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## Information Needs and Seeking Behavior of Faculty Members: A Case Study of Khyber Pakhtunkhwa-Pakistan

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# **Information Needs and Seeking Behavior of Faculty Members: A Case Study of Khyber Pakhtunkhwa-Pakistan**

## **Abstract**

College libraries play vital role in the development of education and achievement of the institutional objectives. For the information professionals study on information needs of users is of significant importance for provision of effective information services. This study was an attempt to investigate information needs and seeking behavior of faculty members working on regular basis in the male degree colleges of District Karak. The study was aimed to identify purposes of information needs and seeking behavior, preferred sources, methods employed to obtain needed information and problems faced by them while using their college libraries. Data was collected through questionnaires using cross sectional census based survey research method with 81% response rate. Findings of the study revealed that faculty members needed information mainly for class lectures, reading and discussion with colleagues. College library and internet were the preferred channels of information seeking. Google was frequently used for online searching. Information sources were preferred in print and English language. Mostly personal visits were paid to acquire information sources from libraries. Results also showed that college faculty members complained about poor internet connectivity and insufficient number of computers in their respective college libraries. The study recommends to college administration to develop their libraries in all respect to fulfill the information needs of their faculty members effectively.

## **Introduction**

Every occupation has specific position and role in a society for example bankers manage finance, doctors recuperate and heal while engineers map out the buildings. However teaching stands out

from other professions. At initial stage teachers inculcate transcendent with strong moral obligations, social responsibilities, and skills of communication and power of sound decisions. Afterwards joining a professional field they need training from qualified teachers. Progress and developments need strong knowledge base and ability of critical analysis. All these qualities are possessed by a teacher. Hence a teacher encompasses many roles that of instructor, role model, friend and parentage. Furthermore, a teacher also needs to keep pace with emerging trends to ensure all necessary qualities in students in an effective way. This makes latest information crucial for both teachers and students. This lays down the foundations of information rich societies. Therefore it is more important to explore information needs of teachers and their seeking behavior.

### **Information Needs of Teachers**

In the field of Library and Information Science (LIS) several studies have been conducted on information seeking behavior of scholars (Meho and Tibbo, 2003). Studies on information needs of educators are of great importance not only for the library professionals who develop collection for libraries, but also for the administrators who provides considerable funds for purchase of the library material. Adeoye and Popoola (2011) asserted various information needs of teachers for teaching, development of personal competencies and research productivity.

A number of studies have shown different needs of teachers for various purposes such as class lecture, research, current affairs, health, entertainment and so many other related things. Tahir, Mehmood and Shafique (2008) and Tahira and Ameen (2009) also accorded the same activities with which information needs of teachers were associated. Bitso and Foure (2011) determined different information needs of teachers. These were mainly related with teaching methods, student's motivation, marking stratagem, management of classrooms, syllabus, curriculum, and

educational plans and policies. Mardis (2009) asserted that teachers specifically need information on content of the curriculum and behavioral framework of the class. Mundt, Stockert and Yellesetty (2006) opined that teachers mainly need information regarding methods of teaching, contents and for evaluation of students. Snyman and Heyns (2004) also support the Mundt et al (2006) by giving almost same factors which consequence information needs of teachers such as curriculum, class activities and material which support studies. According to Pattuelli (2008) there are three contexts which constitute information needs of teachers, namely; institutional, pedagogical and personal. Curriculum standards are linked with institutional aspects. Teaching method, students involvement and learners engagement in analytical tasks are associated with pedagogical aspect. Personal aspect covers one's characteristics such as knowledge base of subject matter and aptitude towards technology.

In short one can conclude that information needs of teachers are mostly related to class lectures, class arrangement, students' engagement and evaluation, teaching methods, curriculum, research productivity, entertainment and current affairs.

### **Information Seeking Behaviour of Teachers**

When a user feels insufficiency and faces a gap in information then he realizes that there is need for information which leads him to information seeking (Dervin, 1999). Different channels are followed to use formal and informal sources to meet those needs (Wilson, 1999). Teachers use different information channels for seeking required information. Rani and Jeevan (2009) stated that they mostly use informal channels for satisfaction of needs. This could be professional colleagues. Karunarathne (2008) revealed use of library for fulfillment of needs. Study further indicated use of computerized catalogue for location of information in library. Tanni (2012) asserted use of personal collection among teachers. Stokes and Lewin (2004) found in their study

that teachers mostly sought information from institutional libraries, internet, personal collections and colleagues. Borgman, Smart, Millwood, Finley, Champeny, Gillil and Leazer (2005) stated that geography teacher's sought information through libraries, citation links, websites, from professional conferences and scholarly peers.

In summary, teachers use different information channels such as libraries, personal collections, internet and colleagues for seeking information.

### **Statement of the Problem**

College teachers in general need information for lectures preparation, research work, articles writing, general studies, updating knowledge and finding new developments in their area of specialization (Singh, 2013, p.285).

Knowing information needs and seeking behavior of teachers is important for development of library collections and improved services to effectively satisfy their informational needs. Much of research work in Pakistan has contributed to field of information needs and seeking behavior; however, literature reveals that no comprehensive study has been conducted on information needs and seeking behavior of the teachers community in District Karak. Identifying this gap in literature, the study in hand has attempted to investigate information needs and seeking behavior of teachers working on regular bases in the Male Degree colleges of District Karak, Khyber Pakhtunkhwa- Pakistan.

### **Objectives of the Study**

College libraries play vital role in the promotion of education and satisfaction of users' academic needs. The focus of this study is on the information needs and seeking behaviour of the faculty members of Male Degree Colleges. The main objectives of the study are:

1. To investigate information needs and seeking behavior of the college faculty members in District Karak.
2. To analyze the preferred sources of information by the faculty members in fulfilling their information needs effectively.
3. To explore the methods preferred by the faculty members in their search for information.
4. To find out major issues and challenges faced by the faculty members while using their college libraries in District Karak.

### **Research Questions**

In order to achieve the objectives, following research questions are framed.

1. What are the information needs and seeking behavior of the college faculty members?
2. Which types of sources are preferred by the college teachers in satisfying their information needs?
3. What kinds of methods are used by the teachers' community for seeking their needed information?
4. What kinds of problems are faced by the college faculty members while using their college libraries?

### **Literature Review**

There are many studies on the information needs and seeking behavior of faculty members at national and internal level. Some of the studies are reported in the following portion,

Anmol (2021) conducted a quantitative study on information needs of the faculty members of degree colleges in District Karak. Main objectives of the study were to investigate information needs of faculty members, their preferred sources, preferred methods and major constraints faced by them while satisfying their information needs. Data was collected through questionnaire by

using survey research method. Study found that mostly faculty members needed information for lecture preparation, thinking purposes and discussion with colleagues. Most preferred channels were college library and internet. Google and social media were mostly used sources for online searching. Text books, reference books and general books were more preferred among formal information sources. Information sources were preferred in print format and English language. Mostly material were acquired from college libraries through personal visits. Major constraints in college libraries were poor internet and insufficient computers.

Khan and Bhatti (2020) conducted a survey of public and private sector universities of Khyber Pakhtunkhwa. The study aimed to explore level of satisfaction of the faculty members from their respective university libraries. Data was collected through semi structured questionnaire. Results of the study indicated that more than half of the respondents were satisfied with the methods employed by library professionals for their needs assessment. Most of the participants indicated neutral satisfaction regarding effectiveness of collection development policies and procedures in meeting their information needs. Faculty members were dissatisfied with the organization of library material. Neutral opinions were observed regarding marketing strategies of collection.

Gordon, Meindlb, Whitec and Sziget (2018) conducted a qualitative study on information seeking behavior of academic chemists. Main focus of the study was on up datedness of chemists regarding scholarly material, news and patents related to their field. Results indicated that 13.9% were fully successful and 50.6% were somewhat successful in keeping themselves updated.

Respondents also commented that there were huge literature, lack of time and no single seeking strategy was supposed to be useful. Chemists were not sure on patents credibility.

Thabah and Hazarika (2017) surveyed Morigaon District Colleges with the aim to investigate the exact nature of resources used by teachers for seeking information. Aim of the research was to

identify dependence of teachers on various information sources as well as purpose of using internet and use of information channels. Instrument of data collection was questionnaire. The study found that teachers need information for class lecture and despite of having access to modern information sources, printed form is still preferred.

G.H Kumar (2017) reviewed the literature on information needs and seeking behavior of faculty members from 2004-2016. Study indicated that faculty members used mostly preferred primary sources and text books for their various academic needs.

A study by Paliwal, Sharma and Bhardwaj (2016) revealed that faculty members often sought information for preparation of lectures and research. Ninety four percent teachers came across needed information through books. Internet was used for searching of electronic resources by 94.28 % respondents. Option of “Go to library” was responded 100% in yes, out of which 94.28% teachers visited library for satisfaction of needs regarding research. More than half of respondents were satisfied with collection and services of library.

Azadeh and Ghasemi (2016) observed that majority of teachers of Payame Noor University (PNU) of Mazandaran, Iran, sought information for publication of articles. Updation of technical information was selected by least number. For satisfaction of needs mostly internet sources were used and search engines usage was supported by 57.7% of the faculty members.

An important study of descriptive nature was carried out by Kundu (2015) on the Teachers in General Degree Colleges (GDC) and Teachers’ Training Colleges affiliated to Bangal University. This was close ended questionnaire based survey. Results of the study showed that teachers of TTC needed information for research productivity whereas GDC teachers sought information for lectures preparation and for latest developments in the field. Teachers of both groups preferred printed material but change in attitude was also taking place as they also

consulted electronic resources to meet their needs. The study recommended that libraries should reform their sources and services in terms of internet facilities and modern equipment's.

Results of another study conducted by Thilagavathi and Thirunavukkarasu (2015) found that information needs of majority of faculty members were related with teaching, research conduction and articles writing and presentation. Most of teachers were not satisfied with books and 71% were satisfied from databases and e.journals. Majority of respondents expressed their satisfaction with notification and display services of library while least number of staff was satisfied with Selective Dissemination of Information Service. Documents kept in different sections of library and low internet speed were issues faced by teachers.

Hussain and Ahmad (2014) at college of engineering in Riyadh found that the ratio of library usage among students was more than the teachers because they were more likely to use electronic information services. Among formal sources of information journals were more preferred and books were at second priority. Conferences and seminars were informal sources. Respondents' response towards satisfaction with overall library functions was good and fair. Lack of time to search information was common problem among teachers and students.

Shehzad and Khan (2015) conducted a study to find out key trends in seeking behavior of teaching community in college university Lahore. Results showed that teachers sought information through conversation with experts for their teaching purposes. For urgent needs, electronic resources were mostly used. JSTOR was extensively used database; however, teachers also got benefited from HEC databases. Formal and informal sources were also consulted for satisfaction of needs. Moreover the respondents always found the library staff, services and overall environment very supportive. But they also wished to have proper technical while using resources in electronic format.

Farid, Abiodullah and Ramzan (2013) compared the information seeking pattern of medical teachers serving in government and private colleges. Main focus of the study was to examine the difference in seeking behavior of both groups. Data analysis indicated that 86% and 68% faculty members of private and government colleges respectively sought their needed information through discussion with colleagues. Significant difference was observed in satisfying information needs from review articles for knowledge updation in both categories. However, information needs of both groups were reported as same.

Shahzad (2013) worked on information needs of teachers working in Government College University, Lahore. The study showed that faculty members required information for lectures and improvement of personal competencies. Conversation with experts and use of online databases were top frequently used sources. Information overload and unavailability of technical support were the problems faced by the faculty members.

Khan and Bhatti (2012) surveyed the information needs and seeking behavior of law faculty members of University of Peshawar and its affiliated law colleges. The main objectives of the study were to determine the information needs of the respondents, methods used by them for seeking their needed information and the problems faced by the faculty members while searching their required information. Data was collected from 128 faculty members through structured questionnaire. The study revealed that majority of the respondents showed dissatisfaction regarding the sources, resources, services and facilities provided by the law colleges' libraries. Moreover, the respondents preferred information in printed form and in English language for preparing lecturers and for other academic purposes. The study recommended the provision of IT and facilities and the assessment of information needs of faculty members while procuring material based sources to the library.

Khan and Shafique (2011) conducted a survey of Government colleges located in Bahawalpur. Results of the study revealed that majority of faculty members sought information for lecture preparation, enhancement of personal competencies and current awareness. Their preferred sources were books and monographs while research journals were least preferred. Sources were preferred in English language and print format. Mostly followed channel was college library. Online searching was accomplished through Google. Lack of computer was the major problem.

### **Research Methodology**

The present study adopted survey research method to collect data from respondents through a self-constructed and pilot tested questionnaire. The population of the study consisted of all regular faculty members working in the Male Degree colleges of District Karak, Khyber Pakhtunkhwa. The detail of population is provided in Table.

Table 1:

<b>Serial No.</b>	<b>Name of Colleges</b>	<b>No. of Faculty Members</b>
1	GDC Ahmadabad	18
2	GDC Banda Daud Shah	11
3	GDC Latamber	15
4	GDC Sabirabad	13
5	GPGC Karak	59
6	GDC Takhti Nasrati	31
Total No. of Posts		147

Total 147 questionnaires were distributed among faculty members. Out of which 120 filled in questionnaires were received constituting 81%. The collected data was analyzed through

Statistical Package for Social Sciences (SPSS) version 22. Percentage and frequency accounts were taken by using descriptive statistics.

## Data Analysis

### Demographic Information of the Respondents

Results portrayed monumental contribution of Assistant professors in the study. Among 120 respondents 64 (53.3%) were Assistant professors followed by 15 (12.5%) full professors. Only 5 (4.2%) Associate professors participated in the study. Lecturers appeared the next lowest category, with 36 (30%) ratio of the whole population.

**Table No. 2: Designation of Respondents (N=120)**

S.No.	Designation	Frequency	Percent (%)
01.	Lecturer	36	30
02.	Assistant Professor	64	53.3
03.	Associate Professor	5	4.2
04.	Full Professor	15	12.5

Data analysis showed 78 faculty members with 16 years of education. Among them 55 were B.S and 23 were master degree holders. Only 10 faculty members indicated M.Phil and 31 faculty members claimed PhD qualifications (Table 3).

**Table No. 3: Qualification of Respondents (N=120)**

S.No.	Qualification	Frequency	Percent (%)
01.	Master	23	19.2
02.	B.S (4 Years)	55	45.8
03.	M.Phil	10	8.3

04.	Ph.D.	31	25.8
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Frequency distribution of the respondents' experience showed that majority of the faculty members 49 (40.8%) had teaching experience of 11-15 years. Second largest category was 6-10 years selected by 30 (25%) faculty members. Third category was 16-20 years selected by 12 (10%) faculty members. While two categories 21-25 years and 26 and above got same frequency that was 11(9.2%). Only 7 (5.8%) faculty members were having teaching experience less than 5 years.

**Table No. 4: Teaching experience of Respondents (N=120)**

S.No.	Teaching experience	Frequency	Percent (%)
01.	Less than 5 years	7	5.8
02.	6-10 years	30	25.0
03.	11-15years	49	40.8
04.	16-20 years	12	10
05.	21-25years	11	9.2
06.	26 years and above	11	9.2

Results revealed 41(34.2%) faculty members with the age of 36-40 years. Twenty five (20.8%) faculty members indicated age of 31-35 years. Twenty (16.7%) were between 46-50 years. Twelve (10%) college teachers belonged to age of 41-45 years. While 51-55 and 56 and above got same rank by 8 (6.7%) faculty members. Only 6 (5%) teachers were below 30 years of age.

**Table No. 5: Age of Respondents (N=120)**

S.No.	Age group	Frequency	Percent (%)
01.	Below 30 years	6	5
02.	31-35 years	25	20.8
03.	36-40 years	41	34.2
04.	41-45 years	12	10
05.	46-50 years	20	16.7
06.	51-55 years	8	6.7
07.	56 years and above	8	6.7

**Purpose of Information Need**

A set of 11 options was provided to investigate the purposes for which faculty members need information. The analyzed data indicated 95(79.2%) faculty members sought information for “preparing lectures” followed by “reading/thinking process” 76 (63.4%). Seventy four (61.7%) sought information for “discussion with colleagues”, 67 (55.8%) for “entertainment” and “research work”. Sixty four (53.3%) and 62 (51.7%) of the faculty members needed information for “workshop/seminar” and “current affaires” respectively. Sixty (50%) respondents collected information regarding “latest development”. Fifty three (44.2%) gathered information on “health issues”. Fifty two (43.3%) teachers looked for information about “Government orders regarding jobs”. Only 30 (25%) had quest for writing books.

**Table No. 6: Purpose of Information Need (N=120)**

S.No.	Nature of Information need	Frequency	Percent (%)
01.	Preparing class lecture	95	79.2

02.	Writing books	30	25
03.	Current affairs	62	51.7
04.	Research work	67	55.8
05.	Health	53	44.2
06.	Workshop / seminar	64	53.3
07.	Entertainment	67	55.8
08.	Latest development	60	50
09.	Govt. orders regarding jobs	52	43.3
10.	Discussion with professional colleagues	74	61.7
11.	Reading / thinking process	76	63.4

**Note: multiple options were permitted**

### **Channels Used for Needed Information**

College faculty members were asked to indicate the channels they used to meet their information needs. Results showed that 104 (86.7%) of the respondents preferred “Go to college library”, 92 (76.7%) “Search on internet”, 80 (66.7%) “Use personal collection” and 76 (63.3%) “Through discussion with colleagues”. Sixty seven (55.8%) faculty members consulted knowledgeable persons in the field while 58 (48.3%) went to book stores.

**Table No. 7: Channels used for needed information (N=120)**

<b>S.No</b>	<b>Searching procedure</b>	<b>Frequency</b>	<b>Percent (%)</b>
01.	Go to college library	104	86.7
02.	Use personal collection	80	66.7
03.	Go to book stores	58	48.3

04.	Through discussion with colleagues	76	63.3
05.	Search on internet	92	76.7
06.	Consult knowledgeable person in the field	67	55.8

**Note: multiple options were permitted.**

### **Sources used by Faculty Members to Search Needed Information on Internet**

Data showed that 108 (90%) of respondents carried out online search through “Google”, 79 (65%) “Social Media Networks”, 61 (50.8%) “Web browsing” and 50 (41.7%) through “E-mail communication”. Other options “Search engines other than Google” and “E-journals” got same frequency of 37 (30.8%).

**Table No. 7: Sources used to search needed information (N=120)**

<b>S.No</b>	<b>Search through</b>	<b>Frequency</b>	<b>Percent (%)</b>
01.	Simple search through Google	108	90
02.	Web browsing	61	50.8
03.	Search engines other than Google (MSN, Yahoo, Alta Vista)	37	30.8
05.	E-journals	37	30.8
06.	Through E-mail communication (composing, sending, receiving, and file attachment)	50	41.7
07.	Social Media Networks (Face book, Whatsapp, Messenger, Blogs...)	79	65

**Note: multiple options were permitted.**

### Sources used by Faculty Members

A vast majority of participants relied upon text books 97(80.8%), reference books 83(69.2%), lecture notes 70(58.3%) and general books 69(57.5%). Journals and research reports got equal ranks of 57(47.5%). Thesis/dissertations 40(33.3%), book reviews 41(34.2%), conference abstracts and proceedings 38(31.7%) were least used sources.

**Table No. 8: Sources used to meet information needs (N=120)**

S.No	Sources	Frequency	Percent (%)
01.	Text books	97	80.8
02.	Reference books	83	69.2
03.	Book reviews	41	34.2
04.	Abstracting and Indexing sources	35	29.2
05.	Journals	57	47.5
06.	Conference abstracts and proceedings	38	31.7
07.	General books	69	57.5
08.	Lecture notes	70	58.3
09.	Research reports	57	47.5
10.	Governmental publications	43	35.8
11.	Thesis / Dissertations	40	33.3

**Note: multiple options were permitted.**

### Preferred Format of Faculty Members

Data revealed that “print” was foremost preferred format 99(82.5%), followed by “electronic” 71(59.2%). Audio visual were their third preference 35(29.2%).

**Table No. 10: Preferred format to get needed information (N=120)**

<b>S.No.</b>	<b>Format</b>	<b>Frequency</b>	<b>Percent%</b>
01.	Print	<b>99</b>	<b>82.5</b>
02.	Electronic	<b>71</b>	<b>59.2</b>
03.	Audio visual	<b>35</b>	<b>29.2</b>

**Note: multiple options were permitted.**

### **Preferred Language of Faculty Members**

Frequency distribution showed that most preferred language of information sources was English 106(88.3%) followed by Urdu 57(47.5%).

**Table No. 11: Preferred language to get needed information (N=120)**

<b>S.No.</b>	<b>Preferred language</b>	<b>Frequency</b>	<b>Percent%</b>
01.	English	<b>106</b>	<b>88.3</b>
02.	Urdu	<b>57</b>	<b>47.5</b>

**Note: multiple options were permitted.**

### **Methods used by the Faculty Members for Satisfaction of Information Needs**

One hundred and six (88.3%) of the faculty members personally visited the colleges' libraries. Sixty six (55%) reported interaction with colleagues and experts. Forty eight (40%) and 47 (39.2%) accessed e-books and attended conferences and workshops respectively. Thirty eight (31.7%) respondents pointed out subscription of YouTube channels. Thirty one (25.8%) reported calling the college library. Thirty (25%) used to send supportive staff and twenty six (21.7%) used email alerts from publishers. Only 23(19.2%) respondents sent students to their respective college libraries to acquire their needed information.

**Table No. 12: Methods used to meet information needs (N=120)**

S.No	Methods	Frequency	Percent%
01.	Going to college library	106	88.3
02.	Calling the college library	31	25.8
03.	Send students	23	19.2
04.	Send supportive staff	30	25
05.	Access e-books	48	40
06.	e-mail alerts from publishers	26	21.7
07.	Attending conferences and workshops	47	39.2
08.	Interaction with colleagues and experts	66	55
09.	Subscription of you tube channels	38	31.7

**Problems Faced by the Faculty Members while Seeking their Needed Information**

Results showed 80(70%) mentioned “Poor internet connectivity”, 70(64.2%) “Insufficiency of computers”, 68(56.7%) “Some information material is old” and 62(51.7%) “Material is not available”. Forty six (38.3%) indicated “Lack of time”, 27.5% “Information is scattered in too many sources”. Twenty two (18.3%) of faculty members were in trouble because of “dusty cupboards”. Twenty (16.7%) of respondents showed “Don’t know how to search and select my required document”.

**Table No. 13: Problems faced by the respondents (N=120)**

S.No	Problems Faced	Frequency	Percent%
01.	Material is not available	62	51.7
02.	Lack of time	46	38.3

03.	Don't know how to search and select my required document	20	16.7
04.	Information is scattered in too many sources	33	27.5
05.	Some information material are old	68	56.7
06.	Insufficiency of computers	77	64.2
07.	Poor internet connectivity	84	70
08.	Dusty cupboards	22	18.3

**Note: multiple options were permitted.**

### **Conclusions of the Study**

Based on indicated findings, the following conclusions were drawn:

Most of the respondents were Assistant Professors, B.S degree holders, holding 11-15 years teaching experience and were 36-40 years old.

Vast group of teachers needed information for class lectures, reading purposes and discussion with colleagues. Small number of faculty members needed information for writing books. Most preferred channels were college library and internet. Book stores were least preferred channels. Google and social media were mostly used sources for online searching. E.journals and other search engines were in little use.

Text books, reference books and general books were more preferred among formal information sources. Book reviews and conference proceedings least preferred sources. Print was preferred format and English was preferred language.

Mostly material were acquired from college libraries through personal visits. Students were sent rarely. Methods used by faculty members for acquisition of information other than library included interaction with colleagues and access to e-books. Sometimes email alerts were obtained from publishers.

Major constraints in college libraries were poor internet and insufficient computers. Least number of faculty members was in trouble due to dusty cupboards and low searching skills.

### **Recommendations of the Study**

The study explored information needs and seeking behavior of college faculty members.

Recommendations would be helpful for higher education departments, college administration and library professionals to provide relevant sources and services. The study suggests the following recommendations:

1. It is personally observed that college libraries in district Karak are housed in poor conditioned rooms usually located in corners of college. Libraries should be housed in an independent building with central location having sufficient space and appropriate physical attraction.
2. Libraries should be made well-conditioned. Comfortable and appealing furniture should be provided so that users are invoked to visit library.
3. Libraries should be provided with sufficient and attractive racks to stock the library material.
4. Study revealed diversity in information needs of the faculty members. Libraries should build collection according to their needs. It should be developed through effective collection development policies. Higher quality works should be included in the collection which will induce critical thinking and intellectual curiosity in the users. General books and periodicals should be kept in proportion. Recreational material should be taken into account during collection development. Reference books should be provided in reference section.

5. To ensure growth and functionality of stock, proper weeding out policy should be framed.
6. Libraries should provide basic and necessary facilities and requirements such as cooling and heating facility, adequate material and staff in the college libraries.
7. Libraries should make available the information and communication technologies such as scanner, photocopier, printer, fax machine, telephone and Wi-Fi networks.
8. Provision of computers and internet is indispensable today and most of the faculty members complained against its unavailability. Libraries should provide computers and internet.
9. No library can satisfy all needs of its user's community independently. So all college libraries should establish interlibrary loan platform to effectively satisfy changing needs of users. It will also overcome stock related problems. It will provide wide range of material, which will enable users to study in resources rich environment.
10. College libraries should adopt the programme of resource sharing. It would compensate up to some extent the financial problems, space issues and shortage of staff in libraries. It will enhance communication among libraries and will create cooperative environment.
11. To cope with modern technologies and changing modes of users, libraries should opt for automation. This would make the services effective and efficient by improve quality and level of services. It would also be helpful in successful accomplishment of resource sharing programme.
12. All college libraries should adopt similar softwares for automation, which are beneficial, easy to use and economical. It will allow its users to easily access its material.

13. Digital and virtual material should be provided in college libraries. It will incorporate and develop research skills in faculty members.
14. Provision of online access to HEC digital library should be ensured.
15. College librarians should be equipped with modern trends through arrangement of seminars, workshops, conferences, refresher courses and training programs.
16. Pakistan Library Association (PLA) should establish policies and procedures for management of college libraries. It will bring uniformity in the environment and services of college libraries.
17. For promotion of library sources and services, college librarians should organize special library orientation programme in the beginning of session and during classes. This will make the users more familiar with libraries.
18. Today librarians are information managers, web designers and knowledge disseminators. Their attitude has great impacts on library users. Little rigidity in their behavior can discourage users. Therefore they should ensure enthusiasm, dedication and devotion with their professional duties.
19. For effective services information needs of faculty members should be regularly assessed.
20. Faculty members should be made computer literate by arranging different training programs. These programs should include training regarding computer hardware and software, operating systems, searching techniques, internet surfing and email communications.
21. Higher Education Department should enhance the library budget for regular purchase of the library material. It should be provided on recurring bases. Budget allocation should be made on the basis of number of library users and subject taught in the college.

22. Higher Education Department should also advertise the posts of library assistants for efficient library services.
23. Electricity load shedding and its voltage fluctuations are major problems in District Karak. Therefore it is recommended that regular electricity system should be made available or solar system should be adopted as alternative.

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