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Information Needs and Information-Seeking Behavior of Teachers in B. Ed. Colleges in Andhra Pradesh

***P.V. Gopala Krishna Yadav, **Dr. K. Ramasubbaiah**
*Research Scholar, **Research Supervisor,
Department of Library and Information Science, Sri Krishnadevaraya University, Ananthapuramu

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1. Introduction

The present study is conducted to find the information needs and information seeking behavior of B. Ed. College teachers, as there is no study to date has been conducted at national or local level to find out the Information needs and seeking behavior of B. Ed. College teachers in Andhra Pradesh. The study is based on the questionnaire survey, and questionnaire contains both open ended and close ended questions. Eight B. Ed. Colleges within Andhra Pradesh have been selected for the study. Respondents included teachers, principals & vice principals working in the selected colleges. The researcher personally visited the colleges several times to collect the information and data. Due to the personal persuasion of the researcher, the response rate for the questions is 100 percent. In total, forty questionnaires were carefully canvassed among 40 teachers, filled the information and data with due care. Responses acquired against the open-ended questions are analyzed qualitatively.

2. Information Needs of the Respondents (Teachers):

The Respondents were asked different questions to find out their information needs. The following section presents an analysis of the acquired responses.

2.1. Sub-Project wise distribution of respondent teachers

Sub-Project wise distribution of respondent teachers is given in Table 1.

Table 1: Sub-Project wise distribution of respondent teachers

Type of Sub-Project	**Total Frequency**	**Percent to total**
Not engaged in Students Projects/Records	2	**5.0**
Social Studies Projects/Records	10	**25.0**
Biological Sciences Projects/Records	5	**12.5**

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Physical Sciences Projects/Records	8	**20.0**
Mathematics Projects/Records	6	**15.0**
Health Projects/Records	9	**22.5**
Total	**40**	**100.0**

Source: Primary Data

It is clear from the table that majority (25%) of the respondent teachers have need the information for guiding Social Studies Projects/Records followed by Health Projects/Records (22.5%), Physical Sciences Projects/Records (20%), Mathematics Projects/Records (15%), Biological Sciences Projects/Records (12.5%) and only 5% of the teachers have not engaged in Students Projects/Records. It is therefore inferred that most of the teachers need the information for guiding student projects.

2.2. Teaching Project/Practice wise and gender wise distribution of teachers

Type and Number of Teaching Projects/Practices wise distribution of respondent teachers is given in Table 2. It is clear from the table that majority (80%) of the respondent teachers need the information for conducting Micro Teaching Projects followed by Teaching Practices (15%) and only 5% of the teachers need the information for Block Teaching Observation. It is therefore inferred that most of the teachers need the information for conducting Micro Teaching Projects.

On the other hand, it is clear from the table that majority of the teachers (35%) have conducted up to 10 Teaching Projects/Practices followed by 11 to 20 Teaching Projects/Practices (27.5%), 21 to 30 Teaching Projects/Practices (15%), above 40 Teaching Projects/Practices (12.5%) and only 10% of the teachers have conducted Teaching Projects/Practices. It is therefore inferred that most of the teachers have conducted lower number of Teaching Projects/Practices due to lack of adequate information for conducting Teaching Projects/Practices.

Table 2: Type and Number of Teaching Projects/Practices wise distribution of teachers

Type of Teaching Projects	Number of Teaching Projects/Practices					Total	Percent to total
	Up to 10	11 to 20	21 to 30	31 to 40	Above 40		
Micro Teaching Projects	12	11	4	3	2	32	80.0
Teaching Practices	2	0	2	1	1	6	15.0
Block Teaching Observation	0	0	0	0	2	2	5.0
Total	14	11	6	4	5	40	100.0
Percent to total	35.0	27.5	15.0	10.0	12.5	100.0	

Source: Primary Data

3. Information Seeking Behavior of the Respondents (Teachers):

The Respondents were asked different questions to find out their information seeking behavior. The following section presents an analysis of the acquired responses.

3.1. Frequency of visits to library wise and gender wise distribution of teachers

Frequency of visits to library wise and gender wise distribution of respondent teachers is given in Table 3. It is clear from the table that majority (65%) of the respondent teachers used to visit library every day followed by once a week (17.5%), occasionally (10%) and only 7.5% of the teachers used to visit library once a month. It is therefore inferred that most of the teachers used to visit library every day to seek information.

Table 3: Frequency of visit to library wise and gender wise distribution of teachers

Frequency of visit to library	Male Respondents	Female Respondents	Total Respondents	**Percent to total**
Every Day	17	9	26	**65.0**
Once a week	4	3	7	**17.5**
Once a month	2	1	3	**7.5**
Occasionally	2	2	4	**10.0**
Total	25	15	40	**100.0**

Source: Primary Data

3.2. Time spent in the library wise and gender wise distribution of teachers

Time spent in the library wise, and gender wise distribution of respondent teachers is given in Table 4. It is clear from the table that majority (65%) of the respondent teachers used to spend less than four hours per week in the library for seeking information followed by 4 to 6 hours per week (17.5%), 6 to 10 hours per week (15%) and only one teacher (2.5% of the teachers) used to visit library above 10 hours per week. It is therefore inferred that most of the teachers used to spend less than four hours per week in the library to seek information and this may be due to lack of sufficient information in the library.

Table 4: Time spent in the library wise and gender wise distribution of teachers

Time spent in the library	Male Respondents	Female Respondents	Total Respondents	**Percent to total**
Less than 4 hours per week	17	9	26	**65.0**
4 to 6 hours per week	4	3	7	**17.5**
6 to 10 hours per week	4	2	6	**15.0**
Above 10 hours per week	0	1	1	**2.5**

Total	**25**	**15**	**40**	**100**

Source: Primary Data

3.3. Items of Information in the library wise and gender wise distribution of teachers

Items of Information in the library wise and gender wise distribution of respondent teachers is given in Table 5. It is clear from the table that majority (25%) of the respondent teachers seek the information from Books, Internet Services, Government Publications and Research Reports in the library followed by Books and Periodicals (20%), Books and Newspapers (12.5%), Books, News Papers, Government Publications and Research Reports (12.5%), Books and Research Reports (10%), Books, Periodicals, Research Reports and News Papers (10%) and Books, News Papers and Internet Services (10%) It is therefore, inferred that most of the teachers used seek information from multiple sources in the library.

Table 5: Items of Information wise and gender wise distribution of teachers

Items of Information	Male Respondents	Female Respondents	Total Respondents	**Percent to total**
Books and Periodicals	5	3	8	20.0
Books and Newspapers	1	4	5	12.5
Books and Research Reports	4	0	4	10.0
Books, Periodicals, Research Reports and News Papers	4	0	4	10.0
Books, News Papers and Internet Services	3	1	4	10.0
Books, News Papers, Government Publications and Research Reports	3	2	5	12.5
Books, Internet Services, Government Publications and Research Reports	5	5	10	25.0
Total	25	15	40	100.0

Source: Primary Data

4. The opinions of respondents (teachers) about the requirement of different information sources in the library

The researcher inquired the sample respondents (teachers) about the requirement of different information sources in the B. Ed. College Library through the survey questionnaire. The following section presents an analysis of the acquired responses.

4.1. Priority of Importance of Traditional Information Sources in Teaching / Project Report Work

The priority options of respondents (teachers) about Traditional Information Sources such as Textbooks, Periodicals, Newspapers, Research / Project Reports, Review of Literature (Annual Reviews, Year Books, State of Art Reports, etc.), Information about previous work done in your field and Information about Govt. Publications are summarized in Table 6. The priority options of respondents (teachers) about Traditional Information Sources such as Textbooks, Periodicals, Newspapers, Research / Project Reports, Review of Literature (Annual Reviews, Year Books, State of Art Reports, etc.), Information about previous work done in your field and Information about Govt. Publications are summarized in Table 6.

It is obvious from the table that most of the respondents gave higher priority (by choosing frequently required and highly required options) for all Traditional Information sources in teaching/research work given in the table and chart.

Table 6: The priority options of respondents (teachers) about Traditional Information Sources

	Not Required	Rarely required	Frequently required	Highly required	Total
Textbooks	**2**	**3**	**20**	**15**	**40**
Per cent to row total	5.0	7.5	50.0	37.5	100
Periodicals	**1**	**11**	**20**	**8**	**40**
Per cent to row total	2.5	27.5	50.0	20.0	100
Newspapers	**2**	**5**	**20**	**13**	**40**
Per cent to row total	5.0	12.5	50.0	32.5	100
Research / Project Reports	**5**	**10**	**10**	**15**	**40**
Per cent to row total	12.5	25.0	25.0	37.5	100
Review of Literature	**3**	**9**	**14**	**14**	**40**
Per cent to row total	7.5	22.5	35.0	35.0	100
Information about previous work done	**3**	**10**	**14**	**13**	**40**
Per cent to row total	7.5	25.0	35.0	32.5	100
Information about Govt. Publications	**5**	**8**	**14**	**13**	**40**
Per cent to row total	12.5	20.0	35.0	32.5	100
Chi-Square Calculated Value		19.78205128		Degrees of Freedom	18
Chi-Square Table Value @5%		9.39046			
Chi-Square Table Value @1%		7.01491			

Source: Primary Data

To test the hypothesis of equal priority for all four options of all seven Traditional Information Sources in Teaching / Research Work, the researcher used χ^2 (Chi-square) test, which is appropriate for testing the data provided in cross tables. The calculated value of χ^2 is 19.78205128. The Table Value of χ^2 for 18 degrees of freedom at 1% level of probability is 7.01491 and at 5% level of probability is 9.39046.

The calculated value of χ^2 is greater than its table value both at 1% and 5% levels of Probability of sample error. Hence, the hypothesis that there is no significant difference among the priorities given to different options by the respondents is rejected. Therefore, it can be concluded that there is a significant difference among the priorities given to different options by the respondents on different questions.

4.2. Priority of Importance of the following Technology Based Information Sources in Teaching / Research Work

The priority options of respondents (teachers) about Technology Based Information Sources in Teaching / Research Work such as Computer based Information, Information about Lab Procedures, Current Awareness Services, Scientific and Technical News, Health and Safety Information and other technological information are summarized in Table 7.

It is obvious from the table that most of the respondents gave higher priority (by choosing frequently required and highly required options) for all Technology based Information sources in teaching/research work given in the table.

To test the hypothesis of equal priority for all four options of all six Technology Based Information Sources in Teaching / Research Work, the researcher used (Chi-square) test, which is appropriate for testing the data provided in cross tables. The calculated value of is 97.91121. The Table Value of for 15 degrees of freedom at 1% level of probability is 5.22935 and at 5% level of probability is 7.26094. The calculated value of is greater than its table value both at 1% and 5% levels of Probability of sample error. Hence, the hypothesis that there is no significant difference among the priorities given to different options by the respondents is rejected. Therefore, it can be concluded that there is a significant difference among the priorities given to different options by the respondents on different questions.

Table 7: Priority options of respondents (teachers) about Technology Based Information Sources in Teaching / Research Work

	Not Required	Rarely required	Frequently required	Highly required	Total
Computer based Information	1	3	11	25	40
Per cent to row total	2.5	7.5	27.5	62.5	100.0
Information about Lab Procedures	3	9	17	11	40
Per cent to row total	7.5	22.5	42.5	27.5	100.0
Current Awareness Services	5	4	13	18	40
Per cent to row total	12.5	10.0	32.5	45.0	100.0

Scientific and Technical News	4	8	12	16	40
Per cent to row total	10.0	20.0	30.0	40.0	100.0
Health and Safety Information	9	8	7	16	40
Per cent to row total	22.5	20.0	17.5	40.0	100.0
Other Technological Information	28	8	1	3	40
Per cent to row total	70.0	20.0	2.5	7.5	100.0
Chi-Square Calculated Value		97.91121		Degrees of Freedom	15
Chi-Square Table Value @5%		7.26094			
Chi-Square Table Value @1%		5.22935			

Source: Primary Data

5. Findings of the present chapter

The following are the important findings of the present chapter:

- B. Ed. College teachers and administrators mostly seek information for lecture preparation, improvement of their personal competencies and current awareness.
- They mostly use books and monographs for seeking information, while they frequently used to discuss face–to-face with colleagues and friends as an informal source of information.
- They mentioned that they frequently acquire information resources from their institutional library.
- They use their personal collection or institutional libraries when they have urgent need for some information.
- Major obstacles they face while seeking information is lack of computer hardware and software.
- Majority of them use atmospheric communication technologies (Radio/TV), and telephone
- Most of them did not find different parts of research journals directly useful for their information needs.
- They prefer English language for reading material, while print is the preferred format. Google is mostly used search engines by them.
- Most of them have not received any formal training or orientation for using online information resources.
- Institutional libraries are fulfilling their information needs to some extent. They stressed that college libraries should be equipped with computers, CDs, Internet, and latest research journals. Workshops and seminars should be arranged for them.
- Most of them opined that an information centre should be given functional freedom to great extent for improving its services.

- As the college teachers frequently seek information for lecture preparation and improve personal competencies, from their college libraries but college library system is inadequate to fulfill their information needs. Keeping this reality in view, college libraries should be updated with better facilities and collection.

- College libraries should be provided with proper hardware & software and online access to related resources as it is the practice of university libraries.

- Keeping the dissatisfaction of respondents with college libraries in view, better services should be provided by the college librarians.

- Respondents' demands for information sources must be given importance in order to improve existing services of the library.

- Formal training should be provided to the college faculty for using online resources. It is obvious from the acquired results that college faculty use books/monographs and face-to-face discussion with their colleagues & friends instead of college librarians. Keeping this fact in view, college librarians should enhance their communication and interpersonal skill to provide better services.