The Information Needs And Use By Secondary School Teachers In Western Ahoada County High School Ahoada East Local Government Area Of Rivers State

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ABSTRACT

This paper investigated the information needs and use by secondary school teacher in Western Ahoada County High school, Ahoada East, Rivers state. The population of the study comprises of 60 teaching staff and sample of the study was 40 teachers which was selected randomly using simple random sample techniques. Four research questions were formulated to guide this study. Data was collected using the questionnaire. Data was analyzed with descriptive statistics such as frequency count and simple percentage. The findings of the study revealed that secondary schools teachers needs information for job performance, promotion in place of work, lesson plan. The findings discovered that the respondents uses information to achieved their various target, which includes; knowledge upgrade, problem solving, decision making, effective job performance. They used information sources, such as; library, government publication, colleague, computer gadgets, to meet their needs. The study shows that the challenge faced by teachers in obtaining their information needs include: lack of public library, poor network service, lack of current information materials. The study covers the secondary schools teachers of Western Ahoada county high school, Ahoada east local government Area of Rivers state. Based on the findings, the researchers recommended as follows, that state government should build branches of public library in different community within the state; Promote the teachers as of when due; Install Free network facilities in all the public secondary schools in the state.

INTRODUCTION

Information is the live wire of every society, as no society will function without information, at every area of endeavor, information is important. In this study, Ogbomo (2010) maintains that information needs is a comprehensive information which makes it possible for the user to make proper judgment on any of the related problem facing him or her at a particular time. The sources of information teachers consult and use is determined by the information need of the teacher. The information sources availability is also largely influenced by the information sources to be used. Selection of information source is largely determined by accessibility and ease of use (Jorosi, 2006). In realization of the fact that secondary education is very necessary, secondary school teachers therefore, need to access information which becomes indispensable to their advancement as well as educational knowledge development. Secondary school teachers need libraries in order to access relevant information for effective teaching, learning and development.

The availability of school libraries has therefore become indispensable and play a very important role in selecting, acquiring, maintaining and disseminating relevant and useful information to school teachers and students (Usoro and Usanga (2007). In line with the above, Abubakar (2004) stated that: As part of the educational support services, the national policy on education made it a necessity for the establishment of libraries at all level of education, including the secondary schools in the country. Due to consequential nature of school teachers and the role played by them in the development of communities, they need a greater access point awareness to variety of information resources which would enable them to execute their roles. School teachers require variety of information so as to perform their professional activities, i.e. teaching and learning being the basic. As such, effective teaching is essential for effective learning. Mundt, Stockert, and Yellesetty (2006) maintains that, teachers were expected to fill a variety of greater, time-sensitive roles that needed them to find, evaluate and use a great deal of information.

They create curricula and individual lesson plans and activities. They are responsible for classroom management and discipline. They evaluate their students' work and progress on a regular basis, and use the results of these evaluations to make decisions about student needs. Finally, they are expected to

continuously improve their teaching skills and techniques. While they do all of these things, they must also communicate with students, parents, administrators, and other staff. Without surprisingly, given the number of roles they fill, school teachers have broad information needs (Mundt et al , 2006). School teachers need to keep up with new trends in teaching, and learn how to use new classroom resources often in ways that require them to adapt their teaching practices. Mundt et al (2006) also emphasized that, they need information that they can use to evaluate their students and make sure that each student is getting the resources they need. The present era is the era of information, knowledge and technological revolution. Variety of electronic resources are present in the library.

The growth of information available in electronic formats and Internet has affected to a greater extend the information use pattern of different group of people. In today modern society, the types of information available and the format which they are presented have become multifarious and manifold, offering people a vast selection (Patitungkho, and Deshpande, 2005). For these reasons, this research work seeks to investigate how school teachers use information in this digital era that has come with different sources of information.

STATEMENT OF THE PROBLEM

.Information is facts provided or learned about someone or something, it improves decision making, help to enhances efficiency and gives competitive edge to an individual or organization over others. Information help the teachers to be informed, current, reliable, trustworthy and make them stand tall over others segment in the society. Most secondary teachers in Nigeria faces some challenges in searching for the needed information in their locality. It can be argued that teachers use of information could be enhanced or hindered progress in their profession depending on the environment teachers find themselves. It appears that many people have not recognized that ways in which teachers use information has a great impact on the teachers professional performance. Based on the information defined above, this study's concern therefore is to assess the information needs and information uses of secondary school teachers in Western Ahoada county high school, Ahoada East, Rivers state

OBJECTIVE OF THE STUDY

The main objective of this study is to investigate the information needs and use by secondary school teacher in Western Ahoada County High school, Ahoada East, Rivers state. **The specific objective**

include:

1. To identify the information needs of secondary school teachers.
2. To ascertain the information uses of secondary school teachers.
3. To identify the various information sources used by teachers.
4. To find out the challenge faced by teachers in obtaining the needed information.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study;

1. what are the secondary school teachers information need ?
2. what does secondary school teachers use information for ?
3. what are the sources of information for secondary school teachers ?
4. what are the challenges face by teachers in obtaining their needed information ?

LITERATURE REVIEW

 This chapter is concerned with the review of related literature on the information needs and information use of secondary school teachers in Ahoada East of Rivers state. Every teachers irrespective of their location, area of specialization, need and use information to accomplish one task or another to achieve a goal. Sahoo & Ramesh (2011), in their study of information needs and information seeking behavior of ICFAI business school of Hyderabad. It was found that the respondent preferred books, journals, magazine, reference books and case studies to meet their needs. The study also viewed the importance of assistance from library professional for the maximum utilization of library resource and create awareness to the faculty member to access the library resource available to them. Khan & Shafique (2011), conducted a study based on the information need and seeking behavior of college faculty member at Bahawalpur. They used questionnaire survey and the respondent include teachers, principal, Vice Principal working in the selected colleges.

It was mentioned that 93.33 % of the respondents mostly seek information for preparing lecture, improvement from their institutional library. Among the different website available, google is the most frequently used website for searching information and update their info related with their specific subject. Aforo & Lampty (2012), investigated the information need and information seeking behavior of law lecture in Kwane Krumah University,their study find that out of the total number of 16 lectures 11 (68.8

%) were males and 5 (31.2%) females, whose feedback was used in his study. Their study revels that primary purpose for seeking information by the lectures was to obtain the background reading (62.57 %) and update knowledge in their field of specialization (56.3%). Only 12.5% were gathering information's for lectures and references for students as a primary purpose for seeking information. Most of the lectures preferred electronic resource to printed materials. Sujatha (2014), investigates the print and electronic information seeking behavior of Kakatiya University teachers. literacy and skills.

UNESCO (2017) defines Capacity Building as: the enhancement of capabilities of people and institutions to improve their competence and problem solving capacities in a sustainable manner. It noted that capacity building is a key feature of education which needs to be reconstructed and renewed. The carrying capacity of teachers should be adequately addressed in order to meet their information needs in terms of their content, educational needs, technological needs, information skills, competencies and other challenges. Dike and Umunnakwe (2010) highlight the importance of seminars, workshops and conferences to academic development of the teacher which will be beneficial to the students as well as the teachers. Teachers equally need information for generally overseeing other activities concerning their personal life and the society at large, including life skills like family life, education, health issues, good nutrition, healthy living, HIV/AIDS, drugs, immunization and interpersonal skills.

The teachers themselves need information for their own personal interest on activities going around their environment, be it political, social, religious, health, educational, personal improvement, community services, agriculture, or retirement. The teachers, apart from having their students as their primary concern, cannot neglect their own personal needs and aspirations in the areas that have been mentioned above. These will make teachers to be more fulfilled and as well contribute meaningfully to the development of the society. Health information in the area of nutrition will equally help them to last long. Knowledge on diseases and their causes as well as their curative measures will be of importance to them. This becomes an advantage to the teachers and will help their personal lives. Mansourian (2005) maintains that: information-seeking behavior includes a set of activities that people carryout to satisfy their needs.

Afolabi (2004) mentioned barriers as, high-handedness and selfishness of appropriate channels for disseminating information, ignorance of the existence of appropriate and relevant information, non-conducive working environment which hinders free access and flow of information, and monopoly of

information by a few individuals close to the sources. These might be considered to be some of the barriers encountered by information-seekers, including teachers. Gender restriction to knowledge is a big barrier to be considered. According to.KOC University Library Glossary (2014) information is data presented in readily comprehensible form, to which meaning has been attributed within a context for its use. Ikoja-odongo and Mostert (2006) confirmed that information need is a requirement that drives people to seek and use information. Thus, information needs stimulates from a lack in knowledge data or inadequacy to satisfy a goal or objective. Information need in today's society cannot be overemphasized as there is a little possibility of taking wise decision without information.

According to Hwang et al., (2010), employees' use of information motivates and influences job performance. Teachers should utilize information of various sources to be more equipped as information use provide increase in quality of work, increase in quantity of work, reduced need for close supervision, gives confident, high staff morale and, job satisfaction among others. Getting no access to timely and accurate information can create difficulties for anyone, including teachers. Madukoma and Opeke (2013) stated that inadequate information retrieval skills, inadequate time to seek information and lack of awareness about where to obtain information were the major challenges teachers faced in the course of seeking information to perform their works. Other challenges includes slow internet speed, irregular power supply, difficulty in locating desired information resources, lack of awareness and supposed lack of relevance of the resources.

Teachers information needs is vital because they contribute in achieving the objectives of the school. As a result, school library must find ways to better serve the teachers in their various institutions of learning, as the information needs of this user group have greatly expanded in recent years. Therefore a study of the information needs and use of secondary school teachers will enable the library management to provide the necessary resources in order to meet their needs.

METHODOLOGY

The study employed the descriptive survey design. The population of the study comprised of sixty (60) teachers of Western Ahoada County High School, Ahoada, Ahoada East Local Government Area of Rivers State, which includes the principal, vice principals and classroom teachers. Simple random sampling technique was used to select forty (40) respondents for the study. The researcher used

questionnaire as instrument for data collection and the data collected was analyzed using descriptive statistics such as frequency count and simple percentage. The result of the study is presented below.

The research findings are presented in the below table with explanations.

Demographic Characteristics of Respondents:

Table 1: Department of the Respondents

Variable	Frequency	Percentage %
Principal	2	10
Vice principal	3	15
Teachers	35	75
Total	40	100

The item in table one shows that 35(75%) of response which represent the majority of respondents are classroom teachers, followed by vice principals with 3(15%), while 2(10%)) are the principals of both senior section and junior section of the institution. This implied that majority of the teachers are classroom room teacher.

Table 2: Gender of the Respondents

Variable	Frequency	Percentage %
Male	32	80
Female	8	20
Total	40	100

Table 2 revealed that 32(80%) of the respondents are male while 8(20%) are female. This means that majority of the teachers under were male.

Table 3: Age of the Respondents

Variable	Frequency	Percentage %

35-44	22	55
45-54	16	40
55 - 64	2	5
Total	40	100

From table 3, it show that 22(55%) of the respondents were within the age of 35- 44 years, 16(40%) were within the age of 45- 54 years, 2(5%) were within the age of 55-64 years. This means that majority of the teachers were within the age of 35-44 years.

Table 4: Academic Qualifications of the Respondents

Variable	Frequency	Percentage %
HND	4	10
B.sc/ B.Ed and B.A	18	45
M.SC	16	40
PhD	2	5
Total	40	100

Table 4. shows that majority of the respondents 18(45%) were B.Sc/B.Ed/B.A holders, 16(40%) were M.Sc holders, and 4 (10%) were HND holders, while 2(5%) were PhD holders. This implies that majority of respondents under study were B.Sc/B.Ed/B.A

Research Question 1: What are the secondary school teachers information needs?
Table 5: Teachers highly need information for;

Teachers highly need information for	SA	A	D	SD	Means	SD
Job performance	22(55%)	14(35%)	4(10%)	-	3.5	0.67
Promotion in place of work	28(70%)	8(20%)	2(5%)	2(5%)	3.6	0.80
Likely date of supervisors visit	16(40%)	16(40%)	8(20%)	-	3.2	0.75
Retirement preparation	28(70%)	8(20%)	2(5%)	2(5%)	3.6	0.80

Personal Health	28(70%)	10(25%)	2(5%)	-	3.7	0.57
Savings	20(50%)	18(45%)	2(5%)	-	3.5	0.59
Lesson preparation	22(55%)	18(45%)	-	-	3.6	0.50
Student field trip	12(30%)	20(50%)	8(20%)	-	3.1	0.70
Administrative/ class room management	20(50%)	18(45%)	2(5%)	-	3.5	0.59
Current affairs awareness	22(55%)	14(35%)	4(10%)	-	3.5	0.67
Knowledge upgrade	28(70%)	10(25%)	2(5%)	-	3.7	0.57
Grand mean					3.5	0.66

Key: SA-Strongly Agree; A-Agree; D-Disagree, SD-Strongly Disagree

Table 5 revealed the information needs of secondary school teachers. All the listed items in table 5 have mean values that are above the criterion mean of 2.5. Furthermore, the grand mean (3.5) is greater than the criterion mean (2.5), and this shows that secondary school teachers has diverse information needs. Most notable among the information needs of teachers are information on knowledge upgrade, personal health, promotion in place of work, retirement preparation, and lesson preparation, with mean values of 3.7 and 3.6 respectively.

Research Question 2: what does secondary school teachers use information for?
Table 6: Secondary schools teachers use information for:

Secondary schools teachers use information for	SA	A	D	SD	Means	SD
Knowledge upgrade	32(80%)	8(20%)	-	-	3.8	0.40
Problem solving	20(50%)	20(50%)	-	-	3.5	0.50
Decision making	24(60%)	14(35%)	2(5%)	-	3.6	0.59

Effective Job performance	24(60%)	16(40%)	-	-	3.6	0.49
Education/ leaning	18(45%)	20(50%)	2(5%)	-	3.4	0.58
Recreation	8(20%)	24(60%)	8(20%)	-	3.0	0.63
Effective teaching	28(70%)	12(30%)	-	-	3.7	0.46
Adequate retirement preparation	22(55%)	14(35%)	4(10%)	-	3.5	0.67
Grand means					3.5	0.54

Key: SA-Strongly Agree; A-Agree; D-Disagree, SD-Strongly Disagree

Table 6 shows the Secondary schools teachers use of information

Table 6 revealed what the secondary schools teacher uses information for. All the listed items in table 6 have mean values that are above the criterion mean of 2.5. Furthermore, the grand means (3.5) is greater than the criterion mean (2.5), and this shows that secondary school teachers use information for various purpose. Most notable among their information use are for knowledge upgrade, and for effective teaching with mean values of 3.8 and 3.7 respectively.

Research Question 3: what are the sources of information for secondary school teachers

Table 7: Information sources used by secondary school teachers:

Information sources used by secondary school teachers	SA	A	D	SD	Means	SD
Library	16(40%)	16(40%)	8(20%)	-	3.2	0.75
Government publication	10(25%)	24(60%)	6(15%)	-	3.1	0.62
Colleague	20(50%)	16(40%)	4(10%)	-	3.4	0.66
Computer gadgets	20(50%)	16(40%)	4(10%)	-	3.4	0.66
Television And Radio	16(40%)	22(55)%	2(5%)	-	3.4	0.57

	SA	A	D	SD		
Textbook	22(55%)	16(40%)	2(5%)	-	3.5	0.59
Newspaper and Magazine	12(30%)	24(60%)	4(10%)	-	3.2	0.60
Google search	16(40%)	20(50%)	4(10%)	-	3.3	0.64
Questionnaire	8(20%)	18(45%)	12(30%)	2(5%)	2.75	0.81
Grand means					3.25	0.66

Key: SA-Strongly Agree; A-Agree; D-Disagree, SD-Strongly Disagree

Table 7 shows the information sources used by secondary schools teachers. All listed items in table 7 have mean values that are above the criterion mean of 2.5, more so, the grand mean (3.25) is greater than the criterion mean (2.5), and this shows that secondary schools teachers consult various sources of information in order to meet their information needs. Most notable among the information sources includes, textbook, colleague, computer gadgets, television/radio and Google search.

Research Question 4: what are the challenges faced by teachers in obtaining their needed information

Table 8: Challenges faced by teachers in obtaining their needed information:

Challenges faced by teachers in obtaining their needed information	SA	A	D	SD	Means	SD
Lack of public library	24(60%)	14(35%)	2(5%)	-	3.6	055
Poor network service	24(60%)	14(35%)	2(5%)	-	3.6	0.59
Lack of current information materials	22(55%)	14(35%)	4(10%)	-	3.4	0.67
Poor salary as result of absence of promotion	30(75%)	8(20%)	2(5%)	-	3.7	0.56
Outdated library materials	30(75%)	8(20%)	2(5%)	-	3.7	0.56

	SA	A	D	SD	Mean	SD
Lack of fund	30(75%)	8(20%)	2(5%)	-	3.7	0.56
Lack of information retrieval skills	10(25%)	24(60%)	6(15%)	-	3.1	0.62
Poor time management	10(25%)	20(50%)	10(25%)	-	3.0	0.71
Poor power supply	26(65%)	12(30%)	2(5%)	-	3.6	0.58
Lack of electronic resources	18(45%)	18(45%)	4(10%)	-	3.4	0.65
High cost of data to access Internet	26(65%)	10(25%)	4(10%)	-	3.6	0.67
Lack of awareness	12(30%)	18(45%)	8(20%)	2(5%)	3.0	0.84
Grand means					3.45	0.63

Key: SA-Strongly Agree; A-Agree; D-Disagree, SD-Strongly Disagree

Table 8 shows the responses rate of respondents on challenges faced by teachers in obtaining their needed information. All the items listed in table 8 have mean values that are above the criterion mean of 2.5, furthermore, the grand mean (3.45) is greater than the criterion mean (2.5), this shows that all the items in the table 8 are the challenges faced by teachers in obtaining their needed information. Most challenges among others includes: poor salary as result of absence of promotion, outdated library materials, lack fund, lack of public library, poor network service, with mean values of 3.7 and 3.6 respectively.

Discussion

The study revealed that secondary schools teachers needs information for so many reasons, which includes, job performance, promotion in place of work, likely date of supervisors visit, retirement preparation, personal health, savings, lesson preparation, student field trip, administrative/ class room management, current affairs awareness, and knowledge upgrade. This is in line with the findings of Haliso and Okunfulure (2010) whose their study reveals that there is significant relationship between information use and job performance. The findings also discovered that the respondents uses information to achieved their various target, which includes; knowledge upgrade, problem solving, decision making, effective job performance, education/ leaning, recreation, effective teaching, adequate retirement preparation. This is therefore in conformity with the findings of Al-mamary et al., (2014).

The various sources of information secondary schools teachers use to meet their needs was discovered through the response of the respondents, to include: library, government publication, colleague, computer

gadgets, television and radio, textbook, newspaper and magazine, google search. This is in line with Kamba (2017), his study established that Information sources used by School teachers includes: colleagues and library and information centers, the study observed that teachers uses information for different purposes which includes: for decision making, for job performance, general awareness/updating of knowledge among others. This is therefore in conformity with the findings of Al-mamary et al., (2014). The study revealed the challenges faced by teachers in obtaining their needed information as generally agreed by all the respondents as: lack of public library, poor network service, lack of current information materials, poor salary as result of absence of promotion, outdated library materials, lack of fund, lack of information retrieval skills, poor time management, poor power supply, lack of electronic resources, high cost of data to access internet and lack of awareness. This is in line with Kamba (2017) who maintains in his findings that: The improvement in the teaching and learning performance of the school teachers requires the availability, relevant and adequate materials that support their practices.

CONCLUSION AND RECOMMENDATIONS

Teachers are the transmitter of knowledge, Secondary school teachers play an important role for students during their formative years by fostering the intellectual and social development of their students. They provide their students with an environment and the proper tools to develop into responsible adults. And to effectively achieved all these they mostly need availability and accessibility of information resources to meet up with their information needs. This study confirmed that secondary schools teachers has various information needs and consult several sources of information to meet these needs. Lack of public library, poor network service, lack of current information materials, poor salary as result of absence of promotion, outdated library materials, lack of fund, lack of information retrieval skills, poor time management, poor power supply, lack of electronic resources, high cost of data to access internet and lack of awareness are among challenges faced by teachers in obtaining their needed information. The researchers wish to recommend as follow that since teachers are the transmitter of knowledge, that state government should build branches of public library in different community within the state, with adequate current information resources, and make it easy accessible for all the teachers. State government should always promote the teachers as of when due to meet with their growing responsibility as well as to meet up with their information needs, Free network facilities should be installed in all the public secondary schools for teachers to access the internet. School management should engage the services of resource personal to provide adequate training on information literacy skills, to enhance information retrieval skills.

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