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The Role of Library and Information
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'Jyotirmay' Parisar,
Dr. Babasaheb Ambedkar Open University Marg,
Sarkhej-Gandhinagar Highway, Chharodi, Ahmedabad - 382 481
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School of Humanities and Social Science

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Editor:

Dr. Priyanki Vyas

Associate Professor, Library and Information Science
School of Humanities & Social Science
Dr. Babasaheb Ambedkar Open University,
S.G Highway, Chharodi, Ahmedabad.

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**INFORMATION SEEKING BEHAVIOR OF SANSKRIT SCHOOL TEACHERS
OF JUNAGDHA AND GIR-SOMNATH DISTRICT : A SURVEY**

Ravindra S. Kale

Ph.D. Student

*Department of Library and Information Science,
Gujarat University*

Dr. Rajeshkumar Gamit

Assistant Professor,

*Dept. Library and Information science,
Gujarat , University.*

ABSTRACT

Information is an important resource, it plays a significant role in each and every corner of the lives of the people in the world. Without it society cannot grow in the terms of Research and Development in Technology, Science etc. for finding new things for humankind. Information professionals now day make study of the information seeking behaviour of different target groups of people because an effective information service largely depends on understanding the information seeking behaviour of different target of people they gathered the information and obtaining information for personal use, knowledge updating and development. Study of data collected from 80 teachers of Junagadh and Gir-Somnath District by administering questionnaires on their information seeking behaviour at Shree Somnath Sanskrit University, Veraval during Workshop on "Teaching Sanskrit to the School Students" organized by SSSU and Supported by DDO of Both the Districts. The Use of library its resources and services is necessary to help teachers meet their information requirements. Finds that textbooks, journals alongwith Internet are the most popular sources of information, for the Teacher for their professional work.

KEYWORDS : Sanskrit School, Seeking behavior, Information Need

Introduction :

Information is an important resource, it plays a significant role in each and every corner of the lives of the people in the world. Without it society cannot grow in the terms of Research and Development in Technology, Science etc. for finding new things for humankind. Information professionals now day make study of the information seeking behaviour of different target groups of people because an effective information service largely depends on understanding the information seeking behaviour of different target of people they gathered the information and obtaining information for personal use, knowledge updating and development.

One of the concerns for Information Science is the information behaviour of different target groups as users of information (Wilson, 2000) because an effective information service depends largely on understanding users' information behavior. Information seeking behaviour is a broad term, which involves a set of actions that an individual, such as a teacher, takes to express information needs, seek information, evaluate and select information and finally uses this information to satisfy his/her information needs (Fatima and Ahmad, 2008).

Teaching and learning are associated with the information and libraries play a vital role to provide information sources and services to facilitate the teaching and learning process. School libraries in particular, have a prominent role in providing information to the teaching and learning communities to enable them easy and timely access to the desired kind of information. The socio-economic and cultural developments of a nation are based on education and research and well developed library and its services to its patrons. Libraries therefore play a vital role in all stages of education especially in school level education, which build a strong foundation for higher education. Therefore, school libraries are required to identify their user's information needs and understand their information seeking behaviour in order to design effective and efficient services and resources.

Purpose of the study

The study sought to establish the information needs and information-seeking behaviour of teachers in secondary schools in Junagadh and Gir-Somnath District of Surashtra Region, Gujarat.

Objectives of the study

1. To determine the information needs of secondary school teachers.
2. To find out the information-seeking behaviour of secondary school teachers.
3. To establish the most preferred sources of information by secondary school teachers.
4. To find out challenges faced by secondary school teachers when seeking for information.

Research questions

This study was guided by the following questions:

1. What are the information needs of secondary school teachers?
2. What is the information-seeking behaviour of secondary school teachers?
3. Which sources of information do secondary school teachers mostly use?
4. What challenges do secondary school teachers in Zambia face when seeking information?

Limitations of the study

It is limited to the teachers attended the workshop organized by SSSU on 25-02-2019 in the campus.

Methodology

The study was a survey of 80 secondary/Higher Secondary schools gathered in the Shree Somnath Sanskrit University (SSSU), Veravil on 25-02-2019 for One day Workshop on “Teaching Sanskrit to the

School Students” organized by SSSU and Supported by District Development Officer (DDO) of Junagadh and Gir-Somnath Districts. Comprising a sample size was 80 teachers. This study used questionnaire-based survey method. The questionnaires were personally distributed to the 80 Teachers of Various Schools of Secondary/Higher Secondary Schools gathered at SSSU Campus. Questionnaires were used to collect data from respondents of which only 42 questionnaires were returned and representing a response rate of 52.5%. 38 questionnaires were not returned by respondents. Data was analyzed using Statistical Package for SPSS version 11.5

Analysis

This section covers general information on the characteristics of the respondents such as sex of respondents, age, educational levels, work experience, and responsibilities. These variables were considered to be important in this study as they are known to influence information needs and information seeking behaviour.

Questions like name, gender, School name, mobile, email and were asked. Out of 42 respondents, 31 (73.8%) were male and 11 (26.2 %) were female.

Tab 1 Gender

N	Valid	42
	Missing	38
Percentiles	80	

Tab. 2 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	31	38.8	73.8	73.8
	Female	11	13.8	26.2	100.0
	Total	42	52.5	100.0	
Missing	System	38	47.5		
Total		80	100.0		

Tab 3 District wise School Participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		38	47.5	47.5	47.5
	Junagadh	23	28.8	28.8	76.3
	Gir-Somnath	19	23.8	23.8	100.0
	Total	80	100.0	100.0	

The Teachers were participated in the Workshop 23 (28.8%) from Junagadh District and 19 (23.8%) from Gir-Somanth District.

Tab. 4 Qualifications

		N	Percent	Valid Percent	Cumulative Percent
Valid	Degree	6	7.5	14.3	14.3
	Master	35	43.8	83.3	97.6
	PHD	1	1.3	2.4	100.0
	Total	42	52.5	100.0	
Missing	System	38	47.5		
Total		80	100.0		

There are 6 (14.3) teachers have Graduate + B.Ed degree, 35 (83.38%) teachers have Master +M.Ed degree and one (2.4%) teacher having PhD degree.

The Teachers are playing other roles in the school besides the teaching is mentioned below

Tab 5 OtherRoll

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Counseling and guidance	28	35.0	87.5	87.5
	Administrative	1	1.3	3.1	90.6
	Sports master	2	2.5	6.3	96.9
	Matron/ Patron of school clubs	1	1.3	3.1	100.0
	Total	32	40.0	100.0	
Missing	System	48	60.0		
Total		80	100.0		

The Teaching Experience of the teachers in year's group mentioned below in Table 6 :11(26.2%) teachers has more than 20 years experience 10(23.8%) teachers has 1 to 5 years experience, 9(21.4%) teachers has 11-15 years experience, 6(26.2) teachers has 16-20 years experience, 5(11.9%) teachers has 6-10 years experience.

Tab 6 Teachers Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	1	1.3	2.4	2.4
	1-5 years	10	12.5	23.8	26.2
	6-10 years	5	6.3	11.9	38.1
	11-15 years	9	11.3	21.4	59.5
	16-20 years	6	7.5	14.3	73.8
	Over 20 years	11	13.8	26.2	100.0
	Total	42	52.5	100.0	
Missing	System	38	47.5		
Total		80	100.0		

The teachers are teaching in the various Classes mentioned below Table 7 : In the 8th to 12th classes.

Tab. 7 Teaching Sanskrit in Class

		8 STD	9 STD	10 STD	11 STD	12 STD
N	Valid	1 (1.3%)	12 (15%)	14(17.5)	35(43.8%)	35(43.8%)
	Missing		67	65	45	45

Besides professional works teacher has to do various task, below Table 8 mentioned about the needs of the teacher like Preparing lesson plans, tests, exam, making keys, Making notes, lectures etc..

Tab.8 Information Need

Information needs	Responses	
	N	Percent
Preparing lesson plans	37	42.5
Preparing tests and exams	34	42.5
Preparing marking keys	20	25.00
Maintaining up to date teaching notes	23	28.5
Preparing lecture/teaching notes	28	35.00
Counseling and guidance	3	3.8
Preparing lab/practical experiments	1	1.3
Administrative roles	10	12.5

Besides professional works teacher has to do various task, in below Table 9 mentioned the importance of the needs for teacher to do the task like Preparing lesson plans, tests, exam, making keys, Making notes, lectures etc..

Tab. 9 Information Need Importance

Information needs	1	2	3	4	5
	Not Important	Less Important	Neutral	Important	Very Important
Preparing lesson plans	4(5%)	1(1.3%)	8(10%)	3(3.8%)	20(25%)
Preparing tests and exams	1(1.3%)	4(5%)	3(3.8%)	18(22.5%)	10(10.5%)
Preparing marking keys	1(1.3%)	4(5%)	4(5%)	9(11.3%)	3(3.8%)
Maintaining up to date teaching notes	1(1.3%)	3(3.8%)	7(8.8%)	3(3.8%)	14(17.5%)
Preparing lecture/teaching notes	3(3.8%)	2(2.5%)	3(3.8%)	6(7.5%)	2(2.5%)
Counseling and guidance	4(5%)	3(3.8%)	3(3.8%)	1(1.3%)	18(22.5%)
Preparing lab/practical experiments	1(1.3%)	3(3.8%)	5(6.3%)	3(3.8%)	2(2.5%)
Administrative roles	1(1.3%)	1(1.3%)	3(3.8%)	6(7.5%)	15(18.8%)

Information seeking behaviour of teachers

In order to investigate information seeking behaviour of secondary school teachers, several questions were asked and the findings were as follows:

Access to information

Respondents were asked to state where they accessed information for teaching. Table 10 below indicates that teachers either obtained the information from the school or outside the school. According to the findings, the majority of teachers (65.7%) accessed information both from within and outside the school, while 22.9% obtained information from within the school and 11.4% outside the school only.

Tab. 10 Obtain the Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Within the school	8	10.0	22.9	22.9
	Outside the school	4	5.0	11.4	34.3
	Both within and outside the school	23	28.8	65.7	100.0
	Total	35	43.8	100.0	
Missing	System	45	56.3		
Total		80	100.0		

Presence of the library

In order to establish which schools had a library or resource centre, respondents were asked to state if their schools had a library or resource centre. Table 11 below shows that 36 teachers indicated that their schools had a library or resource centre while 03 respondents stated that their school had no library or resource centre. One respondent has not answer the quotation.

Tab. 11 Library/ResourceCentre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	45.0	92.3	92.3
	No	3	3.8	7.7	100.0
	Total	39	48.8	100.0	
Missing	System	41	51.3		
Total		80	100.0		

Respondents who indicated that their institution had a library/resource centre were further asked how often they used their library/resource centres. Out of 42 respondents only 36 participants responded to this question and the 11 (30.6%) indicated that they often used the library/resource centre; 19 (1%) stated that they sometimes used the library/resource centre while 16.7% of the teachers indicated that they never used their library/resource centre

Tab. 12 Use of Library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Often	11	13.8	30.6	30.6
	Often	19	23.8	52.8	83.3
	Never	6	7.5	16.7	100.0
	Total	36	45.0	100.0	
Missing	System	44	55.0		
Total		80	100.0		

Furthermore, in a multi response question teachers were asked to state the services they obtained from their library/resource centres. Table 13 below reveals that 29.6% of the respondents used the library for reference services, 29.6% to borrow materials, and 40.7% to access the Internet while photocopy service no respondents gives responses.

Tab. 13 LIBRARY SERVICE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lending/borrowing	8	10.0	29.6	29.6
	Internet services	11	13.8	40.7	70.4
	Reference services	8	10.0	29.6	100.0
	Total	27	33.8	100.0	
Missing	System	53	66.3		
Total		80	100.0		

Respondents were asked if they used the Internet to access information and where they accessed the internet from. It was revealed that the majority of the teachers (87.2%) used the Internet to obtain information while 12.8% stated that they did not. In terms of where they accessed Internet from, while 2 respondents have not answered the question.

Tab. 14 INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	42.5	87.2	87.2
	No	5	6.3	12.8	100.0
	Total	39	48.8	100.0	
Missing	System	41	51.3		
Total		80	100.0		

Table 15 below shows that most of the teachers (58.0%) accessed the Internet from their place of work either from the staffroom, office or computer laboratory; 31.0% accessed Internet from their homes either using their personal laptops or their mobile phones; while 0.0% accessed Internet from Internet cafes.

Tab. 15 Internet Access

Internet Access	Response	
	N	Percent
At work (Office or staff room)	16	20%
School computer lab	13	16.3%
Internet Café	0	0%
Home (using personal laptop)	14	17.5%

Internet and sex of respondents was cross tabulated and the results in table 16 below shows that more male (57.1%) than female (23.8%) used the internet to access information. While 3 respondents not give the answer.

Tab. 16 GENDER * INTERNET Cross tabulation

		INTERNET		Total
		Yes	No	
GENDER	Male	24(57.1%)	5(11.9%)	29
	Female	10(23.8%)	0	10
Total		34	5	39

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Furthermore, in establishing the relationship between Internet and age of respondents, first a cross tabulation was done between Internet and age. The results revealed that of the 39 respondents that answered this question, 4(9.52%) of the respondents aged between 20-30 years old used the Internet while only 10(23.8%) teachers aged between 31-40 years used the Internet and 1(2.38%) not used. Additionally, teachers aged 41-50 years 9(21.4%) indicated that they used the Internet and 1(2.38%) not used, while those aged between 51-60 years only 8(19.04%) stated that they used the Internet among them 3(7.14%) not used. Over the 60 years category 3(7.14%) stated that they used the Internet. The findings from the cross tabulation are shown in table 17 below.

Tab. 17 AGE * INTERNET Cross tabulation

		INTERNET		Total
		Yes	No	
AGE	20-30 years	4(9.52%)	0	4
	31-40 years	10(23.8%)	1(2.38%)	11
	41-50 Years	9(21.4%)	1(2.38%)	10
	51-60 years	8(19.04%)	3(7.14%)	11
	over 60 years	3(7.14%)	0	3
Total		34(80.9%)	5()	39(92.85%)

Sources of information

This section covers findings on the sources of information used by teachers. In order to establish the information seeking behaviour of respondents, respondents were asked to indicate sources of information they consulted when seeking information. Multiple response answers were given as indicated in table 18 below. The study revealed that 85.7% teachers consulted textbooks and reference books such as encyclopedias, dictionaries etc., and 54.76% consulted syllabus documents, 57.14% consulted tests and examination papers from previous years, 52.38% consulted the Internet, 69% consulted their personal notes and handouts, 16.6% consulted colleagues, and 42.8% consulted workshops and presentation papers. Government documents were consulted by 61.9% respondents and only 52.38% respondents consulted the Librarian when seeking information.

Tab. 18 Information Source

		YES	No	Responses
1	Textbooks and reference books (encyclopedia, dictionary, etc.	36 (85.7%)	0()	06(14.28%)
2	Internet	22(52.38%)	3(7.14%)	17(40.47%)
3	Librarians	22(52.38%)	2(4.76%)	18(42.8%)
4	Colleagues	7(16.6%)	10(23.89%)	25(59.5%)
5	Workshops and in-service presentations	18(42.8%)	2(4.76%)	22(52.38%)
6	Government documents	26(61.9%)	01(2.38%)	13(30.9%)
7	Personal notes and handouts	29(69%)	2(4.76%)	11(26.1%)
8	Tests/examination papers from previous years	24(57.14%)	0	18(42.8%)
9	Syllabus documents	23(54.76%)	0	19(45.23%)
10	Others (please specify)	0	0	0

In order to establish the satisfaction level of respondents with the sources of information, respondents were asked to state their satisfaction levels on a five point rating scale as 5 = very satisfied, 4 = satisfied, 3 = neutral, 2 = less satisfied and 1 = not satisfied. In order to establish which information sources were ultimately satisfying or not, the scores for very satisfied and satisfied were put together to represent satisfied. Those for less satisfied and not satisfied were also put together to represent not satisfied. The scores for neutral were ignored since the option would not help one in decision making. The results are shown in table 19 below. The table shows that 33.33% respondents were satisfied with textbooks and reference books, followed by those satisfied with Internet, test and examination papers from previous years 23.8% each, personal notes and handouts 26.19%, syllabus documents 61.9% and 2.3% respondents were satisfied with colleagues as sources of information. The study further reveals that 50% respondents were also satisfied with workshop and in-service presentation papers, 14.28% were satisfied with Government documents and only 9.52% respondents were satisfied with the Librarian as a source of information its indicate that librarian should proactive in their filed.

Tab. 19 Information sources according to level of satisfaction

	1	2	3	4	5
	Not Important	Less Important	Neutral	Important	Very Important
Textbooks and reference books (encyclopedia, dictionary, etc.	5(11.9%)	4(9.52%)	2(4.76%)	9(21.42%)	14(33.33%)
Internet	0(0.0%)	2(4.76%)	9(21.42%)	18(42.8%)	10(23.8%)
Librarians	2(4.76%)	3(7.14%)	7(16.66%)	9(21.42%)	4(9.52%)
Colleagues	3(7.14%)	2(4.76%)	0.0%	12(28.57%)	1(2.38%)
Workshops and in-service presentations	1(2.38%)	5(11.9%)	5(11.9%)	10(23.8%)	21(50%)
Government documents	2(4.76%)	2(4.76%)	6(14.28%)	9(21.42%)	6(14.28%)
Personal notes and handouts	3(7.14%)	5(11.9%)	3(7.14%)	5(11.9%)	11(26.19%)
Tests/examination papers from previous years	3(7.14%)	2(4.76%)	5(11.9%)	8(19.04%)	9(21.42%)
Syllabus documents	3(7.14%)	7(16.66%)	4(9.52%)	12(28.57%)	26(61.09%)
Others (please specify)	0	0	0	0	0

Table 20 below shows the communication channels used by respondents. The study revealed that out of 80 respondents only 42 respondents answered this question and out of these, 23 (28.8%) preferred to communicate face-to-face. The media such as radio, television and newspapers was used as a communication channel by 33.8% of respondents, the Library (27.5%), Social media such as Twitter and Face book (30%) and e-mail (10%). The study further revealed that teachers for Personal notes handouts (26.3%), Tests/examinations papers from previous years used as communication channel (22.5%) and Syllabus documents (26.3%)

Tab. 20 Communication Channels Obtain for Information

	Channel	Responses	
		N	Percent
1	Face to face	23	28.8
2	Social media e.g. Face book, twitter	24	30
3	Library	22	27.5
4	Media (Radio, TV, newspaper, etc)	27	33.8
5	E-mail	8	10
6	Other specify	5	6.3
7	Personal notes and handouts	21	26.3
8	Tests/examination papers from previous years	18	22.5
9	Syllabus documents	21	26.3
10	Others (please specify)	0	0

Tab. 21 Importance of Channels of communication

	1	2	3	4	5
	Not Important	Less Important	Neutral	Important	Very Important
Face to face	2(4.76%)	3(7.14%)	3(7.14%)	7(16.66%)	12(28.57%)
Social media e.g. Facebook, twitter	3(7.14%)	2(4.76%)	0(0%)	6(14.28%)	12(28.57%)
Library	1(2.38%)	1(2.38%)	7(16.66%)	14(33.33%)	7(16.66%)
Media (Radio, TV, newspaper, etc)	4(9.52%)	1(2.38%)	5(11.9%)	7(16.66%)	11(26.19%)
E-mail	1(2.38%)	3(7.14%)	4(9.52%)	5(11.9%)	1(2.38%)
Other specify	0(0%)	0(0%)	8(19.04%)	2(4.76%)	2(4.76%)
Personal notes and handouts	3(7.14%)	2(4.76%)	2(4.76%)	7(16.66%)	14(33.33%)
Tests/examination papers from previous years	4(9.52%)	0(0%)	1(2.38%)	2(4.76%)	17(40.47%)
Syllabus documents	4(9.52%)	0(0%)	0(0%)	9(21.42%)	12(28.57%)
Others (please specify)	0	0	0	0	0

In order to establish challenges teachers face when seeking information teachers were asked to indicate the challenges they encountered as they sought information. The study revealed that teachers faced various challenges when seeking information as illustrated in table 22 below. (33.33%) of the respondents indicated that they faced the challenge of inadequate Information Communication Technology (ICTs), followed by the problem of having too many learners in class and heavy teaching loads (38%), outdated information resources in the library/resource centre (11.9%), lack of time (40.47%), lack of library/resource centre 14 (33.33) lack of qualified library personnel 12(28.57%). These result shows that more than 14 schools do not have Library or Resource center facilities, 12 schools indicate that they have not qualified staff, that mean Library is established but the staff and other infrastructures are still required.

Tab. 22 Challenges do you face when seeking Information

Challenges	Responses	
	N	Percent
Inadequate ICTs	14	17.5
Heavy teaching loads and too many learners in class	16	20
Outdated information resources in the library/resource centre	5	6.3
Lack of time	17	17.5
Lack of library/resource centre	14	17.5
Lack of qualified library personnel	12	15

Summary

This paper presented the findings of the research as analyzed from all the administered questionnaires. The findings revealed that most teachers needed information pertaining to preparing lesson plans, preparing tests and examinations, and preparing marking keys. The study further revealed that in the process of trying to meet their information needs, teachers accessed information from both within their schools and outside their schools. With regard with to information sources, it was observed that teachers used various information sources and the mostly consulted were textbooks and reference books, syllabus documents, and tests and Examination papers. Finally, the findings showed that teachers faced various challenges and the major ones were inadequate ICTs, heavy teaching loads and too many learners in class and outdated information resources in the library/re-

source centre. Some School does not have library and trained library professionals to overcome this problem the well equipped library and train library staff has to be appoint for betterment of the students and teachers and growth of the country.

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