

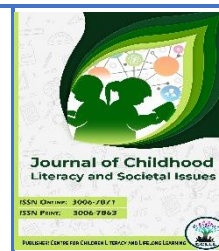


Journal of Childhood Literacy and Societal Issues

Peer-reviewed, Open-access, HEC-recognized Y-category

Journal DOI: <https://doi.org/10.71085/joclsi>

P-ISSN: [3006-7863](#) E-ISSN: [3006-7871](#)



The Information Landscape of Rural Teenage Girls: A Study of District Swabi, Pakistan

Sheema Sadiq¹

Syed Arif Ali Shah²

Dr. Saima Hanif³

¹MS Scholar, Sarhad University of Science and Information Technology, Peshawar

²HOD, LIS Department, Sarhad University of Science and Information Technology, Peshawar

³Assistant Professor, Sarhad University of Science and Information Technology, Peshawar

Correspondence: Saima Hanif, Email: saima.lis@suit.edu.pk

Doi: <https://doi.org/10.71085/joclsi.04.01.69>

Article information

Article History:

Received: 2025-02-18

Received in revised form:
2025-04-26

Accepted: 2025-06-07

Published Online: 2025-06-20

Keywords:

Information Practices; Rural Adolescent Girls; Information Seeking; Information Utilization; Knowledge Sharing; Access Barriers; Socioeconomic Challenges

ABSTRACT

This research explores how teenage girls in the Swabi District of Khyber Pakhtunkhwa, Pakistan, handle information. It's all about understanding the ways they find, utilize, and spread the word, and any roadblocks they hit along the way. Semi-structured interviews were conducted with 15 teenage girls between 16 and 17 years of age, from the first-year students of government colleges of Swabi district, selected through purposive sampling. The thematic analysis was used for data analysis. The findings show that for information seeking, these girls depend on Google, YouTube, and ChatGPT for both fun and school stuff. But they still use more traditional sources, like books, newspapers, and their social circles, showing that these old-school methods are still important in their daily lives. The research shows that participants are quite adept at applying the information they find to various everyday situations, such as cooking, beauty routines, preparing projects, and even health-related matters. But even though these rural teenage girls are resourceful, they still run into some big challenges. This study emphasizes that we need to do more for rural girls, like boost internet access and create information programs that are mindful of local cultures, so everyone can get the information they need.



© 2025 by the Authors. Licensee Sadiq, Shah & Hanif. This article is an open-access distributed under the terms and conditions of the Creative Commons Attribution (CC BY) License <https://creativecommons.org/licenses/by/4.0/>

The Journal is published biannually (June & December) by the Centre for Children Literacy and Lifelong Learning (CCLLL), Pakistan. Web link: <https://cclll.org>

Introduction

Everyday information practices are all about the usual ways people get their hands on information, put it to use, and pass it along in their regular routines. Savolainen's framework, called Everyday Information Practices (EIP), highlights how these everyday practices are influenced by things like someone's social and economic situation, their cultural background, and what kind of resources they can access. The ELIS framework essentially says it is super important to grasp the context surrounding a person's information seeking and use when it is not for work or professional purposes.

Information routines are a fundamental part of people's daily lives, especially for teenage girls living in rural areas. In the Swabi region of Khyber Pakhtunkhwa, Pakistan, the information ways of rural teenage girls are deeply affected by deeply entrenched cultural traditions, a lack of access to proper education, and social norms based on gender that control their freedom of movement. However, with the growing existence of mobile phones and social media, a change is imminent to take place, as there is a clear move away from old-style information sources towards more modern, digital platforms. This research aims to explore a main question: How do rural teenage girls in Swabi search for, use and exchange information in their daily practices? This investigation is trying to learn more about what life is like for young girls in rural Pakistan by observing how they search for information in Swabi. This will help us better understand their social world and the kind of information they encounter.

This research has been figured out what sources and channels they turn to for information and understand how their culture, family life, and education play a role in how they find and use information.

So this research is vital for policymakers, educators, librarians, and development professionals striving to enhance information access and literacy for rural girls. By prioritizing the perspectives of teenage girls in Swabi, this study fosters a more inclusive comprehension of information behavior, influencing the creation of context-aware information systems, the development of inclusive educational policies, and the advancement of gender-balanced digital literacy programs.

Concentrated in District Swabi, we knew that things like cultural misunderstandings, language differences, and problems with access could skew our results. We did our best to minimize these issues by choosing our participants very carefully and by following ethical research rules.

Statement of the Problem

In the Swabi District of Pakistan, this research delves into how teenage girls, especially those in rural areas, go about finding, using, and sharing information. These girls regularly face a hard time getting their hands on information and making sense of it. They are up against issues like mottled internet, regular power cuts, not enough libraries around, and close-fitting budgets, all of which make the digital gap even bigger. To make matters worse, societal potentials and gender-based restrictions create more hurdles for them as they try to seek out, use, and spread information.

This research investigates these complex interactions to increase a deeper understanding of how rural teenage girls use information in their daily lives. It aims to identify approaches that can increase their information literacy, foster digital presence, and promote gender equality. Furthermore, the study addresses a visible void in current research by highlighting the real-life experiences of these girls, offering important insights into the exact information challenges and desires they face.

Research Objectives

1. To explore everyday information practices of rural teenage girls of the Swabi district.
2. To identify the rural teenage girls' challenges that they face in their everyday information practices.
3. To identify the role of libraries through their information practices.

Literature Review

The study goals to understand user-centered information interactions, sustain personal growth, and acknowledge community variety. The review also discovers the challenges faced and the libraries' role during this process. Hanif, Warraich et al. (2025) mapped out the existing literature on everyday information seeking practices of urban teens and stated that the methods of seeking, using, and sharing deeply influence the everyday information practices of youth. (Hanif & Warraich, 2024) discovered the role of family and friends in determining the academic and daily responsibilities of Pakistani teenagers, including their involvement in educational training and workshops. (Hanif & Warraich, 2023b) exposed that Pakistani urban teenagers in Karachi, Lahore, and Islamabad efficiently share and manage information even with demographic challenges.

In rural areas, factors like limited technology, societal expectations, and financial struggles frequently make these sources harder to access or use (Hanif & Warraich, 2023). Teenage girls in country Pakistan get most of their information from teachers, family, and friends. Since they have little access to the internet, few books in libraries, and face cultural boundaries, these girls fight to find and confirm information on their own (Nawaz & Siddique, 2021). The work on Gender and digital access in rural Pakistan was done by (Haq, 2020) and it was mentioned that rural girls in Pakistan face challenges in retrieving information

due to societal constraints, traditional gender roles, and limited travel freedom, as well as technology gaps.

Recent studies by (Nawaz & Siddique, 2021) highlight the multiple hurdles faced by rural girls in Pakistan, including boundaries on mobility, family-imposed limitations on digital device usage, and limited existence in public spaces where information is typically exchanged. As a result, these girls often trust immediate family members for information rather than self-sufficiently accessing varied sources, a design also noted by (Jamil, 2022). In the Swabi District, it is common for girls to be predictable to focus on family duties rather than their schooling, mainly due to deep-seated social and cultural traditions. This hope often delays their access to libraries, online learning materials, and support from teachers (Haq, 2020). On top of that, parents' worries about online safety and outside effects lead to even more limitations on how girls can use technology and social media (Rahman & Hamid, 2021).

Uniform with all our elaborate new technology, libraries are still super essential for teenagers living in rural areas. They are important for helping these teens get their hands on information, and they provide critical spaces for studying and learning by doing (Hanif & Warraich, 2023). Yet, access to these resources is often partial. Many rural libraries just do not have the latest textbooks, research materials, or even a decent internet connection (Haq, 2020). Furthermore, many schools in these areas do not offer online libraries or e-learning platforms (Khan et al., 2021). Since of all this, girls in rural areas frequently have to trust on hearing things from others and learning in less official ways due to the lack of resources.

Consequently, to tackle these problems, specialists have put forward ideas that focus on communities, like mobile libraries, knowledge centers in villages, and programs teaching digital skills

Hossain and Wilson (2018); Khan et al., (2021). Moghaddam and Talawar (2008) and Ali et al. (2022) recommend setting up mobile and digital libraries in rural areas. (Jamil, 2022) suggests getting parents and teachers involved in teaching girls' digital skills and helping them learn independently.

(Hanif & Warraich, 2019) s examined the information-seeking behaviors of urban Pakistani students and suggested that sequential explanatory mixed-method research could enhance the customization of information systems and training programs. For checking the dependency of teenagers (Hanif & Warraich, 2023) looked into how much teenagers depend on social media for their news and information. . The study examines Generation Z's information handling, particularly in online learning and digital devices, highlighting the importance of collaboration among experts and user-friendly information systems in healthcare planning.

Ahmed (2019), drove this point home, highlighting that rural libraries are having a hard time keeping up with the changing information needs of teenage girls, especially when it comes to digital literacy and school projects. (Hussain & Raza, 2018) study revealed that traditional ideas about gender, strict family rules, and society's expectations are making it difficult for girls to get the information they need. Well-stocked libraries can really help lessen the absence of information in rural areas. These libraries help access to literature, digital resources, and creativity that encourage reading, (Fatima & Ahmed, 2021).. The matter at hand is that governments and administrations have not suitably invested in the development of rural libraries. As a result, these libraries have been incompetent to maximize their possible in distributing knowledge to the most underserved groups, such as teenage girls in these regions, Aslam (2018). In Pakistan, teenage girls in rural communities often encounter problems in

accessing information due to socio-cultural restraints. Well-resourced libraries can assist as safe havens for these girls, offering consistent information on education, employment, and health, free from societal pressures

(Rehman, 2020) In addition to formal education, libraries provide safe and helpful spaces where young girls can freely investigate information relevant to their education, personal lives, and future careers, free by societal limits

(Rehman, 2020) Many rural libraries lack access to digital technology, modern learning resources, or vigorous literacy programs, further confusing the ability of relegated groups to obtain information (Ahmed, 2019).

Research Methodology

This study uses a qualitative method to explore how teenage girls in rural areas of District Swabi interact with information daily. By leading semi-structured interviews, the study collects detailed insights, highlighting the participants' real-life experiences, explanations, and unexpected learning. Using thematic analysis, the research uncovers common themes in the girls' stories, offering a clearer understanding of their knowledge, abilities, and the difficulties they face when accessing and exchanging information. To gather a variety of viewpoints, we interviewed 15 first-year female students from nine government girls' schools in different rural parts of the Swabi district. The researcher used a purposive sampling method, choosing participants who could give us valuable and relevant insights into the information habits of village girls. **This way**, it was ensured that the study represented the different social, cultural, and educational settings these girls experience as they seek out information.

Data Analysis and Key Findings

The research mainly uses thematic analysis as the method for data analysis. Data were analyzed

through thematic analysis, which was chosen for its flexible and systematic approach to identifying and understanding patterns and themes in qualitative data. By focusing on recurrent themes, this method allows researchers to uncover underlying patterns in applicants' narratives, thus providing insights into shared experiences and

unique perspectives. The research data is systematically coded to identify key features based on interview guide themes like information search, use, sharing, and challenges. Patterns outside these categories are considered, and each text paragraph is assigned codes reflecting its core meaning.

Table 1: *Demographic Details of Respondent*

Code	Age
P1 MK	16 Years
P2 SS	17 Years
P3 MZ	17 Years
P4 RS	18 Years
P5 WT	18 Years
P6 HR	17 Years
P7 KK	16 Years
P8 SA	16 Years
P9 WM	18 Years
P10 KH	16 Years
P11 LU	17 Years
P12 SB	17 Years
P13 AB	16 Years
P14 ZN	16 Years
P15 MB	17 Years

Thematic Analysis: Information-Seeking Practices

The study examines the everyday information-seeking practices of rural girls in the Swabi district using qualitative methods. three main themes

emerged from the data: internet, libraries, and human resources. It explores the methods used and the interaction between modern technology and traditional sources, based on direct quotes from participants.

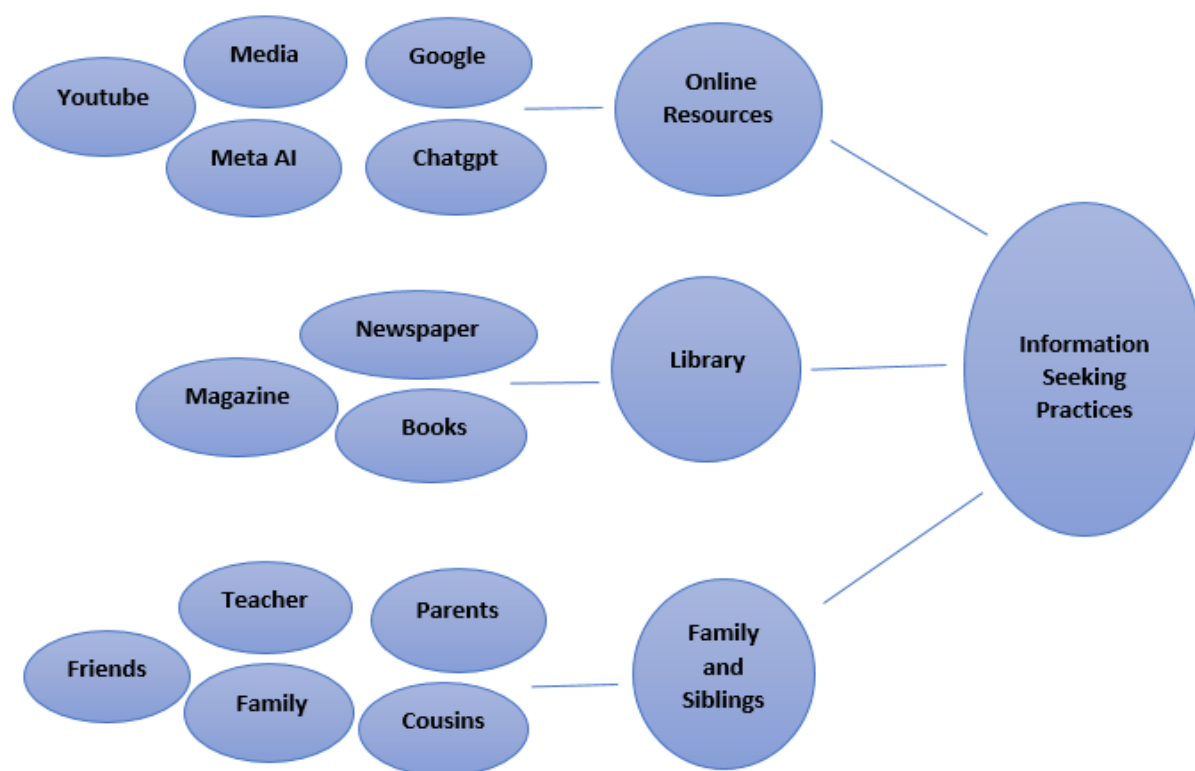


Figure 1. Information Seeking Practices

Online Resources: The online resources reflect accessibility and multi-functionality, becoming the most widely used source for information search. Participants used platforms such as Google, YouTube, Chat GPT, and Meta AI for academic, personal, and entertainment purposes. Here are the participants' responses under the theme. P9, WM: "I mainly look for information on the Internet. For my homework, I collect information from websites, and for educational purposes, I frequently use websites and YouTube. P8, SA: "I mostly look for information on the internet, especially using resources like YouTube and Meta AI. P6, HR: "I use several sources to find information. I have the

Chat GPT app, and I watch short videos on YouTube. P10, KH: "I rely on online sources like Google and YouTube to gather detailed documentation to do homework and understand complex topics.

P3, MZ: "I often search online for beauty tips and health information and use them in my daily life.

Library: Traditional resources such as libraries, newspapers, books, and magazines continue to play a significant role in the information-seeking practices of rural teenage girls. Libraries were particularly valued for academic purposes. P11, LU: "My first source is the library available in my

college. I use it to gather material for assignments and prepare for class discussions." P6, HR: "I often read the Dawn newspaper at my college and borrow books from the library." P10, KH: "I rely on library books to gather detailed material for assignments in subjects like current affairs and biology." P3, MZ: "Books help me expand my general knowledge, and I use them to prepare for class discussions." P8, SA: "I gather information from books, mostly related to my studies, though I occasionally read stories for enjoyment."

Family and Siblings: Interpersonal networks, including teachers, parents, cousins, friends, and siblings, were frequently cited as reliable sources of information. These human connections often compensated for gaps in digital and traditional resources. P9, WM: "When I need health-related information, I rely on Google and YouTube, but if I face challenges, I ask my seniors for guidance, including my elder cousins." P11, LU: "I seek help from my friends through chat and also ask my

highly educated siblings and my tuition teacher." P3, MZ: "Sometimes, I ask my family members for information when I need additional help." P6, HR: "I seek information from my teachers and friends, especially for clarifying educational topics." P10, KH: "My cousins and siblings often provide guidance when I need help with academic or personal information."

Thematic Analysis of Information Use Practices

Adopting a qualitative research method, the information use habits of rural teenage girls in the Swabi district were sorted into three main categories: everyday life, education, and personal growth. These themes came to light after a deep dive into in-depth interviews and focus group chats. Let's take a closer look at each of these themes, using direct quotes from at least five participants to illustrate their real-life experiences and viewpoints.

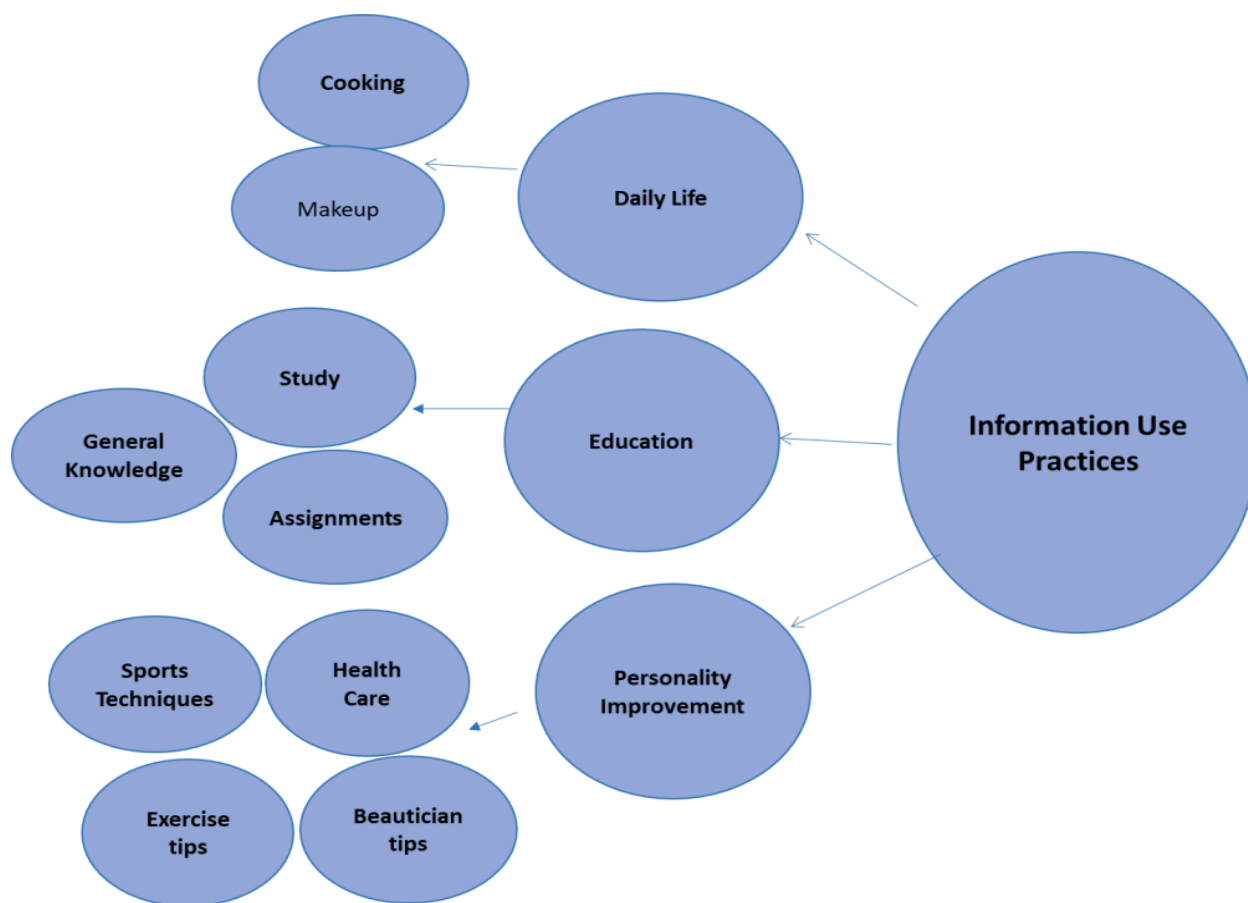


Figure 2. Information Use Practices

Daily Life

Participants utilized information for practical applications such as cooking and makeup, reflecting their immediate personal and household needs were coming under the heading of Daily life.

Cooking: The first theme that emerged under the main theme of daily life was cooking where P9, WM Stated, "I use my information mostly in cooking and in makeup for my sisters. I often search for recipes and try them at home." P4, RS: "For health, I check to see whether something is good for my health or not, such as nutritional information or healthy recipes." P6, HR: "I gather health-related tips to learn about healthy eating habits and apply them in daily life." P3, MZ:

"When I get information, I apply it by practicing cooking techniques at home to improve my skills." P11, LU: "I use information I fold from books and online sources to try new recipes and experiment in the kitchen."

Makeup: The second theme that emerged under the main theme of daily life was, where P3, MZ: reported, "I use the information to gather beautician tips and apply these guidelines by myself to improve my skills and health. For example, I try out beauty techniques like skincare routines" P4, RS: "I focus on beautician instructions that I can apply by myself. I try different makeup ideas at home to improve my grooming." P10, KH: "Sometimes, I search for makeup ideas for my cousins' or siblings' events

and try to practice them." P8, SA: "I look for beauty guidelines on YouTube and apply them to improve my appearance or help my sisters with makeup." P9, WM: "I often practice makeup methods I learn online and teach them to my younger sisters."

Education

Educational use of information was the most common theme, encompassing academic tasks such as assignments, study preparation, and expanding general knowledge were gathered under the heading of Education.

Assignments: The first emerged theme under the main theme of education was assignments. P9, WM: "I use information connected to education for making assignments and preparing for quizzes. This helps me stay organized and accurate" p. 11, LU. "When I seek information, I carefully evaluate and organize it to address assignment requirements. This ensures my work is detailed and well-researched." P2, SS: "I applied the knowledge I increased directly to my homework. It helped me improve my comprehension and performance" P1, MK: "I use this information to write better answers, to write about zoology-related work, which is my beloved subject" P10, KH: "I relied on library books and online resources to pucker detailed substantial for homework assignments on topics such as current affairs and biology".

Study and General Knowledge: Here are the participants' responses under the theme "P8, SA: "I use this information to whole my homework by learning how to use it. It also helps me solve problems and prepare for my academic assignments" P10, KH: "I use this information mostly for education, whether for homework or to understand complex topics in politics and current affairs" P4, RS: "I collect information to make for my studies and quizzes, which improves my overall learning experience" P6, HR: "I use YouTube to

find substantial for general knowledge quizzes and improve my understanding of the subject" P3, MZ: "The books have helped me increase my general knowledge, and I use them to prepare for class discussions"

Personality Improvement

Participants use information to develop skills and promote their personal growth in areas such as sports, exercise, esthetician skills, and healthcare.

Sports Techniques: The participants responded in the following way. P8, SA: "Sometimes, I look up guidelines to improve my performance in games during class." P9, WM: "Because I like sports at school, I am looking for tips to progress my volleyball skills." P10, KH: "I collect information about exercise to help me stay active and healthy and to be involved in physical activities." P4, RS: "Sometimes, I use health tips during school sports activities to improve endurance." P6, HR: "Fitness repetitive videos on YouTube have also inspired me to improve my athletic performance."

Exercise Techniques: Under the themes, the following statements fall. P2, SS: "I trust YouTube and Meta AI to find workout plans. These technologies help me stay healthy and maintain a healthy lifestyle" P4, RS: "I regularly look for some simple exercises to help me stay active at home. I follow health and fitness tips, using exercise routines to improve my physical health" P9, WM: "I use health and fitness tips to recover my physical health exercise plan". P3, MZ: "To expand my health and maintain my weight, I follow the workout plan shared by online fitness experts". P8, SA: "Exercise videos help me stay healthy and learn new techniques to improve resolution."

Beautician Tips: Here are the participants' responses under the theme " P3, MZ: "Trying skincare routines and makeup ideas at home. This helps improve my arrival and boosts my

confidence. I will use the beauty tips I have collected to practice various techniques and improve personal hygiene". P15, MB: "I will use the beauty methods I have collected to practice various skills and improve personal hygiene; I explore skincare methods to enhance overall appearance and confidence". P14, ZN: "To enhance my general appearance and confidence, I explore skincare methods". P8, SA: "The beauty tips I learned on YouTube not only apply to me but also to my relatives and friends". P9, WM: "I strive to gather information about makeup and practice at small family events to advance my skills"

Health Care: Under the health theme, the following statements were received. P9, WM: "I also use information related to individual health care, such as understanding how to stay healthy or deal with minor issues" P8, SA: "Health tips from the internet and YouTube have helped me learn

how to take healthier care of myself" P10, KH: "Sometimes I look for natural medicines and health tips to stay active and avoid minor ailments" .P15, MB: "Healthcare information is my go-to when I'm not feeling well or need a quick dose" .P6, HR: "I follow health advice to make sure I uphold a balanced lifestyle"

Thematic Analysis of Information-Sharing Practices

This study looks at how rural girls in the Swabi district share information, considering both the social and cultural norms they face and the technology they have access to. It found two main ways these girls share information: through social media and by talking to each other directly. These different methods show what these girls think about social connections and the limitations of digital communication. The analysis gives us a better understanding of these findings.

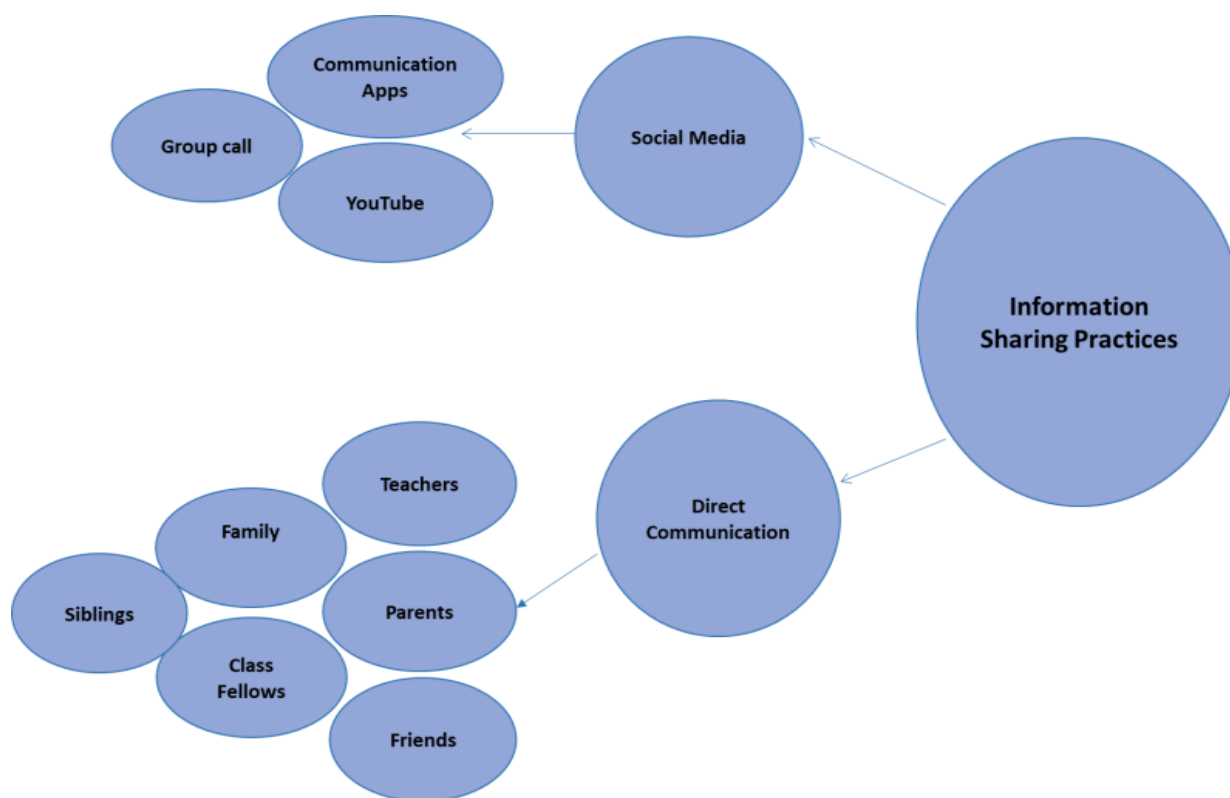


Figure 3. Information Sharing Practices

Social Media

Digital stages deliver a resource for information sharing, but due to cultural limitations and restricted technological availability, applicants have a lesser belief on social media. When used, that stages like WhatsApp, YouTube, and group calls are the key digital tools for communication and information input. Here are the participants' responses under the theme. MZ, P3: *"I am used to debating information with friends and family through messages or group calls, but I rarely use social media due to family restrictions"*. P10, KH: *"I like to share information with my cousins and friends via the mobile app, but I only use social media occasionally"*. WM, P9: *"When I can't meet direct, I share information via SMS or WhatsApp"*. SA, P8: *"Social media has helped me stay in little with my classmates and share educational materials when needed"*. HR, P6: *"I use the mobile app for quick informs, but I escape using social media platforms for broader discussions"*

Direct Communication

Straight message has become the key resources of information sharing between applicants. This comprises face-to-face interactions and phone calls with teachers, parents, relatives, friends, and classmates. The favorite for relational approaches

highlights the significance of social networks and trust in rural societies. WM, P9: *"I'm used to sharing my information with teachers, friends, and family. Most of my debates were direct"*. P11, LU: *"I share information with my classmates and occasionally with my teachers in group discussions. Direct communication is my preferred method"*. P3, MZ: *"I discuss social issues with my family and friends. It's more direct and personal"*. P8, SA: *"When I share information, it's usually with my siblings and parents. I prefer face-to-face communication for important discussions"*. HR, P6: *"My friends and I discuss the topic of education personally. This approach can help us understand and clarify concepts together."*

Thematic Analysis of Challenges in Information Practices

We looked at the hurdles rural girls deal with when using information in their daily lives, sorting them into four main categories: technical, social, personal, and educational. We delved into each of these areas using detailed feedback from the girls themselves, bringing to light their personal stories and giving us a more nuanced grasp of the real-world obstacles they face when trying to access and use information.

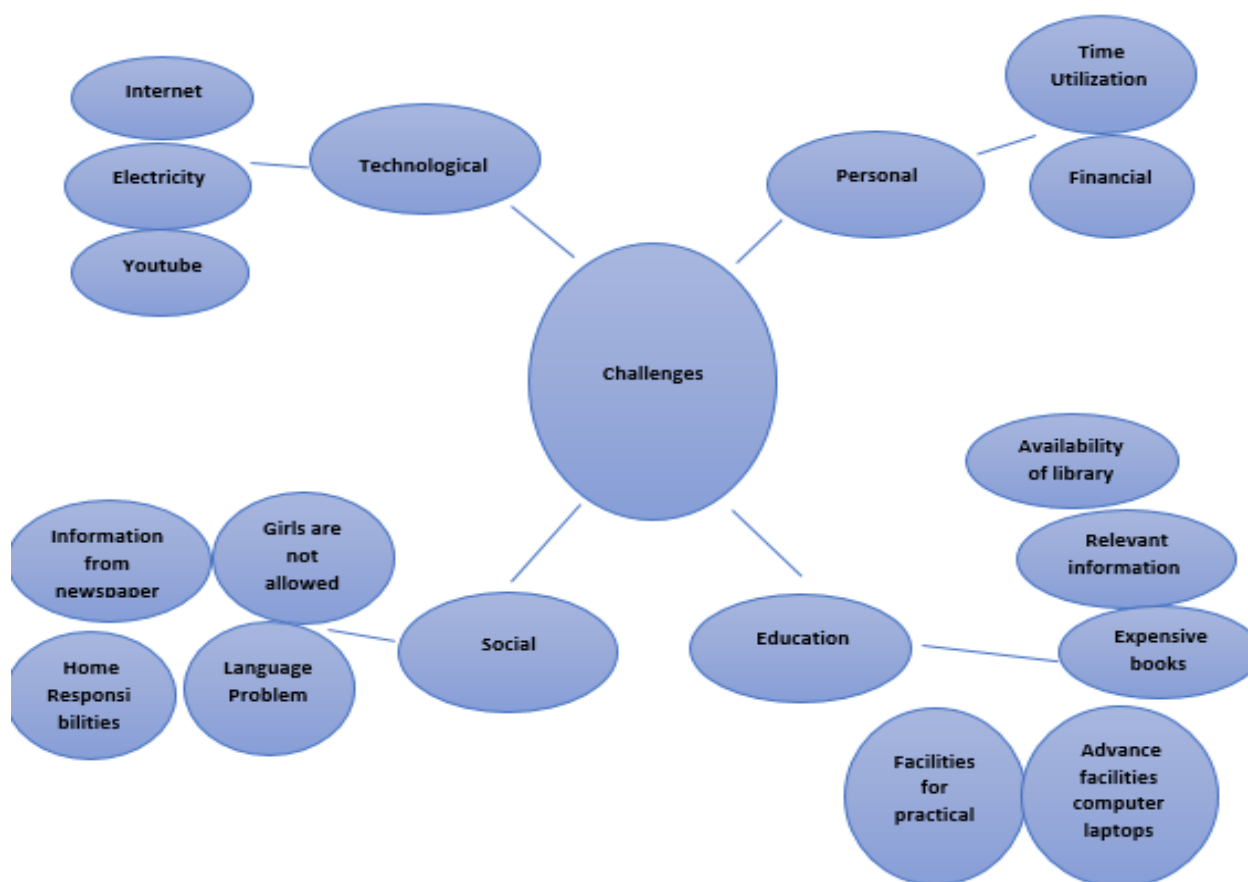


Figure 4. Challenges of Everyday Information Practices

Technological Challenges

Here are the participants' responses under the theme "P9, WM: stated "Internet problems in Swabi district have made it difficult to access information. Everyday power outages can also disrupt the information-gathering process". P8, SA stated: "Internet issues and power outages were my biggest problems. Without these resources, I often struggle to gather information for my homework". P10, KH: noted: "Internet issues create problems while making presentations or assignments, upsetting the quality of my work". P2, SS: added: "Weak internet and electricity problems make it difficult for me to rely on digital resources, forcing me to depend on books and family for information". P14, ZN explained: "I face technological challenges like

lack of internet and electricity outages, which slow down my ability to seek and use information effectively"

Social Challenges

Under the sub-theme of social challenges, the following responses were received. P3, MZ described: "My normal does not allow me to use the internet, so I rely mainly on books and newspapers for information." P11, LU: shared: "My everyday responsibilities keep me too busy to find time for seeking information. I often have to manage studies alongside daily chores." P4, RS: explained: I am the eldest daughter, so I have to help my mom with housework. The restrictions my ability to focus on studying and finding information. P5, WT: noted: The females in our family often cannot follow higher education due to

being worried, so their access to relevant information is limited. P2, SA: mentioned: *In our traditional family, self-determination to access the internet is restricted, which affects how much information I can gather.*

Personal Challenges

Responses under this theme are "P4, RS: shared: *"I don't have much spare time because I have to go to Madrasa and help my mom. Time management is a continuous struggle for me".* P8, SA: explained: *"Costly books are a big problem for me. Regularly, I cannot afford additional resources needed for my studies".* P1, MK: mentioned: *"Economic restrictions make it hard to purchase advanced tools or access paid resources for my studies".* P9, WM: stated: *"Besieged to balance my personal and academic life frequently leaves me with little time to explore extra information sources".* P13, AB added: *"Narrow financial resources mean I have to trust on free resources or copy books from friends."*

Educational Challenges

The participants' responses under this theme are "P8, SA: I said: *"Library has no books and no librarians, therefore it's very difficult to gather the wanted information".* P11, LU: Already shared: *"College library lacks the modern materials, and it is regularly difficult to find books related to our assignments".* P5, WT: Mentioned: *"College lacks progressive facilities such as laptops or computers, which limits our ability to bearing research professionally".* P6, HR: Explained: *"College's position services are inadequate, which affects my ability to fully understand and apply the information which I have gathered".* P10, KH: Added: *"Presentations and assignments, dialectal issues and incomplete guidance make it difficult for me to efficiently use the information"*

Role of Libraries

Unavailability of library professionals:

A few of the participants pointed out how tough things are without a librarian in their school libraries. P5 (NA), said, *"It's actually hard to find the books or information I need without a librarian. I frequently feel kind of lost when I go to the library because there's nobody to point me in the right way."* P7 (MA) had a parallel story, explaining, *"Sometimes I want to check out a book, but the libraries closed or there's nobody around to help. It creates using the library pretty annoying."*

P11 (RK) shared an alike worry, saying, *"Having a librarian about make it so much easier to figure out which books are really helpful for my studies. But meanwhile there isn't one; I don't actually make it to the library that frequently."* P3 (HF) felt the same way, aiming out, *"It'd be great if there was someone in the library to lend students a needle. Without a librarian, I have no clue what books are even there, so I barely use the library."*

P9 (WM) chimed in too, *"A librarian could really guide us to the right resources. But with none around, I'm stuck having to ask friends or teachers for help with finding books."*

Lack varied reading material:

Having a library full of books is super important for helping kids learn and get better at reading. However, many libraries in the countryside just do not have enough different kinds of books or new ones, and that makes it hard for students to learn stuff. Not taking enough books means kids do not get to learn about a group of different things, and it makes them less eager about reading and can even make it harder for them to do well in school. To hit this problem, we need to buy more books and number out better ways to get them to these libraries.

The applicants' feedback actually shows how worried they are about this. For example, P6 (AI) clarified, "I often go to the library searching for a specific book, but I can't find it. This actually makes it tough to get my projects done." P10 (KH) feels the same way, saying, "There aren't enough books in the library on the themes I need. I typically have to borrow from my friends or use old notes." P4 (SA) is also irritated, saying, "I'm a big reader, but our library has so few books. Most

of them are certainly old, and there aren't sufficient for everyone."

P12 (FA) pointed out how hard it is to get study materials: "If there were more books in the library, I wouldn't have to work so hard to find things to study. Now, I mostly use books from students in the year above me." P8 (SS) feels the same, adding, "I wish our library had more books, especially for getting ready for exams. Since there aren't enough, I have to ask my teachers or family for help."

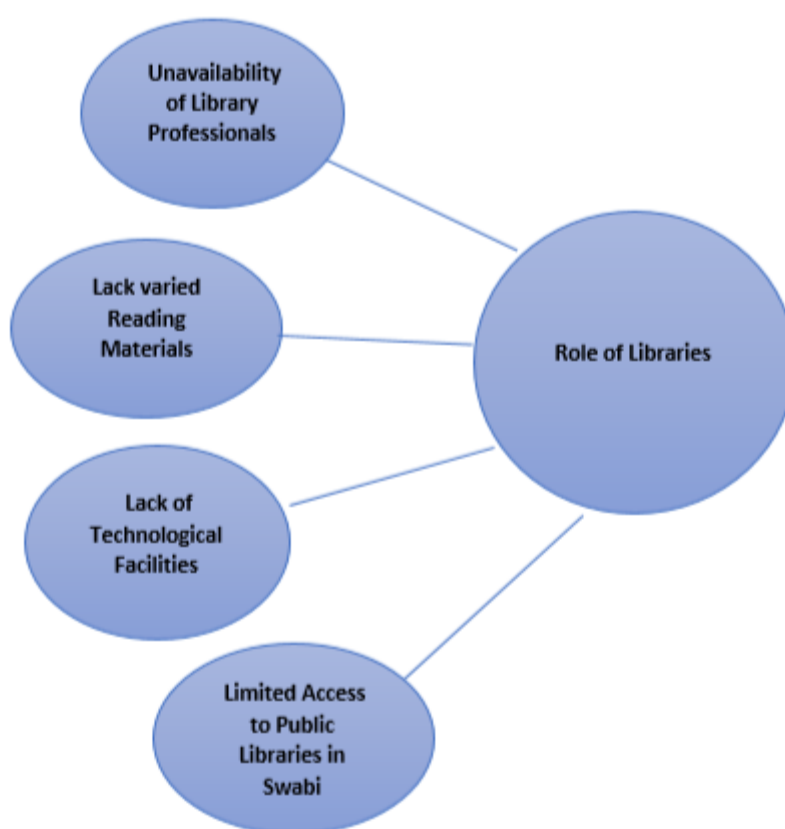


Figure 5. *Role of Libraries in Everyday Information Practices*

Lack of Technological Facilities:

Libraries these days are transforming into digital hubs for learning, offering a wealth of online resources like educational websites, research databases, and electronic books. However, in rural communities, the lack of internet and computers really hinders students' ability to tap into

worldwide knowledge, delve into research, and become digitally literate. Closing this digital gap is essential to make sure rural students have the same educational opportunities as everyone else.

Under the matter of "No Internet or Computers in Libraries," applicants shared the following: P5, NA said, "We don't have computers or the internet

*at our library and it's certainly tough to get the information we need for modern studies. If we had those, we could learn so much better."*P7, MA commented, *"If our library had computers and internet access, finding all kinds of information online would be a wind. But meanwhile we don't, we're stuck using only old books."*P11, RK clarified, *"Libraries in other places have all the latest technology, but we're absent out on internet and computers here. Because of this, the students cannot get to research papers or e-books. One student (P3, HF) clarified, "We need the internet for school and college work, but the library doesn't have that. So, we have to trust on our homes or friends to help us." Another student (P9, WM) said, "If the library had computers and the internet, we could use online discourses and research papers. But without these things, our learning is really partial."*

These observations show that without up-to-date resources, students in rural areas have a harder time getting good learning resources, which makes it tough for them to do well in school.

Limited Access to Public Libraries in Swabi:

To certainly get why this is a problem, we need to think about a few important things. Having only one library in Swabi shows how hard it is for people to get information and learn. Many girls who live far away have trouble getting to the library. They cannot get there because of transportation issues or rules set by their families, so they cannot use this place to learn.

P3, MZ: "There is hardly any library in Swabi, and I cannot have access to any library". P15, MB: "There should be good libraries in swabi at least 2-3 public libraries are required". P14, ZN: "The library culture is not good in swabi". P8, SA: "I wish we could have some special libraries in our district so that we could have a useful and peaceful place in our district". P9, WM: "I strive to gather information, but there is no library nearby."

A lack of technology, like internet connections and computers, makes it even harder for rural students to get a good education. Even though libraries are becoming digital learning centers, students in the countryside can't easily connect with information from around the world, do research, or learn computer skills because they don't have the necessary technology.

In Swabi, public libraries are hard to get to, mostly because there aren't many of them and they're far away. Schools also have old books and materials that are not very helpful.

Conclusion

The findings of this study have significantly aided in grasping how rural adolescent girls in the Swabi district manage information in their everyday lives.

By analyzing and interpreting the qualitative data, the research identified distinct patterns in how these girls seek, utilize, and distribute information, along with the difficulties they encounter. It also showed just how important both traditional and modern sources of information are to these girls. The research found that these girls in rural areas are proactively looking for information using a mix of digital tools (such as Google, YouTube, ChatGPT, and Meta AI), traditional sources (like libraries and printed materials), and their connections with people (including family, friends, and teachers). They use this information as part of their daily lives, for their education, and for their personal growth in areas like cooking, beauty, schoolwork, health, and learning new skills.

However, the study also showed that these girls face many challenges. These include issues with technology (for example, bad internet and electricity), society (like restrictive social rules), personal problems (such as money struggles and not having enough time), and education (like libraries with few resources and a lack of

infrastructure). These problems make it much harder for them to find, understand, and use information well.

When it comes to sharing information, these girls favored talking to each other directly rather than using social media. This was mostly because of cultural norms and the fact that not everyone has easy access to the internet. Even so, when people did use social media, apps like WhatsApp and YouTube became important tools for learning together and sharing information more casually.

Finally, libraries played a very important but often limited role. While many saw them as valuable places for learning, their usefulness was held back by old collections, not enough trained staff, difficult access, and a lack of technology. Fixing these problems by introducing things like mobile libraries, community learning centers, and places where people can access digital resources could give rural girls much better chances to learn and more control over how they find and share information.

So this research highlights how strong, adaptable, and determined rural teenage girls in Swabi are when it comes to finding information. It shows the everyday things they do and the bigger problems they have to deal with, which helps us figure out how to better support them. This can lead to more effective programs and policies that push for fair access to information, equal opportunities for girls in education, and giving marginalized young people in rural areas the digital skills they need.

Recommendations

After observing what the study found, the following recommendations are given:

The rural teenage girls of district Swabi need more facilities to fulfill their everyday life information

needs, such as they need improved internet access, better college and public libraries in their region. The skilled librarians in college and public libraries will be a very good addition, and these skilled librarians will provide better services. The KPK government should take some important initiative and provide some funding so that this district could take help from the latest digital technologies for seeking, using and sharing everyday information with less challenges.

Research Limitations and Future Directions:

It is acknowledged that purposive sampling may introduce selection bias, and the findings may not be generalizable to all rural teenage girls in Pakistan or even within Khyber Pakhtunkhwa province. However, the depth and richness of the data obtained through this method provide valuable insights into the specific context of District Swabi. The attention on first graders may exclude the views of younger or older teens, but it allows for a targeted investigation of key progressive phases.

This study suggests several future research guidelines, including: Comparative studies can be done to explore the modifications in information usage among teenage girls in urban and rural areas, which can support extending the consideration of the digital gap and its consequences. A longitudinal study can also be done on how information practices evolve, particularly about technological advancements and infrastructure improvements, which will provide valuable insights. Future research can also explore how factors such as age, education level, and socioeconomic status intersect to influence the information behavior of rural populations.

Author Contributions

Sheema Sadiq: Conceptualization (equal), Methodology (equal), Qualitative Analysis, Writing –original draft, Writing –review & editing

Syed Arif Ali Sha: Methodology (equal), Qualitative Analysis, Writing –review& editing

Dr. Saima Hanif: Methodology (equal), Qualitative Analysis, Writing –review& editing

Declaration of Conflicting Interest

The authors declared no potential conflicts of interest with respect to research, authorship, and or publication of this article.

Funding Statement

No funding was provided for this article's preparation.

Note: This paper is extracted from the author's master's thesis, titled "Everyday Information Practices: A Study of Rural Teenage Girls of District Swabi," and was submitted to the Department of Library and Information Sciences at Sarhad University of Science and Information Technology, Peshawar, in 2025. Corresponding Author, Dr. Saima Hanif

References

- Ahmed, I. (2019). The role of libraries in supporting rural education: Challenges and opportunities. *Pakistan Journal of Library & Information Science*, 10(2), 45-60.
- Ahmed, S. (2019). The state of library resources in Pakistan: Addressing the gaps. *Asian Journal of Information Science*, 15(3), 45-62.
- Ali, F. (2020). Digital literacy and information access in rural Pakistan: A gendered perspective. *International Journal of Information Management*, 52, 101-116.
- Ali, R., Ullah, R., & Khan, S. (2022). Digital learning initiatives and rural education: Opportunities and challenges in Pakistan. *International Journal of Educational Development*, 88, 102493.
- Beynon-Davies, P., & Wang, X. (2019). Reconsidering information-sharing in supply-chain management: An epistemological critique. *Journal of Business Research*, 108, 1-12.
- Fatima, N., & Ahmed, R. (2021). The impact of public libraries on literacy and information access in rural communities. *Library Trends*, 69(4), 603-621.
- Galyani Moghaddam, G., & Talawar, V. G. (2008). The use of scholarly electronic journals at the Indian Institute of Science: a case study in India. *Interlending & Document Supply*, 36(1), 15-29.
- Hanif, S., & Warraich, N. F. (2019). Everyday Information Practices of Pakistani Urban teens: A Work in Progress Paper. *Journal of Research society of Pakistan*, 56, 513-562.
- Hanif, M., & Warraich, F. (2023). Information practices of urban teenagers in the digital age: A mixed-method approach. *Pakistan Journal of Information Management & Libraries*, 24(2), 112-130.
- Hanif, S., & Warraich, N. F. (2023). Exploring Everyday Information Practices of Urban Teens in Pakistan. *Annals of Human and Social Sciences*, 4(2), 804-819.
- Hanif, S., & Warraich, N. F. (2024). Perception of Urban Youth and Role of Family and Friends During Everyday Information Practices: A Qualitative Study. *Jahan-e-Tahqeeq*, 7(1), 17-26.
- Hanif, S., Warraich, N. F., & Ashiq, M. (2025). Everyday life information-seeking ethos of teens: a scoping review. *Information Discovery and Delivery*. <https://doi.org/10.1108/IDD-06-2024-0084>
- Haq, S. (2020). Gender and digital access in rural Pakistan. *South Asian Journal of Social Studies*, 15(1), 88-102.
- Heinström, J., Sormunen, E., Savolainen, R., & Ek, S. (2020). Everyday information mastering: Conceptualizing habitual information practices. *Information Research*, 25(3), 87-102.
- Hossain, M., & Wilson, T. (2018). Digital divide and gender inequality in rural South Asia. *Journal of Information Science*, 44(4), 513-529.
- Husman, J., & Joye, A. (2020). Health information sharing in informal settings: The role of social networks. *Health Communication*, 35(5), 487-502.
- Hussain, A., & Raza, S. (2018). Social and cultural constraints to information access among women in rural Pakistan. *Asian Journal of Social Sciences*, 46(2), 112-129.

- Khan, S. A. R., Zia-ul-haq, H. M., Umar, M., & Yu, Z. (2021). Digital technology and circular economy practices: An strategy to improve organizational performance. *Business Strategy & Development*, 4(4), 482-490.
- Mohammed, S., & Norman, C. (2017). The generational divide in workplace information sharing: Insights from multinational organizations. *Journal of Knowledge Management*, 21(4), 875-891.
- Naveed, M. A., & Ameen, K. (2016). Information-seeking anxiety among postgraduate students: A study of the University of the Punjab, Lahore. *Library Philosophy and Practice*, 1453.
- Nawaz, H., & Siddique, A. (2021). Gender and information access in rural Pakistan: Barriers and opportunities. *Asian Journal of Social Sciences*, 49(2), 221-239.
- Rehman, S. (2020). Libraries as inclusive spaces: Supporting information needs of women and girls in Pakistan. *International Journal of Library & Information Studies*, 12(2), 34-50.