simple random sampling method. These selected teachers were requested through questionnaires to furnish the data.

Data Analysis and Interpretation:

A total no. 50 structured questionnaire were distributed to the teachers of Shri Muktanand College, Gangapur, Tota 50 questionnaires were received. The data obtained under various heading were analyzed and are interpreted as below.

Language known by teachers:

Language : "A system of human communication using words, written and spoken and a particular way of combining them. Such a system employed by a community, a nation etc."

"A way of interpreting or ordering experience shared by a group, a community etc. A common code or pattern of behavior" (Brown, 1993).

Table – 1 Languages known by teachers

Marathi			Hindi			English			Any other		
Read	Write	Speak	Read	Write	Speak	Read	Write	Speak	Read	Write	Speak
50	50	50	50	48	49	50	48	42	0	0	3
100%	100%	100%	100%	96%	98%	100%	96%	84%	0%	0%	6%

Table -1 shows that the languages known by the teacher in percentage.

Graph – 1 Languages known by teachers
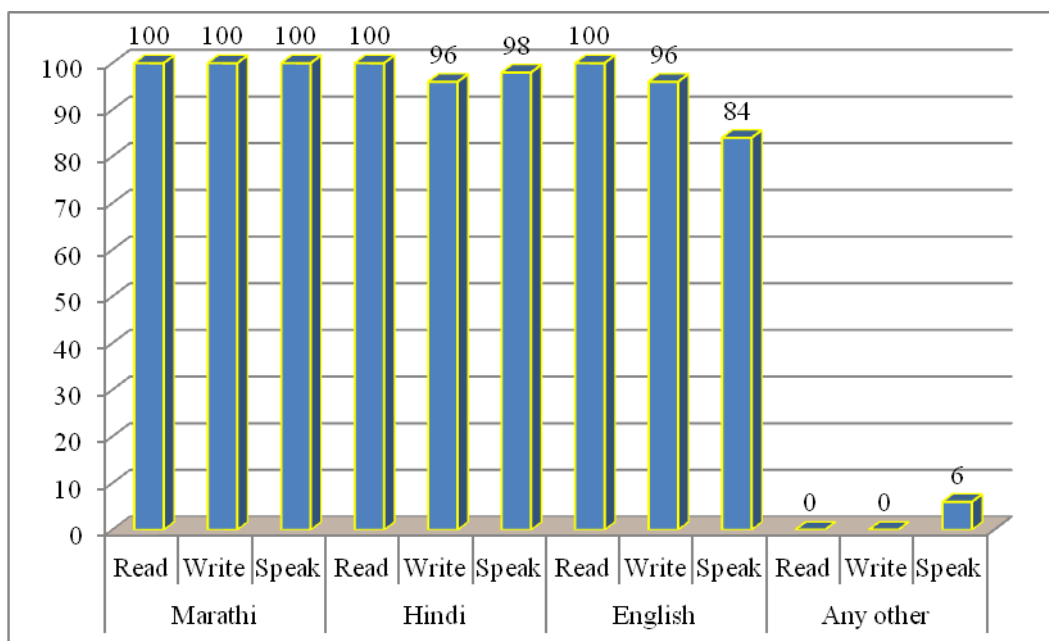
It was hypothetically assumed that, the teachers have knowledge of various languages. Data collected in this regard was analysed and found that 100 percent teachers read, write and speak Marathi language and 100 percent teachers can read, 96 percent can write, and 98 percent can speak in Hindi language. 100 percent teachers read, 96 percent write and 84 percent speak English language. Only 6% teachers speak other language i.e. Telgu.
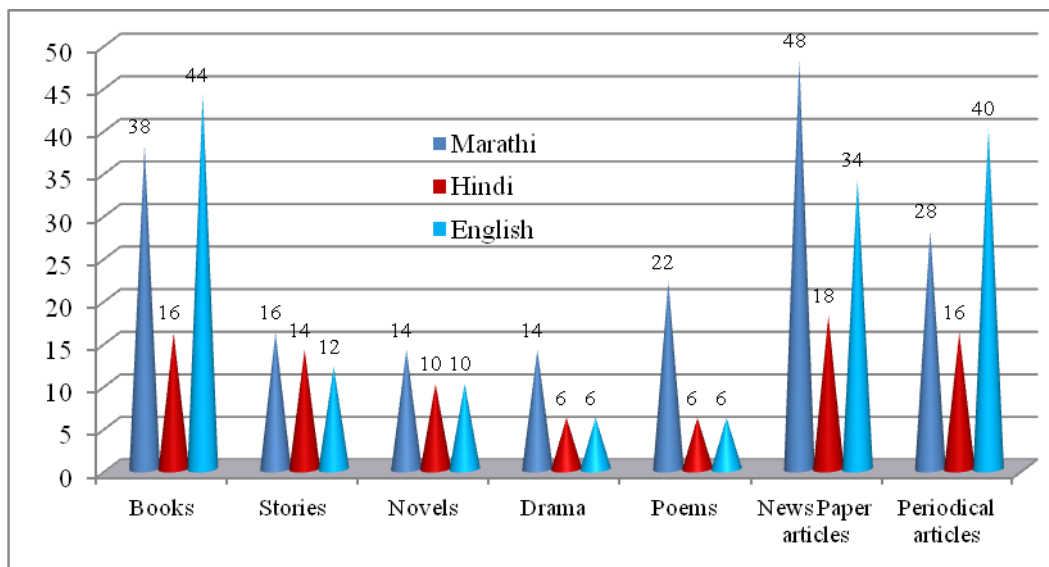
FORMS OF LITERATURE

In view of different forms of literature, the teachers were requested to furnish the information about their different forms of literature, those are published by them. In this context it was hypothetically assumed that the information has been generated by writing stories, novels, periodicals, seminar and conference papers, monographs for guiding scholars.

The data received in this regard was analysed and reveals that teachers published information in different forms those are given in table - 2.

Table – 2 Literature published by teachers in different forms

Sr. No.	Forms of literature	Marathi	Hindi	English	Any other
1	Books	19 (38%)	8 (16%)	22 (44%)	-
2	Stories	9 (16%)	7 (14%)	6 (12%)	-
3	Novels	7 (14%)	5 (10%)	5 (10%)	-
4	Drama	7 (14%)	3 (6%)	3 (6%)	-
5	Poems	11 (22%)	3 (6%)	3 (6%)	-
6	News Paper articles	24 (48%)	9 (18%)	17 (34%)	-
7	Periodical articles	14(28%)	8(16%)	20(40%)	-

Graph – 2 Literature published by teachers in different forms

The keen observation of aforesaid table - 2 reveals that most of the teachers generated information in Marathi and English language, in different forms of literature i.e. books, News paper articles, periodical articles and stories.

Therefore it is safe to state that teachers are generating information in Marathi and English language as compared to Hindi Language.

Different Types of reading material preferred by teachers:

Library have different type of collection i.e. text books, reference books, periodicals, index, abstract, bibliographies, yearbooks, encyclopedia, dictionaries. It also have non book material like CD, CD Rooms, DVDs and Data base, E-resources by N-List which is accessed by using internet which is provided by INFLIBNET, Ahmadabad. These different types of materials which is useful for teachers for their teaching, preparation of notes and their research publication. Therefore, the use of different types of material preferred by teachers is shown in table no. - 3.

Table – 3 Different Types of reading material prefered by teachers for teaching

Sr. No.	Types of Material	Always	Sometimes	Never
1	Books	50 (100%)	-	-
2	Periodicals	17 (24%)	24 (48%)	9 (18%)
3	Indexes	1 (2%)	26 (54%)	23 (46%)
4	Abstracts	8 (16%)	24 (48%)	18 (36%)
5	Biographies	10 (20%)	19 (38%)	21 (42%)
6	Year Book	-	24 (48%)	26 (52%)
7	Encyclopedias	16(32%)	26(54%)	8(16%)
8	Other Reference Materials	26(54%)	21(42%)	3(6%)
9	Non Book material	4(8%)	18(36%)	28(56%)
10	Internet	36(72%)	14(28%)	-
11	E-Resources	18(36%)	25(50%)	7(14%)
12	Any other	-	-	-

A considerable majority of teachers i.e. (100) percent always used books for teaching purpose and 72% use internet as they find them adequate for meeting their teaching, information needs, so they always use them. 54% think that

encyclopedia and 50% think that E-resources gives the required information sometimes and 56% teachers are not satisfied with non book material and they never use them. Therefore 48 percent teachers sometimes think that the current periodicals give the required information to some extent.

Graph – 3 Different Types of reading material preferred by teachers for teaching
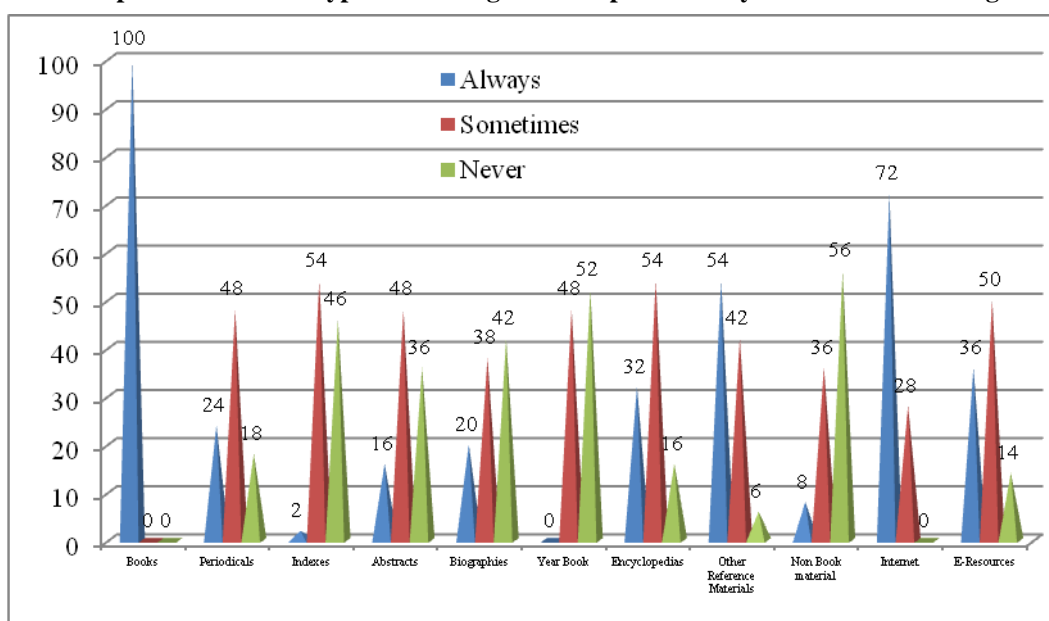
COMMUNICATION MEDIA

The world communication comes from the Latin verb "Communicare" meaning, "to talk together, confer discourse and consult one with another." It is closely related to latin word "communicates" which means community fellowship as well as justice in men's dealing with one another. Men share knowledge, information and experience through communication and thus understand, persuade etc. convert or control their fellows (Khanna, 1994). In the view of this it was hypothetically assumed that the teachers have used the different communication media to collect the information. Information and data was collected and found as bellow in table 4.

Table – 4 Communication media / channels used by teachers for teaching

Sr. No.	Status of Communication media used	Informal media	Formal media	No. of teachers
1	Communication media used	100%	100%	50
2	Communication media not used	0	0	

Table - 4 shows that 100% teachers have used both informal and formal media of communication for teaching purpose.

Table - 4.1 Informal media of communication

Sr. No.	Informal communication media used by teachers	No. of teachers	Percentage
1	Discussion with subject experts	40	80%
2	Discussion with senior	38	76%
3	Discussion with librarian for reference material	39	78%
4	Seminars	38	76%
5	Conferences	40	80%
6	Workshops	39	78%

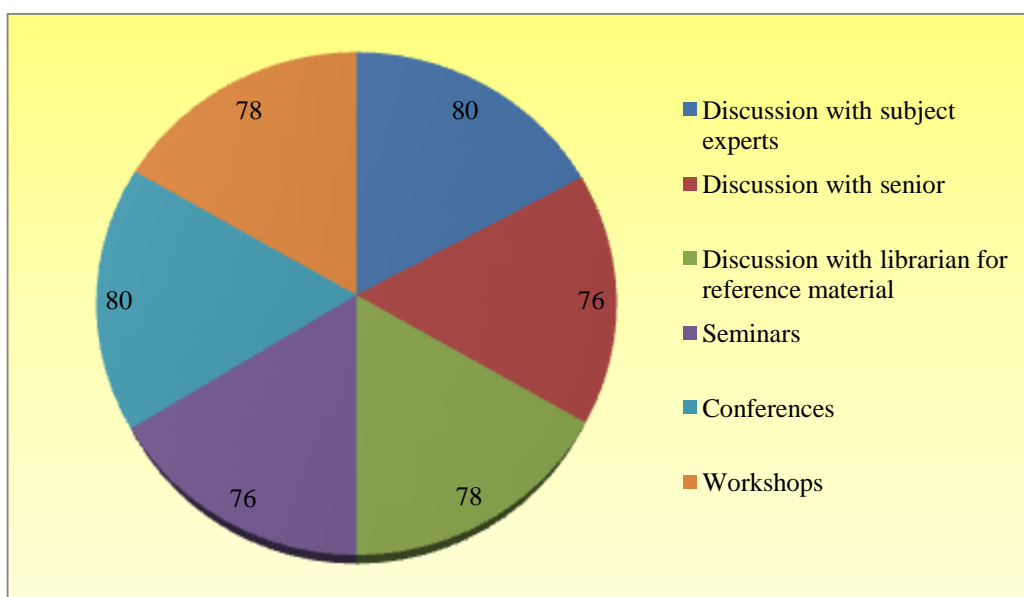**Graph - 4.1 Informal media of communication**

Table 4.1 shows that 80 percent teachers consulted the subject experts in the field, 76 percent discussed with the seniors, 78 percent discussed with librarian for reference material, 80 percent consider conferences and near about 78 percent consider seminars and workshops as useful sources for seeking the information for teaching.

Academic staff considers seminars, workshops and conferences as important sources of information. Users need such events for gathering current information.

Table - 4.2 Formal Media of Communication

Sr. No.	Formal communication media used by teachers	No. of teachers	Percentage
1	Radio	21	42%
2	TV	28	54%
3	Internet	43	86%
4	PPT	37	74%
5	LCD	39	78%
6	Libraries	42	84%

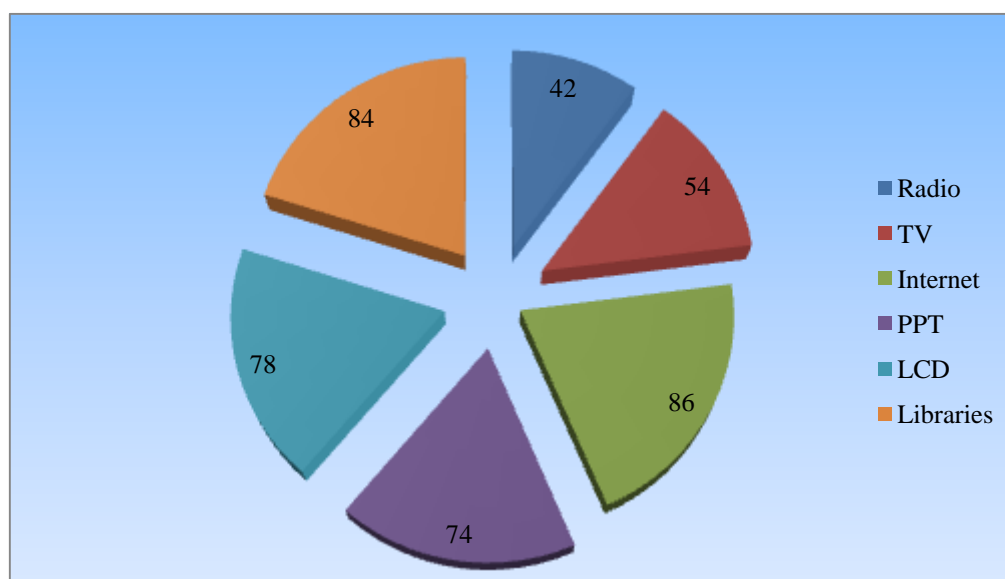**Graph - 4.2 Formal Media of Communication**

Table 4.2 shows clearly that, 86 percent teachers use internet for fulfilling their information needs and 84 percent teachers use libraries for preparing their teaching aids. Apart from this 74 percent teachers use PPT for teaching and remaining 78 percent, 54 percent and 42 percent teachers use LCD, TV and Radio for their teaching.

IMPORTANCE OF LIBRARIES

The story of civilization indicates that libraries have been an essential part of civilized society. These came into being to serve the needs of the society. Their form, character, purpose, functions and services have been determined by the needs of the society saved by it.

The libraries have played an important role in the social, political, economic and cultural development of society. Libraries are playing a significant role in the preservation and advancement of culture, formal and self-education, and reading or leisure. In recent years, libraries have provided reading material and other documents to handicapped to alleviate their miseries, assisted disadvantaged, members of society to gain rightful place in society, helped businessman to improve their business, researchers, student and other members of society in achieving their goals (Kumar, 1997).

Table – 5 Teachers view towards importance of library

Sr. No.	Importance of Library	No. of teachers	Percentage
1	Use of library is most important	47	94%
2	Use of library is less important	21	42%

Graph – 5 Teachers view towards importance of library
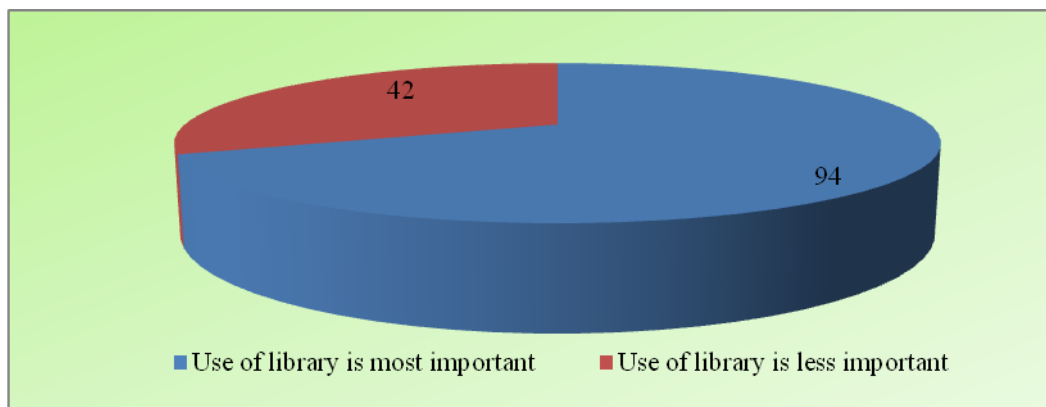
In consideration of the usefulness of libraries, we requested the teachers to furnish information, whether they, called, information, to use it in practice.

The data received in this regard was analyzed and the table - 5 shows that, maximum respondents i.e. 94 percent have quoted that library has importance in the process of teaching for collection of information. Therefore it is safe to state that library has an ingenuous role in putting some relevant information at the disposal of teachers.

A reason for library use is less important:

In addition to this, it is also analysed that 42 percent teachers have negative approach in respect to use of libraries. In regard to this it was assumed that there might be certain reasons those have cause to create negativity among teachers. In this purpose the teachers were requested to quote certain reasons which cause negativity about the use of libraries, which is shown table - 6.

Table – 6 Classification Reasons for library use is less important

Sr.No.	Reasons for library use is less important	Percentage
1	Due to Radio	12%
2	Due to TV	24%
3	Due to internet	38%
4	Due to less reading habit	12%
5	Due to lack of education	16%

Graph – 6 Classification Reasons for library use is less important
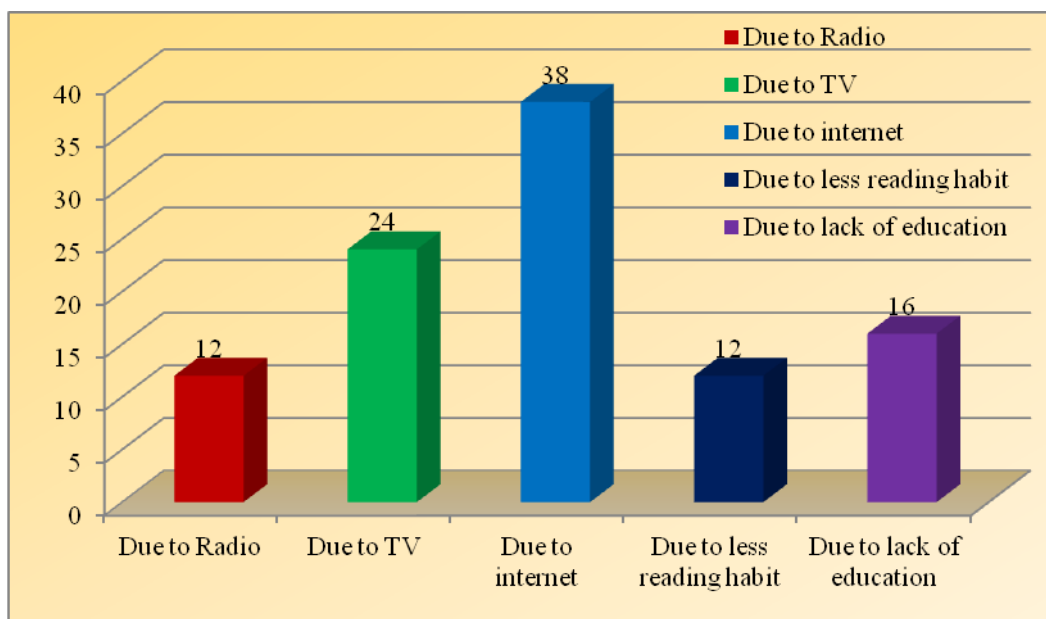
The table - 6 shows that, 12% teachers have reason, due to the use of radio. 24% teachers have reason, due to the TV 38% teachers have reason due to the internet, 12% teachers have reason, due to the less reading habit and 16% teachers have reason, due to the lake of education.

The view regarding the reasons those caused less use of library is stated clearly in above graph - **6.** The role played by teachers in creating information. According to this information 82 percent teachers say that they have played an important role in creating information and 18 percent teachers don't think so.

Table – 7 Purpose of Teaching

| Sr.No.	Purpose behind teaching	Percentage
1	Hobby	82% (41)
2	Social awareness	84% (42)
3	Generating information	70% (35)
4	Income	50% (25)
5	Develop students	94% (47)

Graph – 7   Purpose of Teaching
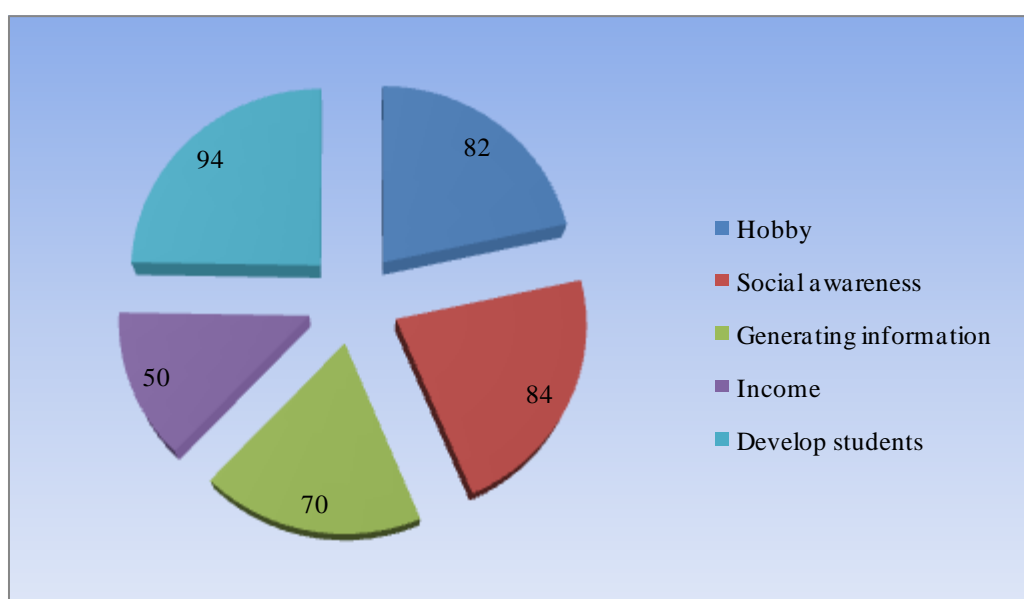
The table - 7 shows that the purpose of teaching for 94% teachers is to develop students. 84% teachers purpose is social awareness. For 82% teachers it is their hobby and 72% teachers purpose is to generate information and 50% teachers gain income through teaching

Table – 8 Frequency of visits to library

Sr. No.	Library visits by teachers	Percentage
1	Everyday	62% (31)
2	Twice a week	28% (14)
3	Once of fortnight	-
4	Once a week	8% (4)
5	Once a month	2% (1)

Graph – 8 Frequency of visits to library
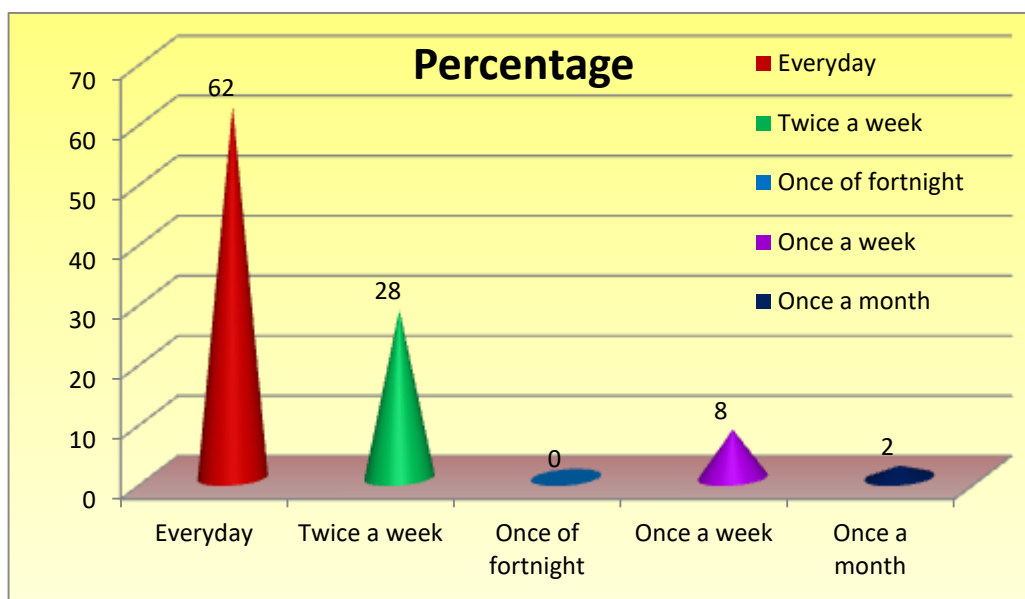
Teachers were asked about their frequency of visits to library. Table - 8 indicates that the majority i.e. 31 (62%) of teachers visits library everyday, 14 (28%) teachers visits library twice a week and only few i.e. 4 (8%) and 1 (2%) visits the library once in a week and once in a month respectively.

Table – 9 Purpose of Library use

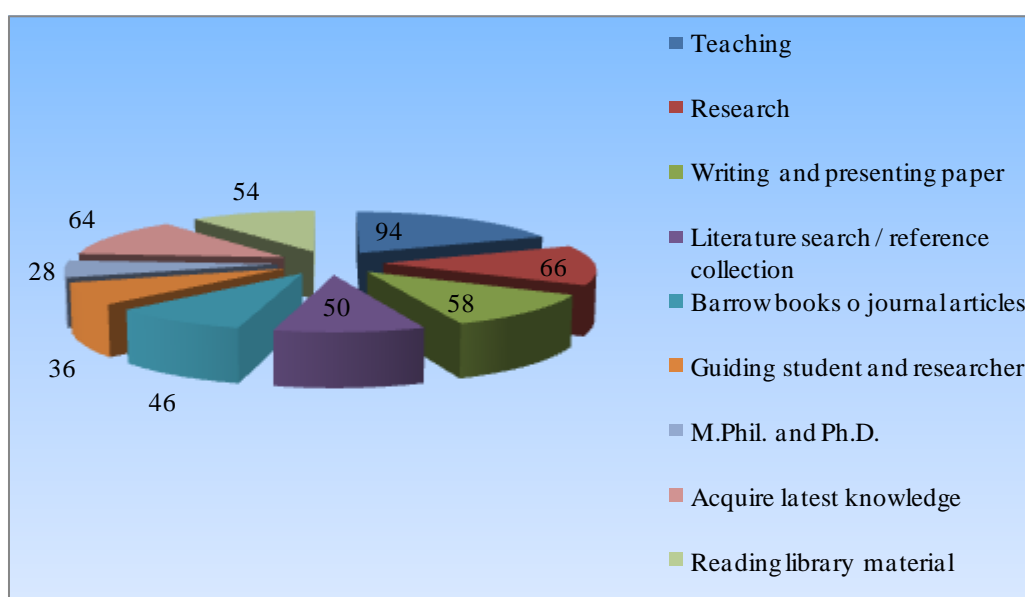| Sr.No.	Purpose behind library use	Percentage
1	Teaching	94% (47)
2	Research	66% (33)
3	Writing and presenting paper	58% (29)
4	Literature search / reference collection	50% (25)
5	Barrow books o journal articles	46% (23)
6	Guiding student and researcher	36% (18)
7	M.Phil. and Ph.D.	28% (14)
8	Acquire latest knowledge	64% (32)
9	Reading library material	54% (27)

Graph – 9 Purpose of Library use

Table - 9 shows that, the respondents indicated the purpose of library use, 94 percent sought information for teaching purpose (preparing class lectures), 66 percent of teachers consult the library for research. 64% for keeping their knowledge up-to-date, 46% to borrow books or journals, 58 percent teachers visit the library for writing and presenting paper and 54% teachers visit the library for reading library material i.e. Newspaper and magazines etc.

The study looked at the problems faced by the teachers while seeking information. The following table reveals the difficulties in detail. This data is useful for library management.

Table – 10 Difficulties and problems faced by teachers while using library

Sr. No.	Difficulties and problems	Always	Sometime	Never
1	Material is not available on shelf	10%	68%	22%
2	Lack of awareness of the availability of material	16%	48%	38%
3	Arrangement of collection	6%	48%	46%
4	Furniture and equipments	10%	30%	60%
5	Seating arrangements	12%	36%	52%
6	Quality of collection	8%	38%	54%
7	Library services	12%	30%	58%
8	English languages material	6%	42%	52%
9	Storage of latest journals	24%	48%	28%
10	Information scattered in too many sources	12%	42	46%
11	Lack of time (over workload)	6%	28%	66%
12	Lack of knowledge about information retrieving techniques	4%	32%	64%
13	Any other	-	-	-

Graph – 10 Difficulties and problems faced by teachers while using library
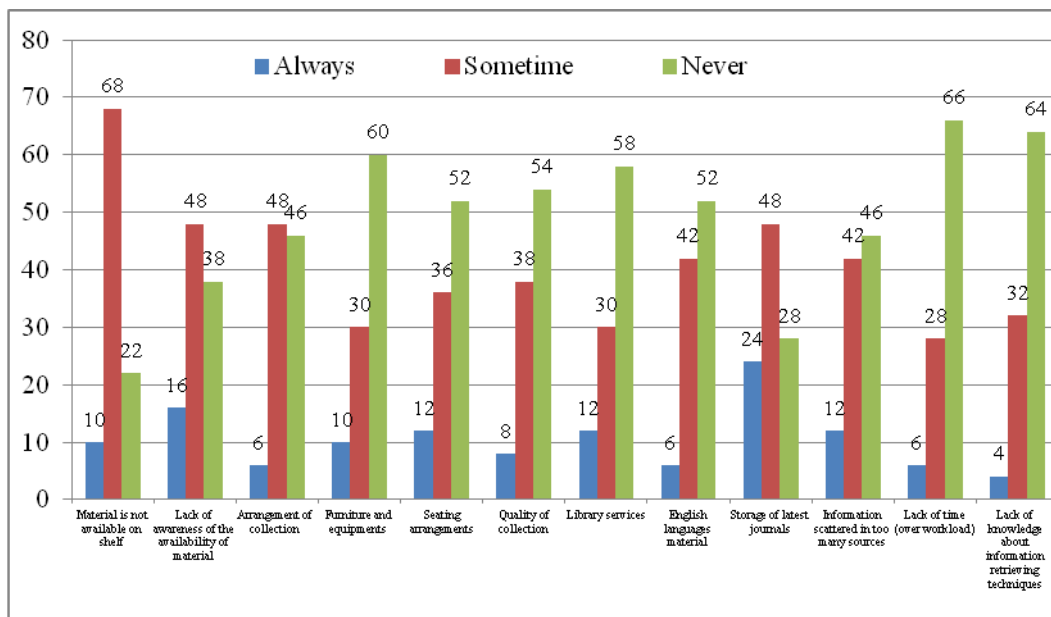

Table no. - 10 show that, there are various problems one can come across while seeking information. The responses about these problems are presented in table 4.10a it reveals that 42 percent respondents often face problems like "Information scattered in too many sources and too much information on internet." 68 percent respondents sometimes face problems such as needed information is not available on self, 48% respondents face problems such as lack of awareness of the availability of material, they "Don't know how to use online catalogue" do not know how to use electronic resources, i.e. lack of information and skill to search, lack of knowledge about information retrieving techniques. 64 percent never face such type of problems.

Table – 11 Satisfaction level about library

Sr. No.	Satisfaction about library	Very much satisfied	Satisfied	Not satisfied
1	Arrangement of collection	38%	60%	2%
2	Furniture and equipments	20%	70%	10%
3	Lighting and ventilation	36%	50%	14%
4	Seating Arrangement	30%	62%	8%
5	Library services	46%	54%	-
6	Quality of collection	36%	54%	10%

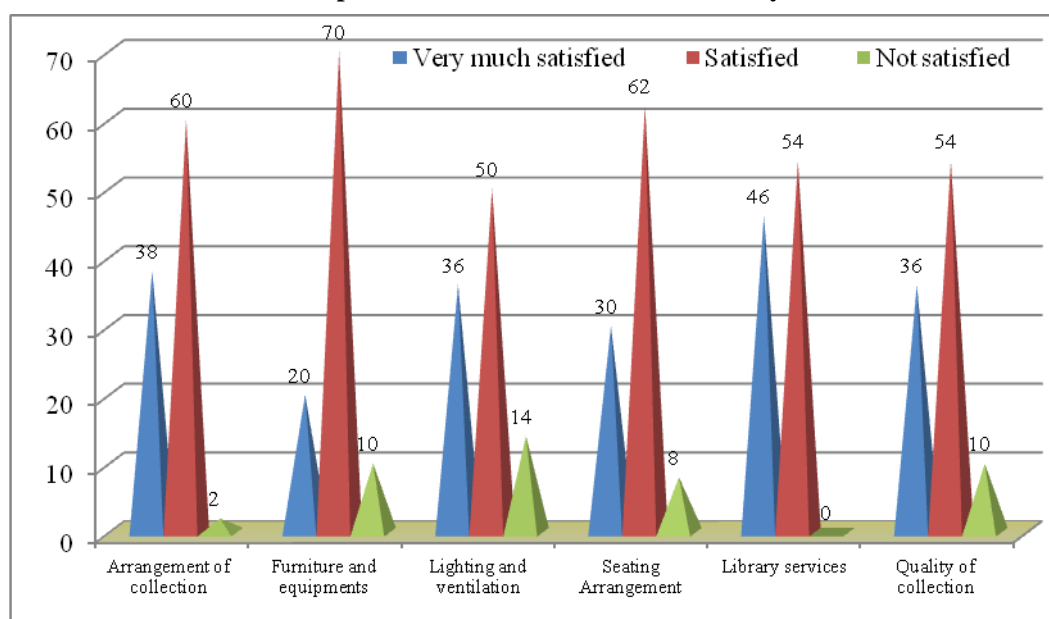**Graph – 11 Satisfaction level about library**

Table - 11 shows that, the majority of teachers are happy with the arrangements of collection, seating arrangement, library services, but some of the teachers are not satisfied with furniture and equipments, lighting and ventilation and quality of collection.

Table – 12 E-resources used by Teachers

Sr. No.	E-Resources	Total	Percentage
1	OPAC	36	70.58%
2	N-list	31	60.78%

Graph – 12 E-resources used by Teachers
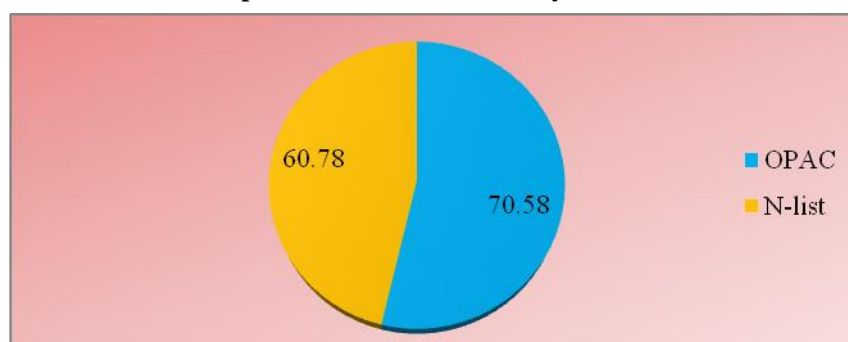
Table - 12 shows that 71 percent teachers use OPAC facility for searching bibliographical details and 61 percent teachers use N-List facility for accessing E-resources through INFLIBNET.

FINDINGS

Some of the major findings are given below:

- Most of the teachers generated information in Marathi and English language as compared to Hindi language.
- Majority of teachers always prefer library books for teaching, nearly half the teachers sometimes use periodicals, other reference books, Encyclopedias, year book, Indexes for research and publication and some of the teachers are not satisfied with non book material and never use them.
- It is observed that all the teachers have used communication media for their teaching and study purpose.

- Majority of the teachers have used informal and formal media of communication for fulfilling their information needs.

- It is observed that there are a number of forms of communication media i.e. radio, television, internet etc. Teachers have used these information media to collect the useful information. Library is the best method and medium that has been used by maximum number of teachers.

- It is observed that 94 percent teachers have recognized the use of library as most important and easy method for seeking information.

- It is found that for developing the teachers have generated information in different languages as well as different forms of literature.

- It is also observed that some of the teachers have negative approach in respect to use of libraries, due to some reasons i.e. Due to internet, TV, Radio, less reading habit and lack of education etc. As well as today's age is information technology (IT) age and every one can access information through internet in a fraction of second that's why they don't want to go the library and spend lot of time for searching books and access information.

- The shortage of computers and lack of internet access is a problem for a majority of respondents.

SUGGESTIONS

The following are few suggestion and recommendations to meet the user's expectations which are based on the present study.

- Library should develop adequate and quality collection keeping in view the information needs of the library users.

- Use of non-book materials, CD-ROMS, DVD's and Database for Bibliographical search should be encouraged and improved.

- Increase internet access facilities in the library. Internet is a useful tool to search and locate information in a desired field. Therefore internet access center is most essential for fulfilling the user's information needs through E-resources and other useful services of the internet effectively.

- If the institute is investing money for subscribing, E-resources, its infrastructure and allied set-up should also be appropriate for its proper utilization.

- In the current scenario the importance of English language should be kept in mind and the information must be generated.

- The recently developing media like computer network and internet must be used by the teachers for the latest and current information.

- For social awareness and social development the teachers should increase their efforts in the process of information generation.

- The libraries should take additional efforts to provide better facilities and source material to the teachers to facilitate the process of information generation.

CONCLUSION

The findings of this study indicate that information seeking may be motivated by a wide variety of needs, including personal, professional, entertainment, etc. The successful operation of a library depends to a large extent on the choice of library collection. The collection should meet the needs and requirements of users. Consequently, librarians must be aware of how faculty seeks information, knowledge of faculty information needs and information seeking behavior is imperative for developing valuable collections, and improving facilities and services. Librarian

and library staff should help teachers, students and improve their information seeking and find the types of Information they need.

The central role of the library profession remains the same, but methods and tools for information storage and retrieval continue to grow and change dramatically. Libraries must understsand information seeking behavior of users to re-engineer their services and provide information efficiently. The result of this study reveals that the users who are more or less satisfied with library collections and services, but who want training in the use of online information. User education about library is must and should be carried out as workshop training.

Information is an important resource of the progress of modern society depends upon a provision of "Right kind of information in the right format at the right time"

In our society we have so many bad traditions which has to be eliminated from the society. Teachers play a very vital role through their teaching; they make the aware people aware about the scientific facts and motivate them towards education. These activities of a teacher by teaching and communicating the conceptual messages, which can lead the real life, are the motto of teachers to create awareness in the society.

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