

# Information Seeking Behaviour of Prospective Teachers in the College Library

**Dr. Victoria Maria Roche,**  
Assistant Professor of Education,  
ShankaraGowda College of Education,  
Mandya-571401  
Karnataka

**Dr. Suvarna V.D**  
Assistant Professor of Education,  
ShankaraGowda College of Education,  
Mandya-571401  
Karnataka.

## Abstract:

The study aimed to examine the information-seeking behaviour of prospective teachers in college libraries. A structured questionnaire was administered to 150 student teachers from both Arts and Science streams. The findings revealed that the majority (57.33%) visited the library twice a week to fulfil their information needs, while 44.04% visited once a week, 12.87% once a month, and 3.89% only occasionally. A significant proportion of prospective teachers from the Arts (96.38%) and Science (89.55%) streams reported visiting the library primarily to refer to books for writing assignments. Additionally, 93.97% of Arts and 79.10% of Science students used the library to borrow books, while 87.95% and 91.04%, respectively, visited the library to prepare for examinations. Regarding satisfaction with available resources, 54.21% of Arts and 70.14% of Science stream students expressed satisfaction with study materials related to the B.Ed. curriculum. Similarly, 67.46% (Arts) and 67.16% (Science) were satisfied with the reference books, 61.44% and 64.17% with journals/periodicals, 69.87% and 73.30% with newspapers/magazines, and 73.49% and 83.58% with previous years' question papers, respectively. However, several challenges were noted. A majority of Arts students (73.49%) and 51.19% of Science students reported issues with the limited number of books issued. Additionally, 61.44% of Arts and 64.17% of Science students faced problems due to the non-availability of the latest books relevant to their courses.

**Keywords:** Information, seeking, behaviour, college library, prospective teachers

## Introduction:

Teacher training involves intensive academic reading, research, and the ability to manage vast volumes of information. The effectiveness of students in identifying, accessing, and using information defines the quality of their academic output. With an abundance of digital and print resources, students face both opportunities and challenges in the information landscape. Information seeking is a fundamental aspect of academic and professional development, particularly for prospective teachers who are preparing to enter the dynamic and knowledge-driven educational environments. Library visit is an integral part of B.Ed. course, as B.Ed. syllabus has components such as assignments, book reviews,

practice teaching, seminar presentations and minor research. Libraries serve as essential hubs for accessing reliable, diverse and up to date information offering access to books, journals, digital databases and reference materials enabling future educators to build strong foundation of pedagogy, curriculum design, educational psychology and subject specific content. Prospective teachers, as learners and future facilitators of learning, must develop strong information literacy skills to support their academic success and professional growth. Information seeking behaviour refers to the methods and strategies individuals use to find and use information for personal or professional needs. Understanding the information seeking behaviour of prospective teachers is essential because it reflects their capacity to engage with scholarly resources and develop analytical skills necessary for teaching and lifelong learning.

### **Need and Importance of the study:**

In the rapidly evolving landscape of education and information technology, understanding the information seeking behaviour of prospective teachers is vital. As future educators, these individuals must develop critical skills in locating, evaluating, and effectively using information to support teaching and lifelong learning. The library, being a central hub of academic resources, plays a key role in facilitating this process. However, despite the availability of resources, many prospective teachers may face challenges in accessing, selecting and utilizing information effectively. This may be due to factors such as lack of information literacy skills or unfamiliarity with digital and physical library tools. By studying their information seeking behaviour, this study aims to uncover how they search for information, what sources they rely on, what difficulties they encounter and how they utilize the library in their academic and professional development.

Understanding the information seeking behaviour of prospective teachers is essential for, improving Library services in B.Ed. colleges. Insights from this study can help libraries tailor their services, collections to better meet the needs of prospective teachers. Educational planners and policy makers can design better support systems to foster research oriented and information literate teachers. Developing effective information seeking habits early in a teacher's career promotes continuous professional development. Thus this study is significant not only for improving individual competencies among prospective teachers but also for contributing to the overall quality of education through better prepared educators.

### **Statement of the Problem: “Information Seeking Behaviour of Prospective Teachers in the college Library”**

#### **Objectives:**

- To study the frequency of college library visits for information seeking by Prospective Teachers with respect to stream.
- To study the purpose of using college library for Information seeking by Prospective teachers with respect to stream.

- To assess the level of satisfaction among Prospective teachers in using college library for Information seeking with respect to stream
- To study the problems encountered by Prospective teachers in accessing information in college libraries with respect to stream.

### **Operational definitions:**

- **Information:** refers to the analysed/processed data required by B.Ed. students to solve the problems coming into their way to accomplish the academic task.
- **Information seeking Behaviour:** refers to the observable actions or expressions of prospective teachers during information seeking process.
- **Prospective teachers:** Prospective teachers are individuals who are currently enrolled in recognised colleges of education for obtaining training to become secondary school teachers.
- **Library:** A library is a physical facility that provides organised access to collection of information resources intended for reading, research or learning in the respected colleges of teacher education.

**Method of Study:** The study is Descriptive survey in nature.

**Sample:** The sample of the present study consisted of 150 prospective Teachers from the Colleges of Education affiliated to Mandya University and were selected using random sampling technique.

**Tool used:** Data were collected through questionnaire technique in order to identify and analyse the information needs and Information Seeking Behaviour of student teachers

**Statistical Techniques used:** The data was analysed using Descriptive statistical measures

### **Analysis and Interpretation:**

**Objective 1: To study the frequency of visiting the college Library for information seeking by Prospective Teachers**

To verify the above stated objective, the percentage Analysis technique was employed. Details are provided in the table No.1

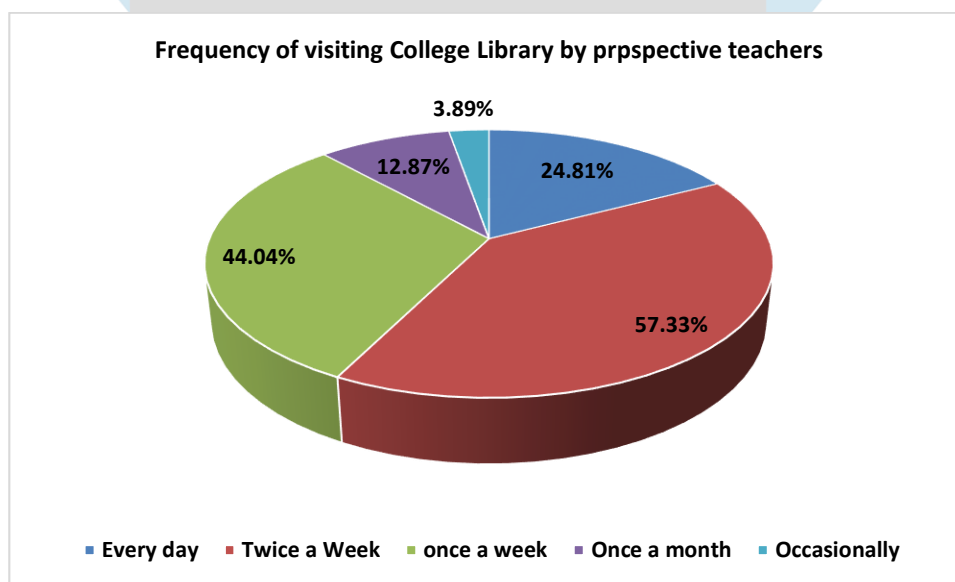
**Table-1: showing the frequency of visiting the college Library for information seeking by Prospective Teachers**

Sl.No	Frequency of visiting the library	Stream		Total (150)
		Arts(83) No of students and %	Science(67) No of students and %	
1	Every day	07 (8.4%)	11(16.41%)	18(24.81%)
2	Twice a Week	49 (59.03%)	37(55.22%)	86(57.33%)
3	once a week	18 (21.68%)	15(22.38%)	33(44.04%)
4	Once a month	07(8.4%)	03(4.47%)	10(12.87%)
5	Occasionally	02(2.40%)	01(1.49%)	03(3.89%)

The above table reveals that 24.81% of the prospective teachers visit the library every day for seeking information. Whereas, 57.33% visit twice a week, 44.04% once a week, 12.87% once a month and 3.89% of the prospective teachers visit their college libraries occasionally for their information need.

The Percentage of Prospective Teachers visiting the college Library for information seeking is graphically represented in figure no. 1

**Figure No 1: Percentage of Prospective Teacher's visiting the college Library for information seeking**



**Objective: 2- To study the purpose of using college library for Information seeking by Prospective teachers**

To verify the above stated objective, the percentage Analysis technique was employed. Details are provided in the table No.2

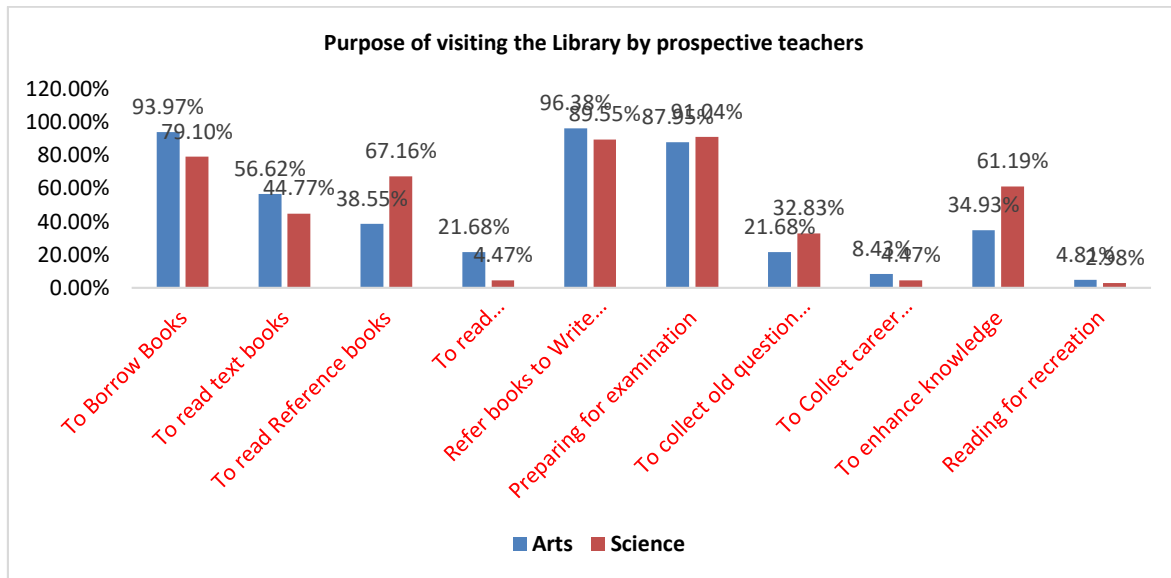
**Table-2: showing the purpose of using college library for Information seeking by Prospective teachers**

Sl. No	Purpose of visiting the library	Stream	
		Arts No of students and %	Science No of students and %
1	To Borrow Books	78 (93.97%)	53(79.10%)
2	To read text books	47(56.62%)	30(44.77%)
3	To read Reference books	32(38.55%)	45(67.16%)
4	To read newspapers/Magazines	18(21.68%)	03(4.47%)
5	Refer books to Write assignments	80(96.38%)	60(89.55%)
6	Preparing for examination	73(87.95%)	61(91.04%)
7	To collect old question papers	18(21.68%)	22(32.83%)
8	To Collect career related information	07(8.43%)	03(4.47%)
9	To enhance knowledge	29(34.93%)	41(61.19%)
10	Reading for recreation	04(4.81%)	02(2.98%)

The above table reveals that 93.97% of Prospective teachers belonging to Arts stream and 79.10% belonging to science stream visit the library to borrow books. 56.62% of Prospective teachers belonging to Arts stream and 44.77% belonging to science stream visit the library to read text books. 38.55% of Prospective teachers belonging to Arts stream and 67.16% belonging to science stream visit the library to read Reference books. 21.68% of Prospective teachers belonging to Arts stream and 4.47% belonging to science stream visit the library to read newspapers/Magazines. 96.38% of Prospective teachers belonging to Arts stream and 89.55% belonging to science stream visit the library to Refer books to write assignments. 87.95% of Prospective teachers belonging to Arts stream and 91.04% belonging to science stream visit the library Preparing for examination. 21.68% of Prospective teachers belonging to Arts stream and 32.83% belonging to science stream visit the library to collect old question papers 8.43% of Prospective teachers belonging to Arts stream and 4.47% belonging to science stream visit the library to collect career related information. 34.93% of Prospective teachers belonging to Arts stream and 61.19% belonging to science stream visit the library to enhance knowledge. 4.81% of Prospective teachers belonging to Arts stream and 2.98% belonging to science stream visit the library to Reading for recreation.

The Percentage of Prospective Teacher's purpose of visiting the college Library for information seeking is graphically represented in figure no. 2

**Figure No 1: Percentage of Prospective Teacher's purpose of visiting the college Library for information seeking**



**Objective: 3- To assess the level of satisfaction among Prospective teachers in using college library for Information seeking**

To verify the above stated objective, the percentage Analysis technique was employed. Details are provided in the table No.3

**Table-3: showing the Level of satisfaction among Prospective teachers in using college library for Information seeking**

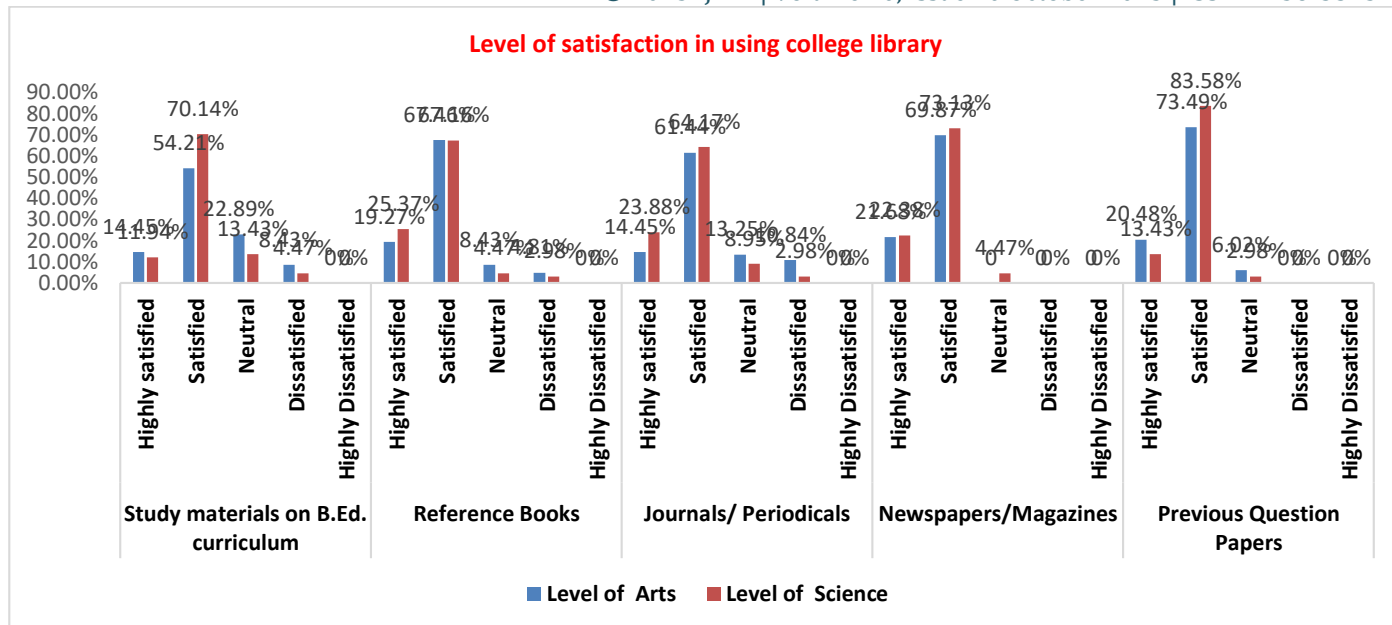
Sl No.	Library collections	Level of satisfaction	Stream	
			Arts No of students and %	Science No of students and %
1	Study materials on B.Ed. curriculum	Highly satisfied	12 (14.45%)	08 (11.94%)
		Satisfied	45 (54.21%)	47 (70.14%)
		Neutral	19 (22.89%)	9 (13.43%)
		Dissatisfied	07 (8.43%)	03 (4.47%)
		Highly Dissatisfied	00 (0%)	00 (0%)
2	Reference Books	Highly satisfied	16 (19.27%)	17 (25.37%)
		Satisfied	56 (67.46%)	45 (67.16%)
		Neutral	07 (8.43%)	03 (4.47%)
		Dissatisfied	04 (4.81%)	02 (2.98%)
		Highly Dissatisfied	00 (0%)	00 (0%)
3	Journals/ Periodicals	Highly satisfied	12 (14.45%)	16 (23.88%)
		Satisfied	51 (61.44%)	43 (64.17%)



		Neutral	11 (13.25%)	06 (8.95%)
		Dissatisfied	09 (10.84%)	02 (2.98%)
		Highly Dissatisfied	00 (0%)	00 (0%)
<b>4</b>	Newspapers/Magazines	Highly satisfied	18 (21.68%)	15 (22.38%)
		Satisfied	58 (69.87%)	49 (73.13%)
		Neutral	07 (8.43%)	03 (4.47%)
		Dissatisfied	00 (0%)	00 (0%)
		Highly Dissatisfied	00 (0%)	00 (0%)
<b>5</b>	Previous Question Papers	Highly satisfied	17 (20.48%)	9 (13.43%)
		Satisfied	61 (73.49%)	56 (83.58%)
		Neutral	05 (6.02%)	02 (2.98%)
		Dissatisfied	00 (0%)	00 (0%)
		Highly Dissatisfied	00 (0%)	00 (0%)

The above table reveals that, 14.45%, 54.21%, 22.89% and 8.43%, of the prospective teachers belonging to Arts stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the availability of Study materials on B.Ed. curriculum in their college libraries. 11.94%, 70.14%, 13.43% and 4.47%, of the prospective teachers belonging to science stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the availability of Study materials on B.Ed. curriculum in their college libraries. 19.27%, 67.46%, 8.43% and 4.81% of the prospective teachers belonging to Arts stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the Reference Books in the college libraries. 25.37%, 67.16%, 4.47% and 2.98% of the prospective teachers belonging to science stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the Reference Books in the college libraries. 14.45%, 61.44%, 13.25% and 10.84% of the prospective teachers belonging to Arts stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the Journals/ Periodicals in the college libraries. 23.88%, 64.17%, 8.95% and 2.98% of the prospective teachers belonging to science stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the Journals/ Periodicals in the college libraries. 21.68%, 69.87%, 8.43%, and 0% of the prospective teachers belonging to Arts stream are highly satisfied, satisfied, neutral and dissatisfied respectively with the Newspapers/Magazines in the college libraries. 22.38%, 73.13%, 4.47% and 0% of the prospective teachers belonging to science stream are highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied respectively with the Newspapers/Magazines in the college libraries. 20.48%, 73.49%, 6.02% and 0% of the prospective teachers belonging to Arts stream are highly satisfied, satisfied, neutral and dissatisfied respectively with Previous Question Papers in the college libraries. 13.43%, 83.58%, 2.98% and 0% of the prospective teachers belonging to Science stream are highly satisfied, satisfied, neutral and dissatisfied respectively with Previous Question Papers in the college libraries. None of the prospective teachers are highly dissatisfied with any of the sources available in the libraries.

The Percentage of Prospective Teacher's level of satisfaction in using the college Library for information seeking is graphically represented in figure no. 3



**Figure No 3:** Percentage of Prospective Teacher's level of satisfaction in using the college Library for information seeking

**Objective: 4-** To study the problems encountered by Prospective teachers in accessing information in the college library

To verify the above stated objective, the percentage Analysis technique was employed. Details are provided in the table No.4

**Table-4** showing the problems encountered by Prospective teachers in accessing information in the college library.

Sl No.	Problems	Stream	
		Arts No of students and %	Science No of students and %
1	Arrangement of books are difficult to understand	48 (57.83%)	36 (53.73%)
2	Classification and catalogue procedures are difficult to use	34 (40.96%)	21 (31.34%)
3	Unaware of the services offered by the library	18 (21.68%)	09 (13.43%)
4	Lack of proper guide boards	28 (33.73%)	31 (46.26%)
5	Library staff does not assist in using library resources	16 (19.27%)	08 (11.94%)
6	Latest books are not available in the library	51 (61.44%)	43(64.17%)
7	Very minimum number of copies issued	61 (73.49%)	41 (51.19%)
8	No Librarian	00 (0%)	00 (0%)

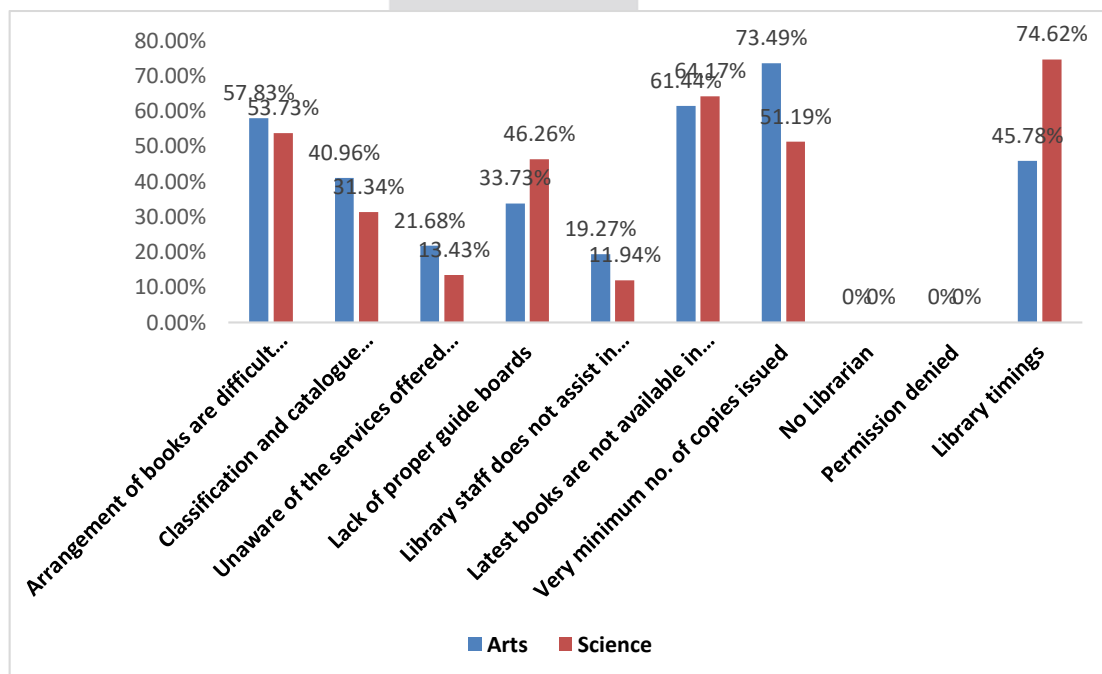


9	Permission denied	00 (0%)	00 (0%)
10	Library timings	38 (45.78%)	50 (74.62%)

The above table reveals that, 57.83% and 53.73% of the prospective teachers belonging to Arts and science stream respectively find difficulty in understanding the arrangement of books in their libraries. 40.96% and 31.34% of the prospective teachers belonging to Arts and science stream respectively encounter difficulty in classification and catalogue procedures in the college libraries. . 21.68% and 13.43% of the prospective teachers belonging to Arts and science stream respectively find difficulty in accessing the library due to Lack of proper guide boards in the libraries. 19.27%, 11.94% of the prospective teachers belonging to Arts and science stream respectively find difficulty in accessing the library as the Library staff does not assist in using library resources. 73.49% and 51.19% of the prospective teachers belonging to Arts and science stream respectively find difficulty in accessing the library as there are no latest books available in the library. 73.49% and 51.19% of the prospective teachers belonging to Arts and science stream respectively find difficulty in accessing the library due to issue of minimum number of copies. 45.78% and 58.66% of the prospective teachers belonging to Arts and science stream respectively find difficulty in accessing the library due to Library timings. It was also found that all the B.Ed. colleges have their own libraries and librarians.

The Percentage of Prospective Teachers encountering problems in accessing information in the college libraries is graphically represented in figure no. 4

**Figure No 4:** Percentage of Prospective Teachers encountering problems in accessing information in the college library



## Findings of the Study:

- 24.81% of the prospective teachers visit the library every day for seeking information. Whereas, 57.33% visit twice a week, 44.04% once a week, 12.87% once a month and 3.89% of the prospective teachers visit their college libraries occasionally for their information need.
- Majority of the prospective teachers belonging to Arts stream (96.38%) and majority of prospective teachers belonging to science stream (89.55%) visit the library to Refer books to Write assignments. 93.97% and 79.10% of prospective teachers belonging to Arts and science stream respectively visit the library to borrow books and 87.95% and 91.04% of prospective teachers belonging to Arts and science stream respectively visit the library to prepare for the examination.
- 54.21% of the prospective teachers belonging to Arts and 70.14% of science stream are satisfied with the Study materials on B.Ed. curriculum. 67.46% and 67.16% the prospective teachers belonging to Arts and science streams respectively are satisfied with Reference Books available in the college library, 61.44% and 64.17% of the prospective teachers belonging to Arts and science streams respectively are satisfied with Journals/ Periodicals. 69.87% and 73.3% of the prospective teachers belonging to Arts and science streams respectively are satisfied with Newspapers/Magazines and 73.49% and 83.58% of the prospective teachers belonging to Arts and science streams respectively are satisfied with Previous Question Papers available in their college libraries.
- 73.49% and 51.19% of the prospective teachers belonging to Arts and science streams respectively encounter problems with the minimum issue of books in the college library. 61.44% and 64.17% of the prospective teachers belonging to Arts and science streams respectively encounter problems with non-availability of Latest books pertaining to the course in the college library.

**Educational Implications:** In order to facilitate effective information seeking following suggestions were mentioned

- Easy and open access for entire library collection should be provided.
- Orientation should be conducted regularly on availability of resources in the college library.
- Library reading should be made the part of college time table.
- Internship programme and other academic activities can be designed to motivate student-teachers to do reference work for effective use of library resources for information seeking
- Latest editions of the reference books pertaining to B.Ed. Programme should be made available in the library.
- Issue of number of books should be increased in the college library.
- Library timings in the college must be extended after the college hours to help prospective teachers to seek required information in the library.

## Conclusion:

Seeking information is a natural and essential human behaviour. Every individual requires information to complete tasks, bridge knowledge gaps, or make informed decisions. In today's world, information has become a fundamental part of daily life, with needs arising at every stage—from academic and professional pursuits to entertainment and personal growth. For student-teachers, the need for information is particularly significant. Education colleges, therefore, play a critical role as repositories of knowledge. Their libraries are expected to provide easy and efficient access to a wide range of information sources that support the teaching-learning process. However, several challenges impact the information-seeking behaviour of B.Ed. students. These include the expansive structure of the B.Ed. curriculum, a limited time frame to complete the course, the mature and diverse learning environment, and often, insufficient library resources. In many cases, education college libraries have restricted collections that fail to fully meet the academic demands of student-teachers. Additionally, the curriculum includes a variety of academic and co-curricular activities—such as writing assignments, essays, projects, tutorials, cooperative learning tasks, innovative teaching methods, practice teaching, exams, seminars, debates, and competitions. These activities necessitate access to diverse information sources and encourage active engagement with them. Information, in this context, is not just a passive input but a dynamic component of the learning process. It is through seeking and using information that students construct meaning and deepen their understanding of various subjects. For student-teachers, information is thus a critical resource—not only for academic excellence but also for personal and professional development. To support this, teacher training institutions must prioritize the development of well-equipped libraries that effectively meet the evolving information needs of future educators.

## References:

- Ahmed, N. (2013). Information seeking behaviour of the students and faculty members in IIMs of Calcutta, Lucknow and Ahmedabad: a survey.
- Ambikapathi, S. (1999). Information seeking behaviour of trainee teachers in selected teacher training colleges in Malaysia. *Malaysian Journal of Library & Information Science*, 4 (1), 1-26.
- Chang, Y. W. (2011). A comparative study of the research literature on information needs and information seeking: a bibliometric and social network analysis. *Journal of educational media & library sciences* 48 (3), 347-380.
- Choukhande, V.G. (2008). Information needs and Information seeking behaviour. Amaravati: Shivneri publication.
- Mahajan, P. (2009). Information seeking behavior: a study of Panjab University, India. *Library Philosophy and Practice*. March Annual Volume.
- Sridhar, M.S. (2002). Library use and user research: (with twenty case studies). New Delhi, Concept publishing.
- Wilson, T.D. (2011). Revisiting user studies and information needs. *Journal of Documentation*, 62 (6), 680-684. Doi: 10.1108/00220410610714912