

## Exploring the Information-Seeking Behaviour of Faculty Members in University Libraries of Telangana: A Comprehensive Study"

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### Abstract

*This study explores the information-seeking behaviour of faculty members in university libraries across Telangana, with the aim of understanding their preferences, usage patterns, and challenges in accessing academic resources. University libraries serve as essential hubs for academic and research activities, yet the specific information-seeking practices of faculty members in this region have not been comprehensively examined. Through a mixed-methods approach, this study investigates the types of information resources most frequently used by faculty, preferred modes of access (digital or physical), and the factors influencing their selection of information. Additionally, the research identifies key obstacles faced by faculty members, including issues related to resource availability, accessibility, and user satisfaction with library services. The findings highlight the evolving nature of academic information-seeking in the digital age and provide valuable insights for library professionals to enhance the effectiveness of library services, resource management, and faculty support. The study contributes to a better understanding of faculty information needs and offers recommendations for improving library practices in the context of Telangana's university libraries.*

**Key Words:** *Information-Seeking Behaviour, Faculty Members, University Libraries, Telangana, Academic Resources, Library Services, Information Access, Research Support, Library Resources & Faculty Needs*

### Introduction

In today's digital age, the way faculty members engage with information plays a crucial role in their teaching, research, and professional development. University libraries serve as primary sources for academic resources, offering faculty access to a wealth of information in various formats. However, the patterns and preferences related to how faculty members seek, use, and evaluate this information remain underexplored in the context of university libraries in Telangana. Understanding these behaviours can help library professionals develop strategies to enhance resource accessibility, improve information services, and better support academic and research initiatives.

This study delves into the information-seeking behaviour of faculty members in university libraries across Telangana. It investigates the types of information resources they primarily use, their preferred modes of access, the challenges they face, and how they make decisions

regarding the selection of information. By gaining insights into these patterns, the study aims to offer valuable recommendations for improving library services, resource management, and user satisfaction.

### **Need and Importance**

The information-seeking behaviour of faculty members is a critical factor influencing the effectiveness of academic and research activities at universities. As the role of libraries continues to evolve in the digital era, understanding how faculty engage with library resources is essential for ensuring that libraries meet the diverse needs of their users. Faculty members, being key stakeholders in academic and research functions, rely heavily on university libraries for access to current literature, journals, databases, and other scholarly resources that support their teaching and research.

In the context of Telangana, university libraries play a vital role in facilitating access to educational and research materials. However, there is limited research specifically focused on the information-seeking habits, challenges, and preferences of faculty members in this region. Understanding these aspects is crucial to enhancing the efficiency and relevance of library services.

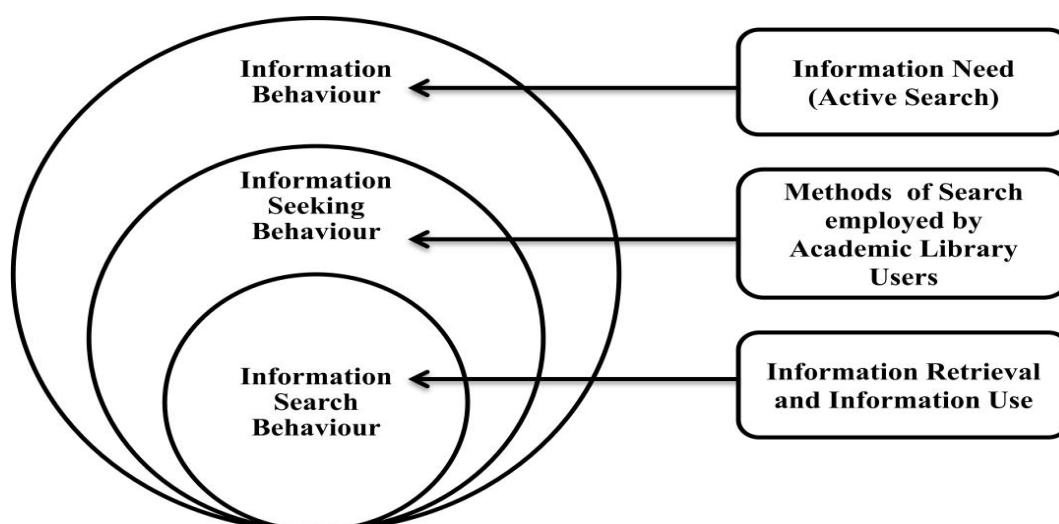
#### **The importance of this study lies in several areas:**

1. **Improvement of Library Services:** Identifying faculty members' information-seeking habits will help libraries tailor their services to better meet the academic needs of faculty, improving user satisfaction and resource utilization.
2. **Resource Management:** Insights from the study can assist library management in making informed decisions regarding resource acquisition, focusing on the types of information and formats most relevant to faculty users.
3. **Supporting Teaching and Research:** By understanding how faculty access and use information, libraries can enhance support for academic and research initiatives, fostering a more productive teaching and research environment.
4. **Digital Literacy and Access:** In an era where digital resources dominate academic information, understanding faculty members' preferences between digital and physical resources is crucial for shaping library collections, improving access to online databases, and promoting digital literacy.
5. **Regional Context:** With universities across Telangana varying in size, infrastructure, and accessibility to resources, studying faculty members' information-seeking

behaviour can provide region-specific insights that may not be addressed in broader, national-level studies.

- 6. Policy and Planning:** The findings from this research can contribute to policy-making within university libraries, guiding decisions related to space planning, digital infrastructure, and staff training, ultimately benefiting the wider academic community.

This study is necessary to bridge the gap in understanding faculty members' information-seeking behaviour in Telangana, thereby fostering the development of more effective, responsive, and forward-looking university libraries in the region.



### Information Seeking Behaviour:

Information behaviour encompasses information seeking as well as the totality of other unintentional or passive behaviours (such as glimpsing or encountering information) as well as purposive behaviours that do not involve seeking, such as avoiding information (Case, 2002). The phrase Information-Seeking Behaviours has been defined variously by different authors. According to Krikelas (1983) information seeking behaviours refers to — any activity of an individual that is undertaken to identify a message that satisfies perceived needs\

## **Information-Seeking Behavior of Faculty Members in Universities**

The information-seeking behavior of faculty members in universities is a critical aspect that influences the quality of teaching, research, and overall academic productivity. Faculty members, who are key stakeholders in the academic ecosystem, rely on university libraries and digital resources to access information relevant to their disciplines, research, and teaching methodologies. Understanding the patterns, preferences, and challenges faced by faculty members in seeking information is crucial for improving library services, supporting academic activities, and promoting efficient knowledge dissemination.

Below are some key elements that shape the information-seeking behavior of faculty members in universities:

### ***1. Purpose of Information-Seeking***

Faculty members seek information primarily for:

- **Research and Scholarly Work:** They require access to up-to-date research articles, journals, databases, and reference materials that support their scholarly activities, such as publishing papers, conducting experiments, or writing books.
- **Teaching and Curriculum Development:** Faculty seek textbooks, course materials, multimedia content, and pedagogical resources to enhance the quality of their lectures, seminars, and workshops.
- **Professional Development:** Information is sought for attending conferences, workshops, and keeping up with the latest developments in their fields.
- **Grant and Funding Applications:** Faculty often seek information on funding opportunities, research grants, and the application processes to support their research projects.

### ***2. Sources of Information***

Faculty members use a variety of sources to fulfill their information needs:

- **Print Resources (Books, Journals):** While digital resources have become more prevalent, printed materials like textbooks, scholarly journals, and monographs still play an important role in research and teaching.
- **Online Databases and Digital Libraries:** Digital resources such as academic databases (e.g., JSTOR, Scopus, PubMed), e-journals, and digital archives are among the most commonly used sources for faculty members to access current research and publications.
- **Institutional Repositories and Open Access Resources:** Institutional repositories, which often include faculty research outputs and theses, as well as open access

journals, are increasingly relied upon to obtain freely accessible research papers and publications.

- **Internet and Search Engines (Google Scholar, ResearchGate):** Search engines like Google Scholar and academic social networks like ResearchGate are frequently used by faculty members to locate relevant scholarly content, access preprints, and connect with other researchers.
- **Library Catalogs and Discovery Systems:** University libraries' online catalogs and discovery systems (such as Library of Congress cataloging or integrated library systems) are essential tools for faculty to locate and borrow both print and digital resources.

### ***3. Information-Seeking Patterns***

- **Time of Use:** Faculty typically engage in information-seeking activities based on academic schedules, with peak activity periods aligned with course preparations, research projects, grant applications, or publication deadlines.
- **Frequency:** The frequency of information-seeking varies by discipline and specific academic needs. Some faculty members seek information regularly to stay updated, while others do so more sporadically based on project timelines or specific academic needs.
- **Access Mode Preference:** Faculty may show a preference for digital resources, especially when conducting research, as online databases, journals, and e-books offer faster access. However, many still prefer print materials for specific research tasks, particularly in fields where detailed, lengthy studies are necessary.

### ***4. Challenges in Information-Seeking***

Faculty members face several challenges in seeking information:

- **Information Overload:** The overwhelming volume of available academic literature can make it difficult for faculty to filter and find relevant information, especially in fast-evolving fields.
- **Access Barriers:** Despite advancements in digital libraries, faculty may encounter limitations in accessing certain subscription-based resources, journals, or databases due to budget constraints or institutional restrictions.
- **Lack of Time:** Many faculty members experience time constraints due to their teaching, administrative duties, and research commitments, which can limit the time they have to search for and evaluate relevant information.

- **Technology and Digital Literacy Issues:** While younger faculty members may be more adept with digital tools, others may face challenges in using advanced search techniques or navigating complex digital libraries and databases.
- **Poor User Experience in Library Systems:** In some cases, library discovery systems or catalogs may not be intuitive or user-friendly, leading to frustration and time lost in navigating these systems.

### ***5. Factors Influencing Information-Seeking Behavior***

- **Discipline and Research Focus:** Faculty members in different academic disciplines have varying information-seeking needs. For instance, humanities scholars may rely more on books and archival resources, while STEM faculty members may depend more on journal articles and datasets.
- **Research Collaboration and Networking:** Collaborative research often influences information-seeking behaviors. Faculty members involved in multi-institutional or interdisciplinary research projects may seek broader sources of information and engage in more collaborative search activities.
- **Personal Preferences and Expertise:** Individual preferences, including a faculty member's level of expertise with certain resources or formats, influence their approach to seeking information. Some may prefer hands-on searching in physical archives, while others may prioritize the speed and convenience of online search.
- **Library Services and Support:** The availability and quality of library services, such as research consultations, interlibrary loan programs, and personalized training, can significantly influence how effectively faculty members find the information they need.

### ***6. Information-Seeking Strategies***

Faculty members employ various strategies to find the information they need:

- **Keyword Searches:** They commonly use specific keywords, phrases, or subject terms related to their research area to search databases and digital libraries.
- **Bibliographic Mining:** Faculty often trace the reference lists of relevant papers, books, and articles to discover additional resources and expand their research.
- **Consulting Colleagues and Networks:** Informal channels like colleague recommendations, academic social media platforms (e.g., ResearchGate), and online research communities can be useful for locating valuable resources.

- **Library Support Services:** Many faculty members consult librarians or attend library workshops to improve their research skills and learn about new resources or tools available through their university's library.

The information-seeking behavior of faculty members in universities is shaped by a combination of academic goals, resource availability, institutional support, and personal preferences. Understanding these factors helps libraries and academic institutions to optimize their services, enhance access to resources, and provide support that aligns with faculty members' needs. As digital technologies continue to reshape the academic landscape, university libraries must adapt to these changing demands and continue to evolve their strategies for delivering timely, relevant, and high-quality information to faculty members.

### **Information Needs of Faculty Members in Universities**

Faculty members in universities have diverse and complex information needs that vary depending on their academic discipline, research interests, and professional roles. Understanding these needs is essential for universities and libraries to offer relevant resources and services that can support teaching, research, and professional development. Below are some of the key categories of information needs of faculty members:

#### ***1. Research-Related Information Needs:***

Faculty members rely heavily on access to up-to-date and credible information for their research activities. This includes:

- **Scholarly Articles and Journals:** Access to peer-reviewed journals, research papers, conference proceedings, and other academic publications in their field of study.
- **Databases and Repositories:** Databases that offer extensive collections of academic articles, dissertations, patents, and other research resources (e.g., JSTOR, Scopus, PubMed).
- **Books and Monographs:** Monographs, books, and reference materials that provide in-depth analysis and foundational knowledge for research topics.
- **Data and Statistical Information:** Datasets, government reports, statistical analysis, and other forms of empirical data needed for research and study.

#### ***2. Teaching and Pedagogical Information Needs:***

Faculty members also require a wide range of information to enhance their teaching methods and course content. This includes:

- **Textbooks and Course Materials:** Up-to-date textbooks, teaching guides, and lecture notes relevant to the courses they teach.

- **Multimedia Resources:** Access to videos, animations, and other multimedia content that can enhance the learning experience.
- **Curriculum and Syllabus Resources:** Information on curriculum development, teaching methodologies, and best practices for course delivery.
- **Assessment Tools:** Tools for designing assessments, grading rubrics, and examples of assignments and tests used in higher education.

### ***3. Professional Development Needs:***

Faculty members continuously seek information that can help them advance their professional growth. This includes:

- **Workshops and Training Materials:** Information on professional development opportunities such as workshops, seminars, and certifications related to pedagogy, research, and other areas of interest.
- **Conferences and Networking Opportunities:** Information about academic conferences, symposia, and events that facilitate networking, collaboration, and knowledge exchange.
- **Career Advancement Resources:** Information on academic promotions, grants, fellowships, and other career-related opportunities.

### ***4. Institutional and Administrative Information:***

Faculty members need to stay informed about university policies, regulations, and administrative procedures that affect their roles and responsibilities. This includes:

- **University Policies and Guidelines:** Information on institutional policies, academic regulations, ethical guidelines, and codes of conduct.
- **Grant and Funding Opportunities:** Information on available funding sources for research, teaching innovations, and academic projects.
- **Collaborative Research Opportunities:** Information on collaborative research projects, interdisciplinary initiatives, and university partnerships that could align with their research interests.

### ***5. Information for Personal and Social Needs:***

Faculty members also seek information for personal development and social engagement. This could include:

- **Health and Wellness Resources:** Information on maintaining work-life balance, mental health resources, and wellness initiatives provided by the institution.
- **Social Events and Networking:** Information about university events, social gatherings, and academic social networks that facilitate peer engagement.



- **Grants for Personal Projects:** Availability of personal development grants and fellowships outside of their regular academic work.

#### ***6. Access to Technological and Digital Resources:***

In an increasingly digital world, faculty members need access to cutting-edge technologies and digital tools. This includes:

- **Digital Libraries and E-Resources:** Access to electronic journals, e-books, digital libraries, and other online resources.
- **Online Collaboration Tools:** Software and platforms for virtual collaboration, research sharing, and communication with colleagues and students.
- **Cloud-Based Tools for Data Management:** Tools for storing, sharing, and managing research data securely and efficiently.

#### ***7. Information for Grant Writing and Publication Needs:***

Faculty members often need information related to applying for grants and publishing research findings. This includes:

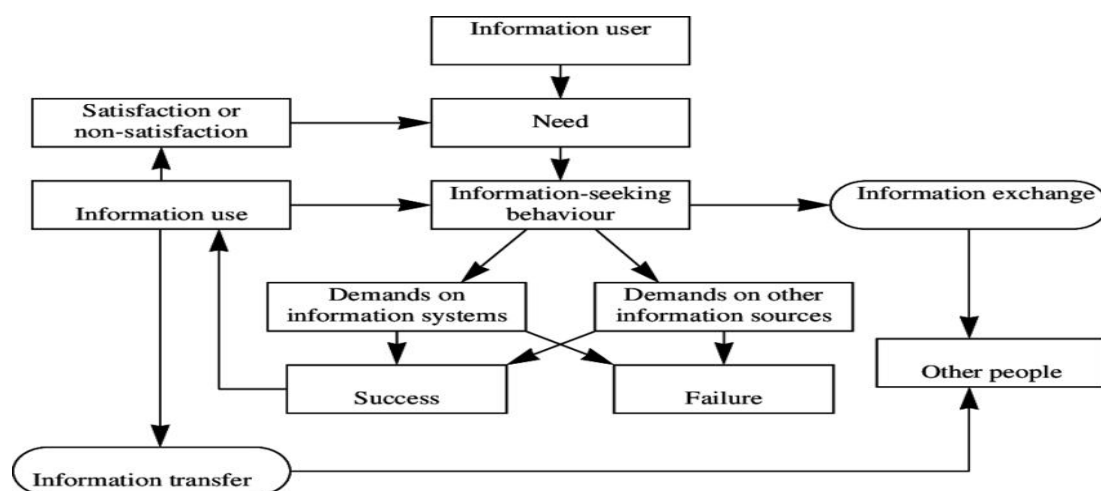
- **Funding Agencies and Grant Information:** Access to current funding opportunities, grant guidelines, and application procedures.
- **Publication Outlets and Journals:** Information about appropriate journals for publishing research, submission guidelines, and the peer-review process.

#### ***8. Local and International Research Trends:***

Faculty members also require information on the latest trends and developments in their field of research. This includes:

- **Emerging Research Areas:** Information on new research topics, methodologies, and advancements in their discipline.
- **Global Research Networks:** Access to global academic research networks, publications, and collaborative opportunities.

The information needs of faculty members are multi-faceted, ranging from academic resources required for teaching and research to professional development and administrative requirements. Understanding these diverse needs allows universities and libraries to offer tailored services that ensure faculty members have the necessary support to succeed in their academic and professional pursuits. The evolving nature of academic research and teaching in the digital age emphasizes the importance of providing easy access to both traditional and digital resources, as well as fostering environments that encourage lifelong learning and professional growth.



## Library Collections in University Libraries for Faculty Members

University libraries play a crucial role in supporting the academic, research, and professional development needs of faculty members. A well-curated library collection is essential to enable faculty to access the necessary resources for their teaching, research, and scholarly activities. These collections are diverse, covering a wide range of subjects, formats, and types of information. Below are key components of library collections specifically designed to meet the needs of faculty members in universities:

### 1. Print Collections

- **Books and Monographs:** Faculty members rely on university libraries to provide access to a wide array of academic books and monographs that serve as primary sources of knowledge in their field of study. These include textbooks, reference books, research publications, and scholarly works that provide in-depth information on specific topics.
- **Journals and Periodicals:** Physical copies of academic journals and periodicals remain a vital part of library collections. Faculty members often require access to specialized journals that cover the latest research in their area of expertise. These may include peer-reviewed journals, scholarly magazines, and professional publications.
- **Reference Materials:** Dictionaries, encyclopedias, handbooks, and bibliographies are essential for faculty members to obtain quick factual information and background knowledge on various topics.
- **Theses and Dissertations:** Faculty often consult theses and dissertations for research insights, methodologies, and to understand the current state of research in their discipline.

## ***2. Digital Collections***

- **E-Books and Online Texts:** The transition to digital resources has made e-books and online texts increasingly important. Faculty members use e-books to access textbooks, research publications, and other academic texts quickly and remotely. These resources are especially valuable for faculty engaged in research or those teaching courses that require up-to-date information.
- **E-Journals and Databases:** Access to digital journals and academic databases (e.g., JSTOR, SpringerLink, Scopus, PubMed) is one of the most critical components of a university library's collection for faculty. These databases allow faculty to access thousands of peer-reviewed articles, conference proceedings, research papers, and other scholarly content that is essential for their academic work.
- **Institutional Repositories:** Many universities maintain digital repositories of faculty research outputs, theses, dissertations, and other academic materials. These repositories are crucial for promoting faculty research, facilitating collaborations, and making institutional knowledge widely accessible.
- **Digital Archives and Special Collections:** University libraries often maintain digital archives of historical records, manuscripts, rare texts, and unique collections that can be useful for faculty engaged in specialized or interdisciplinary research.

## ***3. Multimedia Resources***

- **Audio and Video Materials:** Faculty members may require multimedia resources for teaching purposes. These include educational videos, audio lectures, recorded webinars, podcasts, and multimedia tutorials that enhance the learning experience for students and provide supplementary content for courses.
- **Data and Statistical Resources:** In disciplines like social sciences, economics, and sciences, faculty often require access to datasets, research data, and statistical databases to support empirical research and data-driven analysis.
- **Interactive Learning Tools:** Digital tools, simulations, and software platforms that provide faculty with interactive resources for teaching and research. These may include mathematical modeling tools, virtual laboratories, or language learning applications.

## ***4. Specialized Subject-Specific Collections***

Faculty members in different academic fields require specialized resources that cater to their specific research and teaching needs:

- **STEM (Science, Technology, Engineering, Mathematics):** For STEM faculty, access to scientific journals, technical reports, conference proceedings, and research data is critical. Databases such as IEEE Xplore, ScienceDirect, and SpringerLink are essential for keeping up with the latest research.
- **Humanities and Social Sciences:** Faculty members in the humanities often rely on historical texts, cultural studies, literary works, and philosophical treatises. Libraries may house collections of classical works, literary archives, and primary source materials.
- **Medical and Health Sciences:** Faculty in medical and health sciences require access to clinical guidelines, medical journals, case studies, patient records, and pharmaceutical research materials to support teaching and research activities.
- **Law and Political Science:** Faculty in law and political science departments rely on access to legal journals, case law databases, treaties, government publications, and international policy documents to stay updated in their field.

#### ***5. Research Support Resources***

- **Research Methodology Guides:** Books, e-books, and databases dedicated to research methodologies are crucial for faculty members who need guidance on research design, data collection, statistical analysis, and writing research papers. These resources are especially valuable for those conducting new and innovative research projects.
- **Citation and Reference Management Tools:** Tools like EndNote, Mendeley, and Zotero, as well as guides for citation styles (APA, MLA, Chicago, etc.), are essential for faculty members working on scholarly articles and ensuring proper referencing in their publications.
- **Grants and Funding Resources:** University libraries often maintain collections of resources on available research grants, funding opportunities, and grant-writing guides that are valuable for faculty members looking for financial support for their research endeavors.

#### ***6. Open Access Resources***

- **Open Access Journals and Repositories:** Open access resources play an important role in providing faculty with free access to scholarly articles, research papers, and data. Many faculty members prefer these resources for accessing peer-reviewed research without the financial or institutional barriers posed by subscription-based journals.

- **Government Publications and Reports:** University libraries often house a collection of government documents, research reports, and white papers that are publicly available and vital for research in fields such as economics, policy studies, and social sciences.

### ***7. Online Learning and Teaching Resources***

- **MOOCs and Online Course Materials:** Many faculty members seek access to materials related to online teaching platforms and Massive Open Online Courses (MOOCs) for professional development or to integrate new methods of online learning into their own courses.
- **Teaching Modules and Pedagogical Resources:** Libraries often house collections of instructional design guides, course development resources, and materials on best practices in pedagogy that support faculty in developing their teaching skills and enhancing student learning outcomes.

### ***8. Interlibrary Loan and Document Delivery Services***

- **Interlibrary Loan Services:** University libraries often collaborate with other academic institutions to provide faculty members with access to materials not available in their own collections. Faculty members can request books, articles, and other resources from partner libraries through interlibrary loan systems.
- **Document Delivery Services:** For resources that are not available in digital format or require specific access rights, faculty members can use document delivery services to obtain scanned copies of articles, book chapters, and other materials.

A well-rounded and diverse library collection is crucial for the academic success of faculty members in universities. These collections should provide access to both traditional print resources and modern digital tools that support research, teaching, and professional development. By offering a variety of resources, including books, journals, databases, multimedia, and specialized subject collections, university libraries play a pivotal role in meeting the information needs of faculty members and fostering an environment of academic excellence. Continuous investment in expanding and curating these collections ensures that faculty can access the latest, most relevant, and high-quality resources to advance their work.

Understanding these features helps in designing better library services and resources that align with faculty needs, thus enhancing their ability to teach, conduct research, and stay professionally informed.

Ensure that each reference entry is properly formatted with hanging indents in your document. If you have specific sources, you can replace the placeholders with the actual details from your research. The study on the information-seeking behavior of faculty members in business management schools of Telangana highlights several key insights and implications for academic libraries and faculty support systems.

## **Challenges in Information-Seeking Behavior of Faculty Members in Universities**

### ***1. Information Overload***

Faculty members often face an overwhelming amount of academic content, which can lead to difficulties in managing and selecting relevant materials. The constant publication of research articles, journals, and new studies can make it challenging for faculty to filter and prioritize what is most pertinent to their work. The abundance of information in their field can result in wasted time and reduced efficiency when trying to stay updated with the latest research trends.

### ***2. Access Barriers and Resource Limitations***

A major challenge for faculty members is the difficulty in accessing essential research materials due to subscription-based databases, licensing restrictions, or insufficient resources in their university's library collection. Some journals and academic papers are behind paywalls, limiting access to crucial information. This lack of access can delay research progress, hinder the preparation of teaching materials, or result in faculty members using outdated or incomplete sources.

### ***3. Time Constraints***

Faculty members often have multiple roles, including teaching, conducting research, and fulfilling administrative duties. The limited time available for information-seeking activities means that faculty members may not be able to dedicate adequate time to thoroughly search for, analyze, or review relevant materials. As a result, their searches may be superficial or rushed, impacting the quality of their research and teaching materials.

### ***4. Complexity of Library Systems and Digital Tools***

Library systems and digital platforms can often be difficult to navigate, especially for faculty members who are not familiar with advanced search functionalities or the specific tools available to them. Complex user interfaces, non-intuitive cataloging, and inefficient search filters may discourage faculty from utilizing library resources effectively, leading to frustration and wasted time.

### ***5. Lack of Familiarity with Digital Resources and New Technologies***

Some faculty members, particularly those with limited digital literacy or who have been in academia for a longer period, may not be familiar with newer digital resources, databases, or research management tools. This lack of familiarity with technology can limit their ability to efficiently access and utilize valuable academic resources, slowing down their research productivity and the integration of new digital tools into their teaching.

### ***6. Difficulty in Finding Interdisciplinary or Niche Resources***

Faculty members working in interdisciplinary fields or niche research areas may struggle to find specialized resources that span multiple disciplines. Libraries may not always have comprehensive collections for emerging or highly specific topics, making it difficult for faculty to find relevant academic papers, books, or data. This challenge can hinder collaboration and interdisciplinary research, as faculty might have to rely on resources outside the library's collections.

### ***7. Inadequate Support for Remote Access***

As remote work and online learning continue to rise, faculty members often encounter challenges accessing university library resources from off-campus locations. Some library systems may not be optimized for remote access, or faculty may face issues with login credentials, VPNs, or mobile access. These barriers can disrupt research workflows, especially for faculty who frequently work remotely or travel for academic purposes.

### ***8. Limited Awareness of Available Resources***

A lack of awareness about available resources and services within the library can limit faculty engagement. Faculty members may not know about new databases, tools, or services offered by the library, resulting in underutilization of resources that could enhance their research and teaching. New faculty, in particular, may be unaware of all the library services and collections available to support their academic needs.

### ***9. Changing Information Needs***

The information needs of faculty members evolve as their research areas shift, new projects are initiated, or they take on different teaching responsibilities. University libraries may not always be responsive to these changing needs, leading to gaps in resources or insufficient support for emerging research topics. Faculty may find that the library's existing collections or services no longer meet their updated requirements, which can hinder their academic progress.

Each of these challenges can hinder the ability of faculty members to fully utilize library resources, impacting their research productivity, teaching effectiveness, and overall academic

performance. Addressing these issues requires ongoing collaboration between faculty and library staff to ensure that university libraries are responsive to the needs of their academic community.

### **Future Research Directions:**

Further research could explore the impact of specific library interventions on faculty information-seeking behavior and satisfaction. Additionally, studies could investigate the evolving information needs of faculty as business education and industry practices change. Examining the effectiveness of new technologies and resource-sharing models in addressing faculty challenges could also provide valuable insights.

### **Conclusion**

The study on the **information-seeking behavior of faculty members in the university libraries of Telangana** provides valuable insights into the challenges, preferences, and patterns of information usage within academic environments. It underscores the critical role university libraries play in supporting faculty's research, teaching, and professional development by providing access to both traditional and digital resources.

Several key factors influence the information-seeking behavior of faculty members, including their discipline, research focus, personal preferences, and the available library resources. Faculty members in universities in Telangana primarily rely on a mix of print and digital resources to fulfill their academic needs. While digital platforms, such as online databases, e-journals, and institutional repositories, are increasingly preferred for their convenience and efficiency, print resources continue to be valued, especially in specific disciplines like the humanities and social sciences.

However, the study highlights numerous challenges faced by faculty members, such as information overload, access barriers due to subscription costs, time constraints, and difficulties in navigating complex library systems. These challenges can impact the efficiency and effectiveness of their information-seeking activities, ultimately affecting the quality of their research and teaching.

Furthermore, faculty members expressed a need for more personalized support and better awareness of the resources available to them, suggesting that university libraries should enhance user training programs, offer tailored research consultations, and improve access to resources through interlibrary loans and digital platforms.

To address these challenges and enhance faculty satisfaction, university libraries in Telangana must adopt strategies that include:



- Improving the usability and accessibility of library systems.
- Expanding access to digital resources and open-access platforms.
- Offering continuous training on new technologies, databases, and research tools.
- Establishing regular communication between faculty and library staff to better understand evolving academic needs.

By addressing these issues, university libraries can better support faculty members in their academic endeavors, foster research productivity, and enhance teaching effectiveness, ultimately contributing to the overall academic success of the institution.

In conclusion, this comprehensive study provides essential recommendations for improving the information-seeking experience of faculty members in Telangana's university libraries. It is crucial for libraries to continue evolving in response to the changing landscape of academic research and teaching to ensure they remain a valuable resource for faculty members.

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