Factors Affecting Information Needs of Faculty Members of Teachers Training Institutions of Odisha

Sangita Behera* and Sunil Kumar Satpathy**

*Anandapur Anchalik Training College, Fakirpur, Dist-Keonjhar, Odisha-758 022
E-mail: sangitabehera83@gmail.com

**National Institute of Technology, G.E. Road, Raipur-492 010
E-mail: drsksatpathy@gmail.com

ABSTRACT

Information needs of library users are affected by many factors such as, qualification, sex, age, teaching and research experience, socio-economic background of users, availability of information sources and services in libraries, motivation, professional orientation, and other individual characteristics of the users. The study attempts to identify various factors such as, age, gender, qualification, designation teaching and research experience, and their effect on the information needs of the faculty members of Teachers Training Institutions of Odisha. Survey method with questionnaire techniques was used for collection of data. The findings of the study indicate that the faculty members with higher qualifications visit libraries more frequently, the duration of use of library by a faculty does not have any relationships with his/her designation, faculty with more teaching and research experience make more use of library in terms of frequency of visit to library and duration of use, etc.

Keywords: Information need, teachers training institutions, Odisha

1. INTRODUCTION

From the time immoral, information has remained as an important component for growth and development of intellectual capabilities of human being. Library, being the knowledge centre, has the responsibilities to cater the information need of users through proper acquisition, organisation, and dissemination of information. Information needs of library users are affected by many factors such as qualification, sex, age, teaching and research experience, socio-economic background of users, availability of information sources and services in libraries, motivation, professional orientation, and other individual characteristics of the users. Due to this contingency nature, generalised one-time conclusions about information needs of users are impracticable.

In any academic institutions, Faculty members not only teach their students on the designed syllabus, but also guide research and projects, and simultaneously look to their career development. In a fast growing society of the modern era, there is an enormous change in the study curriculum to cope with the demands. The teaching process and equipments is changing to cope to the psychology and interest of the students taught. Accordingly the information need of faculty members seems to be vast, exhaustive, pin pointed, and ever changing. The libraries attached to the academic institutions are expected to have the adequate sources and services to cater the needs of information by the faculty member's. Poor infrastructure facilities, disorganised reading materials and complex rules and practices in the library result in its reduced use of library.

However, the need factors of the faculty create the intensity on the purpose for needing information, which drives one to use library. Hence, the frequency and duration of use of library are the indications of the information needs of the faculty. The need factors tend to be governed by the personal factors of the users like age, gender, qualification, posts hold, teaching and research experience, etc. The study attempts to find out the factors which affect the information needs of faculty members of Teachers Training Institutions of Odisha.

2. OBJECTIVES AND SCOPE

The basic objective of the study is to find out the factors which affect the information need of the faculty members of Teachers Training institutions of Odisha. However the other objectives of the study are to:

- Identify whether the personal factors like age, gender, qualification, designation teaching, and

research experience affect the information needs of the faculty members

• Identify the relationship between the information needs and the demographic features of the faculty, and

• Identify extend of information needs of the faculty with regards to both frequency and duration of use of library.

The scope of present study covers the faculty members of all 14 government Teachers Training Institutions of Odisha.

3. REVIEW OF LITERATURE

Rouse & Rouse[1] in their study found that human information seeking is generally affected by pay-offs and cost, resources available, expected value of gambles, update rates, amount of information available, diagnosticity of data, distributional characteristics of data, and conflict among sources. They argue further that although human behavior is affected by all of these factors, humans usually respond to manipulations of these variables in less than an optimal manner. Ren[2] in his study on small business executives, finds that their information searching was affected by factors such as, their information need, availability awareness and individual, and company background characteristics. Solomon[3], in his study states that information seeking has often been compared to a rational problem-solving process in which a gap in knowledge triggers a conscious search for information. The information seeking process is dynamic and changeable, It is dependent on the context and to a large extent on the individual performing it. Tackie & Adams[4] identified various factors which influence the information seeking behavior of Engineers. Ajiboye & Tella[5] examined the information seeking behavior of undergraduate students in University of Botswana. It also examined the general pattern of information gathering by students, the impact of students' gender, level of study, the course of study on student's information seeking behaviour, and the process of investigation. The result shows that among the key factors, the students' level of study contributed more to the observed valuation in information seeking pattern followed by course of study while gender had the least influence.

4. METHODOLOGY

The study was based on cross sectional survey method. Questionnaire technique was selected for the study. A structured questionnaire was designed on the basis of objectives of the study for collection of data. The entire population, i.e., regular faculty members of all government Teachers Training Institutions of Odisha were taken as sample which was 174. To prove the collected data accurate and justified,

statistical techniques were used using Statistical Packages for Social Sciences (SPSS).

5. ANALYSIS OF DATA

Total 174 questionnaires were distributed among the faculty members under the scope of the study, out of which 163 (93.67 %) faculty members responded with the filled in questionnaire. Hence, the study is based on outcomes of 163 respondents.

5.1 Classified Data of the Respondents

Regarding classified data of the respondents, the data analysis revealed that out of 163 respondents, 111 (68.1 %) were male, while 52 (31.9 %) were female. Regarding qualification, it was found that as high as 65 (39.87 %) respondents were Post Graduate (PG), followed by 62 (38.04 %) were PhD and 36 (22.09 %) had MPhil qualification.

Further, the analysis of data revealed that respondents were having PhD degrees to the extent of 38.04 %, i.e., more than one in three. But on analysis based on the gender of respondents separately, it was found that the females had PhD degree constitutes 50 % of their total number against 32.43 % in case of the males. Similarly the male and female ratio regarding MPhil qualification was 27 and 9, while PG qualification ratio was 48 and 17.

Also, it was found that 18 (11.04 %) of respondents were in the rank of Professor, followed by 32 (19.63 %) were Readers, 50 (30.68 %) were Senior Lecturer, while 63 (38.65 %) were Lecturer. Thus the hierarchal structures of designation of respondents were almost in the ratio of 1:2:3:4. Since the total female respondents were less than half of the male respondents, the individual percentage of female respondents in the rank of Professor, Reader, Senior Lecturers, and Lecturer were 13.46 %, 26.92 %, 36.45 %, and 23.08 % respectively, which were higher than the respective male respondents percentages of 10 %, 16.22 %, 27.83 %, and 45.95 %.

5.2 Effect of Qualification

The frequency of library visit is the revelation of one's information needs on the first instance, whether the needs are fulfilled or not. Similarly, duration of use of library is an important indicator of one's fulfillment of information needs. More the duration of use, more is the resources of library to meet the information needs of the users. To find out the effect of qualification on this, data has been analysed in Table 1 and 2.

From Table 1 it was found that the percentage of respondents with PhD, MPhil and PG qualification visited the libraries most frequently, i.e., 1-2 times a week are 54.84, 38.89, and 23.08 respectively.

Table 2 revealed that out of 62 respondents with PhD, as high as 28 (45.16 %) respondents

used library for 6-12 hours per week. Similarly, the respondents with MPhil & PG qualification use library for less than 6 hours per week with a response rate of 41.66 %, and 52.30 % respectively.

5.3 Effect of Designation

To find out whether there is any relationship existing between the quantum of need of information and the posts hold (designation) by the respondents, the surveyed data have been compiled for comparison between the designation hold and their corresponding frequency and duration of using library, and the results are as contained in Table 3 and 4.

Table 3 reveals that the Senior Lecturers to the extent of 50 % visit the libraries more frequently, i.e., 1 to 2 times a week followed by Lecturers (39.68 %), Readers (28.12 %), and Professors being the least, i.e., 22.22 %. While observing the column containing the extent of visit to libraries with a frequency 1 to 2 times a month, it is found that the percentages of Professors being the highest with 66.66 % followed by Lecturers (52.38 %), Readers (46.88 %), and Senior Lecturers were 36 %.

5.4 Effect of Teaching and Research Experience

Analysis was done to explore if the teaching experience and research experience of a faculty made him/her equipped to seek more information for further enhancement of knowledge or feel satisfied with what he/she gathered resulting in reduced information seeking behavior. In this regard, separate analysis for both the factors were made from the surveyed data and compared with the frequency and duration of library use by the individuals and the results of the analysis are tabulated in Table 5, 6, 7, and 8.

From Table 5, it was found that the percentage of the faculty with more than 21 years teaching experience. Regarding duration of use of library by respondents as per teaching experience, the analysis of data of Table 6 revealed that maximum numbers

Table 4 shows that 12 Professors spend 6-12 hours per week while 12 Readers apend 12-18 hours per week. 44 % Sr Lecturer and 50.79 % Lecturer spend less than 6 hours.

Table 1. Frequency of visit to library by the respondents as per qualification

S. No.	Qualification	Frequency of visit to library (%)			
		1-2 times a week	1-2 times a month	Several times a year	1-2 times a year
1.	PhD	34 (54.54)	20 (32.25)	6 (9.68)	2 (3.28)
2.	MPhil	14 (38.89)	17 (47.22)	5 (13.89)	0
3.	Post Graduate	15 (23.08)	41 (63.08)	8 (12.31)	1 (1.53)

Table 2. Duration of use of library by the respondents as per qualification

S. No.	Qualification	Duration of use of library per week (%)			
		Above 18 hours	12-18 hours	6-12 hours	Less than 6 hours
1.	PhD	4 (6.45)	17 (27.42)	28 (45.16)	13 (20.97)
2.	MPhil	2 (5.56)	8 (22.22)	11 (30.56)	15 (41.66)
3	Post Graduate	3 (4.62)	14 (21.54)	14 (21.54)	34 (52.30)

Table 3. Frequency of visit to library by respondents as per designation

S. No.	Post hold (Designation)	Frequency of use of library (%)			
		1-2 times a week	1-2 times a month	Several times a year	1-2 times a year
1.	Professor	4 (22.22)	12 (66.65)	1 (5.56)	1 (5.56)
2.	Reader	9 (28.12)	15 (46.58)	7 (21.88)	1 (3.12)
3.	Sr. Lecturer	25 (50)	18 (36)	7 (14)	0
4.	Lecturer	25 (39.68)	33 (52.38)	4 (6.35)	1 (1.59)

Table 4. Duration of use of library by the respondents as per designation

S. No.	Post hold (Designation)	Duration of use of library per week (%)			
		Above 18 hours	12-18 hours	6-12 hours	Less than 6 hours
1.	Professor	1 (5.56)	4 (22.22)	12 (66.66)	1 (5.56)
2.	Reader	2 (6.25)	12 (37.50)	11 (34.38)	7 (21.87)
3.	Sr. Lecturer	1 (2)	9 (18)	18 (36)	22 (44)
4.	Lecturer	5 (7.94)	14 (22.22)	12 (19.05)	32 (50.79)

of respondents (43.14 %) with teaching experience of 21 years and above and 16-20 years (43.9 %) use library for 6-12 hours per week. It was followed by maximum respondents with teaching experience of 11-15 years (55.26 %), 6-10 years (73.92 %), and 5 years and below (70 %) uses the library for less than 6 hours per week.

Table 7 revealed that the percentages of respondents frequently visiting the library with research experience above 15 years, 11 to 15 years, 6 to 10 years and up to 5 years were 40, 40, 39.06 and 36.73 respectively which show that respondents with more research experience tend to visit the library more frequently. In the next category of frequency of use of library, i.e., 1 to 2 times a month, the percentages were 53.33, 48.57, 48.44, and 44.9 respectively for the above research experience group of respondents. Table 8 revealed that the respondents belonging to the above groups of experience mentioned in the table use the library for above 18 hours a

week to the extent of 13.33, 8.57, 4.69 and 2.04 % respectively, and 12 to 18 hours a week to the extent of 60, 28.57, 25, and 8.16 % respectively.

6. FINDINGS

From the analysis of data, the major findings of the study are summarised as:

(a) Female faculty members of Teachers Training Institutions of Odisha are more qualified than the male faculty members

(b) Majority of respondents visit the institutional libraries once or twice in a month to the extent

(c) Average time spent on the library by a faculty per week has been estimated as 8 hours and 18 minutes

(d) Faculty members with higher qualifications visit libraries more frequently and use library for more times than the respondents with low qualification

Table 5. Frequency of visit to library by respondents as per teaching experiences

S. No.	Teaching experience in years	Frequency of the use of library (%)			
		1-2 times a week	1-2 times a month	Several times a year	1-2 times a year
1.	21 and above	24 (47.06)	24 (47.06)	2 (1.96)	1 (1.96)
2.	16-20	17 (41.46)	19 (46.34)	5 (12.20)	0
3.	11-15	13 (34.21)	16 (42.11)	8 (21.05)	1 (2.63)
4.	6-10	8 (34.78)	11 (47.83)	4 (17.39)	0
5.	5 and below	1 (10)	8 (80)	0	1 (10)

Table 6. Duration of use of library by respondents as per teaching experience

S. No.	Teaching experience in years	Duration of use of library per week (%)			
		Above 18 hours	12-18 hours	6-12 hours	Less than 6 hours
1.	21 and above	4 (7.85)	17 (33.33)	22 (43.14)	8 (15.68)
2.	16-20	3 (7.32)	11 (26.83)	18 (43.90)	9 (21.95)
3.	11-15	2 (5.27)	6 (15.79)	9 (23.68)	21 (55.26)
4.	6-10	0	3 (13.04)	3 (13.04)	17 (73.92)
5.	5 and below	0	2 (20)	1 (10)	7 (70)

Table 7. Frequency of use of library by respondents as per research experience

S. No.	Research experience in years	Frequency of the use of library (%)			
		1-2 times a week	1-2 times a month	Several times a year	1-2 times a year
1.	Above 15	6 (40)	8 (53.33)	0	1 (6.67)
2.	11-15	14 (40)	17 (48.57)	3 (8.57)	1 (2.86)
3.	6-10	25 (39.06)	31 (48.44)	7 (10.94)	1 (1.56)
4.	Up to 5	18 (36.73)	22 (44.90)	9 (18.37)	0

Table 8. Duration of use of library by respondents as per research experience

S. No.	Research experience in years	Duration of use of library per week			
		Above 18 hours	12-18 hours	6-12 hours	Less than 6 hours
1.	Above 15	2 (13.33)	9 (60)	3 (20)	1 (6.67)
2.	11-15	3 (8.57)	10 (28.57)	11 (31.43)	11 (31.43)
3.	6-10	3 (4.69)	16 (25)	18 (28.13)	27 (42.18)
4.	Up to 5	1 (2.04)	4 (8.16)	21 (42.86)	23 (46.94)

(e) Duration of use of library by a faculty does not have any relationships with his position hold, i.e., designation

(f) More the teaching experience, more is the use of library as regards to the frequency of visit and use of library, and

(g) More the research experience more is the use of library in terms of frequency of visit to library and duration of use.

7. CONCLUSIONS

During recent years information has become extremely pervasive and has spread vastly in its contents and dimensions. Also information has become significant part of study and research for all types of users, more particularly for faculty members. Hence it has become very important for academic libraries to assess and evaluate the information needs of faculty members continuously and acquire necessary resources for catering their information need. The present study reveals a healthy picture on the use of libraries by the faculty members of Teachers Training Institutions of Odisha. It is also encouraging fact that the faculty members with higher qualification and experience (teaching/research) use library more in terms of frequency of visit and duration of use. However, the library professionals and authorities of these libraries need to acquire more relevant resources and provide better library services to retain these trends in future. Also keeping pace with the changing library environment, the libraries of Teachers Training Institutions need to introduce ICT-based library services, so that they can cater the information need of faculty members more satisfactorily.

REFERENCES

1. Rouse, W.B. & Rouse, S.H. Human information seeking and design of information systems. *Inf. Process. Manag.*, 1984, **20**(1-2), 129-38.

2. Ren, Wen hua. US Government information need, awareness, and searching: A study of small business executives. *J. Govt. Inf.*, 1999, **26**(5), 453-65.

3. Solomon, P. Discovering information in context. *Annual Rev. Inf. Sci. Technol.*, 2002, **36**(4), 229-64.

4. Tackie, S.N. & Adams, M. Information needs and seeking behavior of engineers in Ghanna: A case study of the Volta river authority. *African J. Lib., Architect. Inf. Sci.*, 2007, **17**(2), 69-78.

5. Ajiboye, J.O. & Tella, A. University undergraduate student's information seeking behavior: Implications for quality in higher education in Africa. *Turkish Online J. Edu. Technol.*, 2007, **6**(1), 13-21.

About the Authors

Dr Sangita Behera is working as the Librarian of Anandapur Anchalik Training College, Keonjar, Odisha. She obtained her BSc (Phy Hons) and MLIS from Sambalpur University, Odisha and PhD (LIS) from Utkal University, Odisha. She has professional experience of more than 17 years and has published some research papers in journals/book chapters. Her areas of interest include users study and library management.

Dr Sunil Kumar Satpathy is working as the Dy. Librarian of NIT, Raipur (C.G). He obtained his MLIS, MA (Pol Sc), PhD (LIS), and PGDLAN from Sambalpur University, Odisha. He has professional experience for more than 17 years. He has co-authored one book on Library Classification, edited three books and has contributed more than 75 papers in different journals/edited books/seminar publications. His areas of interest include: Library automation, digital library, and library management. He has also served as editor and reviewer of some LIS journals.