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# Information Needs and Seeking Behavior of Law Faculty Members: A Survey of the University of Peshawar and its Affiliated Law Colleges

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## **Abstract**

This article reports the results of a study of information needs and seeking behavior of the law faculty members in the University of Peshawar and its seventeen affiliated law colleges, Khayber Pakhtookhawa (North Western Frontier Post NWFP, Pakistan). Their preferences regarding various information sources, channels, methods, library use patterns, convenient study places, satisfaction level and problems encountered by them in their information needs and seeking have been explored through quantitative survey. A structured questionnaire was designed and distributed among one hundred randomly selected law faculty members. The response rate was 86%. Results of the study revealed that majority of the law faculty member were not satisfied with the provision of libraries in their colleges. They showed dissatisfaction regarding the sources, resources, services and facilities provided by the law colleges' libraries. They preferred information in printed form and English language for preparing lecturers and other academic purposes. The study also found them dissatisfied regarding IT facilities i.e. computers and internet in their libraries. To meet their instant academic and research needs most of them had developed personal collections at homes and offices. A significant number of law faculty members appreciated the cooperative attitude of the library staff. The study suggested the provision of IT based sources and facilities and the assessment of teaching communities' information needs for planning better users' oriented services and developing effective library collection.

## **Introduction**

Legal education is a multi-disciplined and multi-purpose education. It aims at developing skilled human resources to strengthen the legal system and has a major role in national reconstruction, development and social change (Sathe, 1989). Information has become a critical factor in the field of legal education;

that is why the legal academic community is more dependent on information than most other professionals.

Information-seeking behavior research has contributed to developments in information literacy (Foster, 2005) and the determination of information needs help in the development of information centres and planning appropriate library sources and facilities. Information need is the feeling of insufficiency of knowledge to solve a problem. Under such circumstances when a user consults an information system or library for his/her information needs, this action constitutes their information seeking behaviour (Nasreen, 2006).

Law faculty members impart legal knowledge to the students' community to equip them with sound legal knowledge and skills. They teach different subjects at a time and are engaged in different legal academic activities; therefore, their information needs are diverse and vast. Law library is the most widely-used source of information available to them. Law librarians need to have awareness of the kinds of information being sought by them and how it can be obtained.

The exponential growth of legal literature, interdisciplinary nature of law subjects, their relationship & interdependence, widespread legal research activities and rapid dissimulation of legal research products are the main reasons distinguishing law faculty members from the rest of the social sciences researchers and faculty members, therefore, investigation of their information needs and seeking behavior is very much important.

The literature of information needs and seeking behavior of faculty members is wide-ranging; however, no study has been undertaken in the North West Frontier Province (NWFP) (presently Khyber Pakhtunkhwa (KPK)) or in Pakistan on the subject. The aim of this study is to investigate the information needs and seeking behavior of law faculty members which is a survey of the Law College, University of Peshawar and seventeen (17) affiliated Law Colleges Khayber Pakhtookhawa (North Western Frontier Post NWFP, Pakistan). (Total 18).

## **Research Methodology**

Data was collected through a structured and pilot tested questionnaire. The population of the study consists of 128 law faculty members. The questionnaire was distributed among one hundred (100) randomly selected law faculty members. The response rate was (86%) with 6(7%) females and 80(93%) males. The collected data were analysed through SPSS software version 16.

## **Research Questions**

- What are the actual educational and informational needs of the law faculty members?
- What kinds of information are being required by them and what kinds of methods are used by them for seeking their needed information?
- What is the law faculty members' response towards information and telecommunication technologies i.e. internet, IT and ICT?
- Are the law libraries' of the concerned legal institutes'/colleges' services users' oriented?
- What is the perception of the law faculty members regarding the attitude of the library staff?
- What kinds of problems are faced by the law faculty members and what steps law librarians and administration of the concerned law colleges should take to solve the problems of the law faculty members?

## **Review of Related Studies**

Many studies have been conducted to investigate the information needs and seeking behavior of individuals and groups of individuals based on their subject interest, environment, occupation and geographical location. Information needs and seeking behavior of academics have been a popular area of research (Majid and Kasim, 2000). This review focuses on the studies of information needs and seeking

behavior of law faculty members but also includes similar studies which examine the same variables included in this study.

Majid and Kasim (2000) explored the information seeking behavior of the law faculty members at the International Islamic University of Malaysia (IIUM). Finding revealed that IIUM law faculty members used a verity of information sources for academic and research purposes. Personal collection was consulted by them before resorting to other information centres and libraries. IT based sources were commonly used by them in their information search and retrieval. The study concluded that law faculty member were satisfied with the collections, services and facilities of IIUM library in meeting their required information needs effectively.

A similar kind of study was conducted by Thanuskodi (2009) at Central Law College, Salem, India. The study revealed that law faculty members preferred conventional sources of information over IT-based library resources and facilities for their academic and research purposes. They preferred personal collections while confronting an information need. On the whole, law faculty members were satisfied with the collection, sources and resources of the Central Law College, Salem's library.

Makri, Blandford and Cox (2008) investigated the information seeking behavior of academic lawyers. The aim of this study was to know about the tendency of academic lawyers towards electronic resources, legal databases and digital libraries. Findings show that academic lawyers mainly used set of electronic resources and digital law libraries and legal databases like LexisNexis and Westlaw for legal research. Nnadozie and Nnadozie (2008) carried out a study on the information needs of faculty members in a private Nigerian university. The main objective of this study was to find out the difference between the information needs of the faculty members of the private and public sector universities in Nigeria. Findings revealed no significant difference between the information needs of the faculty members of the two sector universities. Apart from other sources of information the usage of monographs and journals were common in them.

In Pakistan a number of studies on reading habits of different professional groups have been carried out by various individuals associations, and institutions which partly indicate their information needs. Khan, Bhatti and Khan, 2011 conducted a survey of information seeking behavior of law practitioners in Bahawalpur city. Inter use by social scientist was studied by Bhatti, Asghar, Mukhtar and Chohan in 2011. Bhatti (2009) conducted her study on the information needs and seeking behavior of the faculty members in the Islamia University of Bahawalpur. A doctorate level research was carried out by Nasreen in 2006 which focused on the information needs and information seeking behaviors of the Media Practitioners in Karachi.

## Data Analysis

### Personal Profile of the Respondents

The first section of the questionnaire dealt with the personal information of the respondents. They were asked to indicate their gender, employment status, qualification and experience.

### Gender of the Respondents

The response rate by gender was 6(7%) female and 80(93%) male (Table 1).

**Table 1: Frequency Distribution of Respondent's Gender**

S.No	Gender	Number	Percentage
1.	Male	80	93.0
2.	Female	6	7.0
	Total	86	100.0

### **Employment Status**

A significant number of law faculty members 51(59.3%) were visiting faculty. The ratio of respondents by designation was as: lecturers 16(18.6%), assistant professor 8(9.3%), associate professor 2(2.3%), and professors 9(10.5%) respectively (Table 2).

**Table 2: Frequency Distribution of the Respondent's Employment Status**

S.No.	Designation	Number	Percentage
1.	Lecturer	16	18.6
2.	Assistant Professor	8	9.3
3.	Associate Professor	2	2.3
4.	Professor	9	10.5
5.	Visiting	51	59.3
	Total	86	100.0

### **Qualification of the Respondents**

Of 86 respondents, 51(59.3%) had LLB degrees, 22(25.6%) LL.M, 3(3.5%) an M.Phil and 10(11.6%) a Ph.D. degree (Table 3).

**Table 3: Frequency Distribution of the Respondent's Qualification**

S.No	Qualification	Number	Percentage
1.	L.L.B	51	59.3
2.	L.L.M	22	25.6
3.	M.Phil	3	3.5
4.	Ph.D.	10	11.6
	Total	86	100.0

### **Experience of the Respondents**

The highest number of respondents 28(32.6%) have been teaching for less than 5 years. Twenty one (24.4%) were in range of 6-10, while 17(19.8%) in 21-25 years experience. Less than 10% of the faculty members have been teaching for more than 26 years (Table 4).

**Table 4: Frequency Distribution of the Respondent's Experience**

S.No	Experience	Number	Percentage
1.	Less than 5 years	28	32.6
2.	6-10 years	21	24.4
3.	11-15 years	6	7.0
4.	16-20 years	6	7.0
5.	21-25 years	17	19.8
6.	26 years and above	8	9.3
	Total	86	100.0

## Information about Libraries in Law Colleges

### *Provision of Law Libraries and its Usage in the Affiliated Law Colleges*

Of 86 respondents, 83(96.5%) have libraries in their law colleges whereas 3(3.5%) have no such facility (Table 5).

**Table 5: Provision of Law Libraries**

S.No	Provision	Number	Percentage
1.	Yes	83	96.5
2.	No	3	3.5
	Total	86	100.0

### *Law Library Usage*

Majority 81(98%) of the respondents use libraries for their educational and information purposes (Table 6).

**Table 6: Law Library Usage (N=81)**

S.No	Usage	Number	Percentage
1.	Yes	81	98.0
2.	No	2	2.0
	Total	83	100.0

### *Library Usage Skills*

Most respondents rated their library using skills as “Fair” 35(40.7%) and “Good” 23(26.7%) (Table 7).

**Table 7: Library Usage Skills**

S.No	Skill Level	Number	Percentage
1.	Excellent	2	2.3
2.	Very Good	14	16.3
3.	Good	23	26.7
4.	Fair	35	40.7
5.	Poor	7	8.1
	Total	81	100.0

### *Stock Adequacy of Law Colleges' Libraries for Best Meeting their Users' Needs*

Majority of the respondents rated their library stock “Moderate”. It is interesting to note that 15.1% respondents were unaware of their library stock adequacy (Table 8).

**Table 8: Stock Adequacy**

S.No	Effectiveness Level	Number	Percentage
1.	Very Adequately Stocked	1	1.2
2.	Adequately Stocked	13	15.1
3.	Moderately Stocked	31	36.0
4.	Inadequately Stocked	15	17.4
5.	Very Inadequately Stocked	13	15.1
6.	Don't Know	13	15.1
	Total	86	100.0



## Information – Seeking Behavior and Information Needs

### *Preferences of Information Sources when Seeking Information*

The respondents were asked to identify the sources of information they use when seeking information. A vast majority of respondents relied on 'Text Books' (85%) followed by "General Books" (59%) (Table 9).

**Table 9: Preferences of Information Sources when Seeking Information (N=86)**

S.No.	Information Sources	Number	Percentage
1.	General Books	51	59.3
2.	Text Books	73	85.0
3.	Law Reports i.e. PLD, CLC ScMR etc	40	46.5
4.	Statutes	34	39.5
5.	Research Articles	23	26.7
6.	Legal Digests	24	27.9
7.	Theses and Dissertations	15	17.4
8.	Research Reports	19	22.1
9.	Journals	29	33.7
10.	Abstracting and Indexing sources	2	2.3
11.	Conference Abstracts and Proceedings	9	10.5
12.	Dictionaries	50	58.1
13.	Encyclopaedias	28	32.6

**Note:** Respondents were asked to tick more than one option

### *Purposes of Information Seeking*

Majority of the respondents 77(89.5%) sought information for "Preparing Lecturers" followed by "Updating Knowledge" 29(34%) and "Doing Research" 22(25.5%) respectively (Table 10).

**Table 10: Purposes of Information Seeking (N=86)**

S.No.	Purposes	Number	Percentage
1.	For Preparing Lectures	77	89.5
2.	For Updating knowledge	29	34.0
3.	For doing Research	22	25.5
4.	For Doing LLM/M.Phil/PhD	10	12.0
5.	Entertainment	6	7.0

**Note:** Respondents were asked to tick more than one option



### **Preferences of Information Sources for Research and Publications**

Majority of the respondents 64(74.4%) relied upon “General Books” for research and publications (Table 11).

**Table 11: Preferences of Information Sources for Research & Publications (N=86)**

S.No	Information Sources	Number	Percentage
1.	General Books	64	74.4
2.	Text Books	49	57.0
3.	Law Reports i.e. PLD, CLC ScMR etc	45	52.3
4.	Statutes	39	45.3
5.	Research Articles	42	48.8
6.	Legal Digests	27	31.4
7.	Theses and Dissertations	28	32.6
8.	Research Reports	29	33.7
9.	Journals	37	43.0
10.	Abstracting and Indexing sources	7	8.1
11.	Conference abstracts and proceedings	13	15.1
12.	Law Dictionaries	50	58.1
13.	Law Encyclopedias	44	51.2

**Note:** Respondents were asked to tick more than one option

### **Information Seeking Patterns**

To explore Law faculty’s information seeking patterns, different questions were asked regarding their preferred language and format of materials, preferences of study places, library visits and channels and methods they employ for getting the required information.

#### **Preferred Language**

All the respondents 86(100%) preferred materials in English language for teaching, research and other academic purposes. Only 3(3.5%) mentioned Urdu language as their second choice for the same purpose (Table 12).

**Table 12: Preferred Languages (N=86)**

S.No	Languages	Number	Percentage
1.	English	86	100
2.	Urdu	3	3.5
3.	Other	0	0

**Note:** Respondents were asked to tick more than one option

#### **Preferred Information Formats**

Most respondents 78(91%) preferred “Print” format followed by “Electronic” 35(41%) (Table 13).

**Table 13: Preferred Formats (N=86)**

S.No	Format	Number	Percentage
1.	Print	78	91.0
2.	Electronic	35	41.0
3.	Audiovisual Materials	2	2.3
4.	Other	0	0

**Note:** Respondents were asked to tick more than one option

### Preferences of Study Places

The response rate shows the trend of using “Home” (21 to 25 hours) much higher than any other places followed by “Offices” (16 to 20 hours) mentioned by 55% respondents respectively. The table is given for further details (Table 14).

**Table 14: Preferences of Study Places (N=86)**

S.No.	Place	Hours								
		36-40	31-35	26-30	21-25	16-20	11-15	6-10	1-5	1 or less
1.	Home	36 (53%)	27 (39%)	30 (36%)	18 (55%)	12 (36%)	36 (48%)	36 (35%)	33 (20%)	9(3%)
2.	Office	21 (30%)	27 (39%)	36 (42%)	12 (36%)	18 (55%)	15 (20%)	36 (35%)	57 (34%)	15 (12%)
3.	Library	3 (4%)	15 (22%)	15 (18%)	0(0%)	0(0%)	15 (20%)	18 (18%)	48 (29%)	78 (60%)
4.	Staff Room	6(9%)	0(0%)	3(4%)	0(0%)	0(0%)	9(12%)	9(9%)	6 (4%)	9(7%)
5.	Other Places	3(4%)	0(0%)	0(0%)	3(9%)	3(9%)	0(0%)	3(3%)	21 (13%)	18 (14%)

**Note:** Respondents were asked to tick more than one option

### Preferences of Information Channels

Majority 51(69%) “Always” first resort to their “Personal Collections”. Eighteen (33%) reported “Always” 9(16%) “Frequently” and 28(51%) “Occasionally” visit their “Law Colleges’ Libraries” for meeting their information needs (Table 15).

**Table No. 15: Preferences of Information Channels (N=86)**

S.No	Channel	N	Always	Frequently	Occasionally
1.	College Library	55	18(33%)	9 (16%)	28 (51%)
2.	Personal Collection	74	51 (69%)	18 (24%)	5 (7%)
3.	Book Stores	27	2 (7%)	6 (28%)	17 (63%)
4.	Colleagues	40	4 (10%)	20 (50%)	16 (40%)
5.	Internet	53	17 (32%)	22 (42%)	14 (26%)
6.	Consult knowledgeable person in the field	43	7 (16%)	17 (40%)	19 (44%)

**Note:** Respondents were asked to tick more than one option

### Methods of getting Information from the Library

Majority of the respondents with different frequencies, personally visit colleges’ libraries for their information needs (Table 16).

**Table 16: Methods of getting Information from the Library (N=86)**

S.No	Methods	N	Always	Frequently	Occasionally
1.	Going Library Personally	62	41 (66%)	4 (7%)	17 (27%)
2.	Calling the Library	18	1 (6%)	3 (16%)	14 (78%)
3.	Sending Students	17	0 (0%)	1 (6%)	16 (94%)
4.	Sending Support Staff	37	9 (24%)	11 (30%)	17 (46%)

**Note:** Respondents were asked to tick more than one option

### **Library Visits**

The data indicate that majority of the respondents 22(25.6%) visit their law colleges' libraries on "Daily" basis (Table 17).

**Table 17: Library Visits (N=81)**

S.No	Visits	Frequency	Percentage
1.	Daily	22	27.1
2.	Two or Three Times a Week	14	17.2
3.	Once in a Week	13	16.1
4.	Once in a Month	17	21.2
5.	Several Times a Year	14	17.2
6.	Never	1	1.2
	Total	81	100

### **IT Based Sources and Facilities**

This section was designed to find out the computer skills of the Law faculty members, its usage in information search, e-mail communication, and provision of computers and internet in the respective Law colleges' libraries and their satisfaction level from it.

#### **Use of Computers in Information Search**

Of 86 respondents 73(85%), use computers in their search for information (Table 18).

**Table 18: Computer Usage in Information Search (N=86)**

S.No	Usage	Number	Percentage
1.	Yes	73	85.0
2.	No	13	15.0
	Total	86	100.0

#### **Computer Skills**

Respondents were asked to provide an assessment of their computer skills. Majority 28(32.6%) of the respondents rated it "Very Good" and 23(26.7%) "Good"(Table 19).

**Table 19: Computer Skills (N=73)**

S.No	Skills	Number	Percentage
1.	Excellent	3	4.1
2.	Very Good	28	38.3
3.	Good	23	31.5
4.	Fair	13	17.8
5.	Poor	6	8.2
	Total	73	100

#### **Provision of Computer Facility in Law Colleges' Libraries**

Of 73 respondents, 47(54.7%) were availing computer facility in their libraries, whereas 39(45.3%) had no such facility (Table 20).

**Table No. 20: Computer Facility in Law College Libraries (N=86)**

S.No	Availability of Computers	Number	Percentage
1.	Yes	47	54.7
2.	No	39	45.3
	Total	86	100.0

### **Satisfaction from the provision of Computer facility**

Of 47 respondents, 30(34.9%) were dissatisfied with this provision (Table 21).

**Table 21: Satisfaction from the provision of Computer facility (N=47)**

S.No	Satisfaction level	Number	Percentage
1.	Satisfied	17	36.0
2.	Dissatisfied	30	64.0
	Total	47	100.0

### **Internet Usage**

Of 86 respondents, 73(85%) have been using internet for their academic and research needs (Table 22).

**Table 22: Internet Usage (N=86)**

S.No	Internet Usage	Number	Percentage
1.	Yes	73	84.9
2.	No	13	15.1
	Total	86	100.0

### **Frequency of Internet Usage**

Majority 44(51.2%) reported using internet on “Daily” basis followed by 11(12.8%) “At least once a week” (Table 23).

**Table No. 23: Internet Usage Frequency (N=73)**

S.No	Visits	Number	Percentage
1.	Daily	44	60.2
2.	At Least Once a Week	11	15.0
3.	At Least Two or Three Times a Week	2	2.7
4.	At Least Once a Month	3	4.1
5.	At Least twice a Month	7	9.5
6.	Rarely	6	8.2
	Total	73	100.0

### **Purposes of Internet Usage**

Data show that 56(77 %) respondents use internet for “Research”, followed by 51(70 %) for “Education” purposes (Table 24).

**Table 24: Purposes of Internet Usage (N=73)**

S.No	Purposes	Frequency	Percentage
1.	Education	51	70.0
2.	Research	56	77.0

3.	Entertainment	29	40.0
4.	News	27	37.0
5.	Sports	7	10.0
6.	Other	3	4.1

**Note:** Respondents were asked to tick more than one option

### **Availability of Internet Facility**

Majority of them 53(73%) avail this facility at “Home”, followed by 44(60.2%) at their “Offices” (Table 25).

**Table 25: Availability of Internet Facility (N=73)**

S.No	Place	Frequency	Percentage
1.	College Library	7	10.0
2.	Office	44	60.2
3.	Home	53	73.0
4.	Internet Cafe	2	3.0
5.	Any Other	3	4.1

**Note:** Respondents were asked to tick more than one option

### **Internet Search Engines**

Google was the most preferred search engine followed by Yahoo (Table 26).

**Table No. 26: Search Engines (N=73)**

S.No	Search Engines	Frequency	Percentage
1.	Google.com	68	93.1
2.	Yahoo.com	44	60.2
3.	MSN.com	12	16.4
4.	Other	3	4.1

**Note:** Respondents were asked to tick more than one option

### **Electronic Communication (e-mail)**

The response rate indicates that out of 86 respondents 73(85%) were using e-mail for communication (Table 27).

**Table No. 27: Email Communication (N=86)**

S.No	Options	Frequency	Percentage
1.	Yes	73	85.0
2.	No	13	15.0
	Total	86	100.0

### **Frequency of Email Communication**

Of 73 respondents 43(59%) use email for communication on “Daily” basis (Table 28)

**Table No. 28: Email Communication Frequency (N=73)**

S.No	Frequency	Frequency	Percentage
1.	Daily	43	59.0
2.	Some Times	17	23.2
3.	Rarely	13	18.0
	Total	73	100.0

### **Availability of Internet Facility in Law Colleges' Libraries**

Law faculty members were asked to provide an assessment of internet facility in their respective Law colleges' libraries. Out of 86 respondents 44(51.2%) have internet facility in their respective Law colleges' libraries and 42(48.8%) have no such facility (Table 29).

**Table No 29: Internet Facility in Law College Library (N 86)**

S.No	Options	Frequency	Percent
1.	Yes	44	51.2
2.	No	42	48.8
	Total	86	100.0

### **Internet Facility in Law Colleges' Libraries**

Of 44 faculty members, 18(41%) were satisfied with internet provision and the rest were dissatisfied (Table 30).

**Table 30: Internet Facility**

S.No	Level	Frequency	Percentage
1.	Satisfied	18	41.0
2.	Dissatisfied	26	59.0
	Total	44	100.0

### **Law Library Services and Facilities**

This section made an examination of the law colleges' libraries services and facilities. Questions were also included about library staff attitude.

#### **Law Library Services**

Respondents were asked to provide an overall assessment of their Law libraries' services in meeting their information needs properly. Of 86 respondents, 38(44.2%) were satisfied and 25 (29.1%) were satisfied to "Some Extent" whereas 21(39.4%) perceived it "Unsatisfactory" (Table 31).

**Table 31: Assessment of Law Library Services**

S.No	Assessment	Frequency	Percent
1.	Yes	38	44.2
2.	No	21	24.4
3.	To some extent	25	29.1
4.	Don't Know	2	2.3
	Total	86	100.0

### **Purposes of Using Law Colleges' Libraries**

Majority of the respondents 55(64%) use it for “Borrowing Books and Journals”, followed by “Reading News Papers”, and “Library Materials”, (Table 32).

**Table 32: Purposes of Using Law Colleges' Libraries (N=86)**

S.No	Purposes	Frequency	Percentage
1.	To Borrow Books and Journals	55	64.0
2.	For Reading Library Materials	20	23.3
3.	As a Place of Study to Study Own Reading Materials	1	1.2
4.	To Carry Out Literature Search Consulting Reference Materials	10	11.6
5.	For Reading Newspapers	33	38.4
6.	For Meeting Friends	7	8.1

**Note:** Respondents were asked to tick more than one option

### **Responses Regarding the Attitude of Library Staff**

An important question was asked regarding the perception of law faculty members about the attitude of library staff in dealing with them. This question was added to discover faculty members opinions about the personal attitude and behavior of library staff and the manner in which services are extended to them. The response rate reflected a positive view of helpfulness, 55(68%) faculty members replied that they were always very “Helpful and Friendly”. At the same time 7(9%) criticized them of being very busy but helpful (Table 33).

**Table 33: Responses Regarding the Attitude of Library Staff (N=81)**

S.No	Attitude of Library Staff	Number	Percentage
1.	Always Very Helpful and Friendly	55	68.0
2.	Helpful But Often Busy	7	9.0
3.	Don't know	19	23.4
	Total	81	100.0

### **Timely Provision of Information**

Law faculty members were asked about the timely provision of information to support their educational and research requirements. The response rate was satisfactory, out of 81 respondents, 32(40%) were satisfied with the timely provision of information, 38(44.2%) showed their satisfaction to some extent, whereas 11(12.8%) faculty members showed their complete dissatisfaction over it in their respective Law colleges' libraries (Table 34).

**Table 34: Provision of Information**

S.No	Options	Frequency	Percent
1.	Yes	32	40.0
2.	No	11	13.0
3.	To some extent	38	47.0
	Total	81	100.0

### **Problems in Information Seeking**

Results indicated that out of 81 faculty members 18(20.9%) showed complete satisfaction as they had never faced any problem in using their law colleges' libraries. Thirty eight (44.2%) mentioned problems while using their colleges' libraries, whereas 25(29.1%) showed partial satisfaction regarding the problems they have faced and answered "to some extent". Results also showed that most 51(36.1%) of the respondents mentioned "Required Material is not Available" as problem number one, followed by "Some Materials are Old" 37(26.2%) (Table 35).

**Table 35: Problems in Information Seeking (N=86)**

<b>S.No</b>	<b>Problems</b>	<b>Number</b>	<b>Percentage</b>
1.	Material is not available	51	36.1
2.	Library Staff are unwilling for service	0	0
3.	Inadequate Information Material	7	4
4.	Lack of Time	22	15
5.	Do not know how to use the Catalogue	2	1.4
6.	Lack of knowledge in using the library	13	9.2
7.	Information is scattered in too many sources	5	3.5
8.	Information is too vast	4	2.8
9.	Some information materials are old	37	26.2
10.	Any other	0	0

**Note:** Respondents were asked to tick more than one option

### **Conclusion and Discussion**

This study investigated the information needs and seeking behavior of the law faculty members of the Law College, University of Peshawar and its seventeen affiliated law colleges. It was found that the respondents use a variety of legal information sources for academic and research purposes. Legal textbooks, general books, and references sources were considered most important. The majority of the law faculty members prefer information in print format and English language. Most of them do their information seeking activities at home. They use computer and internet in their search for information, retrieval and email communication. The majority of the law faculty members were not satisfied with collection sources, resources and IT facilities in their libraries. They complained about the outdated stock, unavailability of required materials, insufficient provision of computers and internet services in their law colleges' libraries. They visit law colleges' libraries for reading newspapers or borrowing books on daily basis. It is interesting to note that although the respondents were utilizing their law colleges' libraries collections they have also developed personal collection to work as a quick reference for instant information needs. A significant number of respondents appreciated the cooperative attitude of the library staff for their helpfulness.

Globalization has boosted the adoption of legal research tools and its application. The provision of specialized legal resources and online legal databases can make the information easily accessible to the law faculty members. Therefore electronic resources are considered extremely important for effective legal research and teaching. The University of Peshawar and its affiliated law colleges are suggested to provide best library, computer and internet facilities in the law colleges and plane electronic information sources and resources for their libraries. Law librarians can also make some efforts to assess their teaching communities' information needs and plane better user oriented services and develop effective library collection to help law faculty members in their information needs and seeking.



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