

Information Needs and Information-Seeking Behavior of Students 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

DOI:10.37648/ijrssh.v15i03.017

¹ Received: 20/09/2025; Accepted: 26/09/2025 Published: 28/09/2025

1. Introduction

The present paper is based on the study conducted to find the information needs and information-seeking behavior of B. Ed. College students in Andhra Pradesh. 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, eighty questionnaires were carefully canvassed among 80 students, filled with information and data with due care. Responses acquired against the open-ended questions are analyzed qualitatively.

2. Information Needs of the Respondents (Students):

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

2.1. Subject-wise Records distribution of respondent students

Subject-wise Records distribution of respondent students is given in Table 1.

Table 1: Subject-wise Records distribution of respondent students

Subject-wise Records	Total Frequency	Percent to total
Not engaged in Record Preparation	4	5.00
Social Studies Records	31	38.75
Biological Sciences Records	9	11.25
Physical Sciences Records	14	17.50
Mathematics Records	15	18.75

¹ How to cite the article: Yadav P.V.G.K., Ramasubbaiah R; (September, 2025); Information Needs and Information-Seeking Behavior of Students in B. Ed. Colleges in Andhra Pradesh; *International Journal of Research in Social Sciences and Humanities*; Vol 15, Issue 3; 150-156, DOI: <http://doi.org/10.37648/ijrssh.v15i03.017>

Health/Community Project Records	7	8.75
Total	80	100.00

Source: Primary Data

It is clear from the table that the majority (38.75%) of the respondent students need the information for preparing Social Studies Records, followed by Mathematics Records (18.75%), Physical Sciences Records (17.5%), Biological Sciences Records (11.25%), Health/Community Project Records (8.75%), and only 5% of the students have not engaged in the preparation of Records. It is therefore inferred that most of the students need the information for preparation of different subject Records.

2.2. Teaching Project/Practice attendance-wise distribution of respondent students

Type of Teaching Projects/Practices attendance-wise distribution of respondent students is given in Table 2. It is clear from the table that most of the respondent students (95%) need information for attending and preparing Micro Teaching Projects, followed by Block Teaching attendance and preparation of lesson plans (3.75%), and only 1.25% of the students need information for Block Teaching attendance and preparation of Observation Records. It is therefore inferred that most of the students need the information for attending and preparing Micro Teaching Projects.

Table 2: Type of Teaching Projects/Practices attendance-wise distribution of students

Type of Teaching Projects	Number of Students attended	Percent to total
Micro Teaching Projects	76	95.00
Macro Teaching Practices	0	0.00
Block Teaching (Lesson Plans)	3	3.75
Block Teaching (Observation Records)	1	1.25
Total	80	100.00

Source: Primary Data

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

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 distribution of students

Frequency of visits to the library-wise distribution of respondent students is given in Table 3. It is clear from the table that the majority (45%) of the respondent students used to visit the library once a month, followed by every day (33.75%), occasionally (12.5%), and only 8.75% of the students used to visit the library once a week. It is therefore inferred that most of the students used to visit the library once a month or every day to seek information.

Table 3: Frequency of visit to library-wise distribution of students

Frequency of visit to library	Number of Respondents	Percent to total
Every Day	27	33.75
Once a week	7	8.75
Once a month	36	45.00
Occasionally	10	12.50
Total	80	100.00

Source: Primary Data

3.2. Time spent in the library-wise distribution of students

Time spent in the library-wise distribution of respondent students is given in Table 4. It is clear from the table that the majority (70%) of the respondent students used to spend 4 to 6 hours per week in the library for seeking information, followed by less than four hours per week (26.25%), and only 3.75% of the students used to visit the library for more than 6 hours per week. It is therefore inferred that most of the students used to spend 4 to 6 hours per week in the library to seek information, and this may be due to a lack of sufficient information in the library.

Table 4: Time spent in the library-wise distribution of students

Time spent in the library	Number of Respondents	Percent to total
Less than 4 hours per week	21	26.25
4 to 6 hours per week	56	70.00
More than 6 hours per week	3	3.75
Total	80	100.00

Source: Primary Data

3.3. Items of Information in the library-wise distribution of students

Items of Information-wise distribution of respondent students are given in Table 5. It is clear from the table that majority (57.5%) of the respondent students seek the information from Books and News Papers in the library followed by Books and Research Reports (22.5%), Books and periodicals (7.5%), Books, News Papers, Government Publications and Research Reports (7.5%), and only 5% of the student respondents seek the information from Books, Periodicals, Research Reports and News Papers. It is therefore inferred that most of the students seek information from multiple sources in the library.

Table 5: Items of Information-wise distribution of students

Items of Information	Number of Respondents	Percent to total
Books and Periodicals	6	7.50
Books and Newspapers	46	57.50
Books and Research Reports	18	22.50
Books, Periodicals, Research Reports and Newspapers	4	5.00
Books, Newspapers, Government Publications and Research Reports	6	7.50
Total	80	100.00

Source: Primary Data

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

The researcher inquired of the sample respondents (students) 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 (students) about Traditional Information Sources such as Textbooks, Periodicals, Newspapers, Research / Project Reports, Review of Literature (Annual Reviews, Year Books, State of the Art Reports, etc.) are summarized in Table 6.

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

	Not Required	Rarely required	Frequently required	Highly required	Total
Textbooks	37	8	15	20	80
Per cent to row total	46.25	10	18.75	25	100
Periodicals	25	28	16	11	80
Per cent to row total	31.25	35	20	13.75	100
Newspapers	19	16	26	19	80
Per cent to row total	23.75	20	32.5	23.75	100
Research / Project Reports	10	24	27	19	80

Per cent to row total	12.5	30	33.75	23.75	100
Review of Literature	33	15	23	9	80
Per cent to row total	41.25	18.75	28.75	11.25	100
Information about previous work done	22	17	22	19	80
Per cent to row total	27.5	21.25	27.5	23.75	100
Information about Govt. Publications	14	13	28	25	80
Per cent to row total	17.5	16.25	35	31.25	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

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

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

	Not Required	Rarely required	Frequently required	Highly required	Total
Computer-based Information	14	13	28	25	80
Per cent to row total	17.5	16.25	35	31.25	100
Information about Lab Procedures	21	28	21	10	80
Per cent to row total	26.25	35	26.25	12.5	100
Current Awareness Services	21	19	23	17	80
Per cent to row total	26.25	23.75	28.75	21.25	100
Scientific and Technical News	18	15	24	23	80
Per cent to row total	22.5	18.75	30	28.75	100
Health and Safety Information	16	13	19	32	80
Per cent to row total	20	16.25	23.75	40	100
Other Technological Information	56	13	6	5	80
Per cent to row total	70	16.25	7.5	6.25	100
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

It is obvious from the table that most of the respondents gave higher priority (by choosing frequently required and highly required options) to all technology-based information sources in teaching/research work given in the table and chart. 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 the Chi-square test, which is appropriate for testing the data provided in cross tables. The calculated value is 97.91121. The table value for 15 degrees of freedom at the 1% level of probability is 5.22935, and at the 5% level of probability is 7.26094. The calculated value is greater than its table value both at the 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.

5. Findings of the present paper

The following are the important findings of the present paper:

- B. Ed. College students 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 use 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 an urgent need for some information.
- Major obstacles they face while seeking information is lack of computer hardware and software.
- Most 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 the most used search engine 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 the 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 a great extent for improving its services.
- As the college students 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 collections.
- College libraries should be provided with proper hardware & software and online access to related resources, as 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 discussions with their colleagues & friends instead of college librarians; keeping this fact in view, college librarians should enhance their communication and interpersonal skills to provide better services.