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Information Needs and Information Seeking Behaviour of Secondary School Teachers in Umunze, Anambra State

By

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Abstract

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This study was designed to investigate the information needs and information seeking behaviour of Secondary School Teachers in Umunze, Anambra State. Five (5) research questions were formulated to guide the study. In conducting this research, the researcher used descriptive survey design which was considered most appropriate for the study. The study was conducted in Anambra State with a population of ninety-two (92) teachers in three selected secondary schools. The instrument used for data collection was the questionnaire. The validity of the research instrument was established by three experts. The questionnaire contains 48 items from cluster 1-5. A total of 92 copies of the questionnaire were distributed and 75 were filled and returned for the study. Data obtained from the questionnaire was analyzed using arithmetic mean. The findings from the study showed that secondary school teachers in Umunze need information and therefore seek information to satisfy their numerous needs. It was also revealed that their information needs include; information on their teaching subjects and methods of teaching, school curriculum, use of new technological facilities among others. The findings disclosed various factors affecting secondary school teachers in getting their needed information some of them include; lack of relevant information in the library, lack of opportunity for professional development, insufficient access to new technological that will enhance search etc. Based on the findings, the researcher recommended that there is need for the establishment of well-equipped libraries to enhance effective learning/teaching activities in the secondary schools in Umunze, provision of adequate teaching resources should be made available to secondary school teachers in Umunze, training and retraining of secondary school teachers to be ICT compliant so as to handle the students properly among others.

Keywords: Information, Information Needs, Information Seeking, Information Seeking Behaviour.

Introduction

Information is the hub of human development around which knowledge revolves. It is regarded as a vital resource with which an individual functions effectively in the society.

Information contributes towards the development of a nation and it provides the core for the development of knowledge, the basis for innovations, and the resource for informed citizenry, and as a result, becomes a key commodity which is germane or crucial for the progress of a society. Supporting these views, Ahiauzu (2016) saw information as data that is structured capable of causing the human mind to have a change of opinion about the status quo of the real world and contributions to a reduction in the uncertainty of the state of the system. Information therefore is a priority for the development of any group of people as information is needed or required for day to day activities which constitutes or creates a gap or need which only the right information can fill. Information need is the balance existing between what a person knows and what the person is supposed to know (Ozioko, 2007). This entails that there is a gap existing between the present situation and the more desirable situation. We need information in our daily activities for working, schooling and handling day to day problems. Information needs are at the centre of all areas of life because human wants are insatiable.

The need for information cannot be neglected because human beings in their different areas of specialization require information to function effectively, reduce the ambiguity in their work environment, to define and solve problems and to correct some structure and unstructured events of the world (Aina, 2014). This goes to validate the saying that goes thus “if you’re not informed, you are deformed” hence the quest for individuals to develop certain behavioural patterns aimed at seeking appropriate information to meet their information needs. Information-seeking behaviour is a fundamental human process closely related to learning and problem solving (Igbeka and Atinmo, 2011). Information seeking behaviour is a broad term, which involves a set of actions that an individual, such as a teacher for instance, takes to express information needs, seek information, evaluate and select information and finally uses this information to satisfy his/her information needs (Fatima and Ahmad, 2008).

It is therefore described as an individual's way of gathering and obtaining information for personal use, knowledge, update and development.

On a different note, Ambikapathi (2007) assumed that a person's information-seeking process begins only after one realizes that the current state of knowledge is insufficient to meet one's needs. Information gap or missing link, therefore, gives rise to information-seeking in order to fill the vacuum. Information-seeking and information sources should be vital for the achievement of educational goals by secondary school teachers. Information for teachers can therefore be perceived, sourced, received and distributed through different channels and sources. A teacher is a person who helps others in the process of acquiring knowledge, competence or values and also inspiration to live. According to Merriam Webster Dictionary (2019), it defines a teacher as a person whose job is to teach students about certain subjects. A teacher in the context of this work is a person with knowledge, requisite skill or competence of imparting or inculcating educational values as well as grooming students at the secondary level of education with the sole purpose of infusing intellectual enlightenment and nourishment for the manifestation of that student's full potential in order to contribute meaningfully to the growth and development of the society. A teacher knows about the student's ability, a real teacher never underestimate his/her students; he/she strongly believes that every child has its own potential to prove. Teachers play a major role in bringing up great citizens in the nation.

A secondary school is a school that's intermediate between elementary school and university usually offering general, technical, vocational or college-preparatory courses. It is an institution that provides secondary education to students prior to tertiary education. Secondary school teachers support, observe and record the progress of pupils aged 11 to 18. Teaching is a profession that educates all other professions. Teachers prepare and educate students for the world. The secondary school teacher, who should be the agent of this

transmission and change, is someone who is professionally qualified to impact knowledge and learning in a classroom situation (Achumugu, 2010). Secondary school teachers also train the minds of students, preparing them for a better future. The secondary school teacher is the agent through which the educational system operates to ensure that students gain socio-political, economic, cultural and technological awareness. Furthermore, they help in the development of various skills and competences such as inculcating the three domains; cognitive, affective and psychomotor into the students.

Educational goals, objectives and aims of secondary education cannot be achieved without the aid of secondary school teachers piloting the affairs. To this end, secondary school teachers take some time to teach, impart and structure their students into becoming better citizens in the society. Secondary school teachers who should change the individual or students into intellectual and responsible citizens should be an embodiment of knowledge and as such are burdened numerous information needs. Hence, those needs will be identified. Teachers need information for the following reasons: To facilitate learning; to acquire techniques and methods of teaching adolescents, since they are a very sensitive group of people to handle; to equip themselves with the nitty-gritty of creating a conducive learning environment; to update knowledge as well as the lesson note; to enable them carry out their daily activities; to have additional information continually to help them in capacity building. Another area where teachers need information is information literacy and skills among others. Teachers therefore need information that is available, relevant, timely and current to enable them to carry out their daily activities. It is in regard to this that the justification to ascertain the information needs and information seeking behaviours of secondary school teachers in Umuze, Anambra State specifically becomes pertinent to the researcher.

Statement of the Problem

Teaching is a profession that educates all other professions. From time immemorial, teachers have been playing a crucial role in the educational development of the society. To ensure the educational objectives of the school are met, and understand the child, his capabilities, needs and aspiration, secondary school teachers need relevant and current information. Secondary school teachers need educational experiences that can help them achieve their aims and objectives, update their knowledge and enhance their capabilities to face the global challenges in the teaching and learning processes.

Obtaining this information by secondary school teachers is becoming problematic because information is found in diverse media. The million questions is how best can they navigate through needed information found in diverse media to support their teaching role? The implication is that, failure to obtain desired information by teachers will greatly affect their productivity and efficiency due to the significant role information plays in the discharge of their duties. Thus, there is an urgent need to address this. Despite the merits of information in facilitating secondary school teacher's educational needs, it seems that they still appear to experience difficulties in obtaining relevant information to meet their professional needs and also this research is apt and timely because no specific research on information needs and information seeking behaviour have been done as it concerns secondary schools in Umuze, Anambra state. Therefore, the problem of this study put in question form is: what are the information needs and information seeking behaviour of secondary school teachers in Umuze, Anambra State Nigeria?

Purpose of the Study

The general purpose of the study is to identify the information needs and information seeking behaviour of secondary school teachers in Umuze, Anambra State. Specifically the study sought to:

1. Ascertain the information needs of secondary school teachers in Umunze. Anambra State.
2. Find out the information-seeking behaviour of secondary school teachers in Umunze. Anambra State.
3. Identify the information sources available to secondary school teachers in Umunze, Anambra State.
4. Identify the various factors affecting secondary school teachers in Umunze in meeting their information needs.
5. Proffer strategies for better meeting the information needs of secondary school teachers in Umunze.

Research Questions

In order to accomplish the specified objectives of the study, the researcher posed the following research questions to give focus to the study: -

1. What are the information needs of secondary school teachers in Umunze. Anambra State?
2. What is the information-seeking behaviour of secondary school teachers in Umunze. Anambra State?
3. What are the information sources available to secondary school teachers in Umunze, Anambra State?
4. What are the various factors affecting secondary school teachers in Umunze in meeting their information needs?
5. What are the strategies for better meeting the information needs of secondary school teachers in Umunze?

Review of Literature

Information

Information as a concept has a diversity of meanings to individuals in different walks of life. One thing that is very fundamental is that it is a resource which individuals in every society should aspire to get. As the world is evolving, new ideas, knowledge and understanding are emerging and information is the veritable instrument to achieve all. Information is used interchangeably as news, facts, data and knowledge. Some of the concepts of information, according to Aina (2014), are: resolving decision making, a physical surrogate of knowledge, all published and unpublished knowledge about any given subject, body of knowledge. Information when adequately disseminated and utilized assist the user to fill in the gap of what he had known and that which he needs to know in order to improve upon his performance in his area of specialization. According to Ifukor (2011), information is any message or news either read, viewed or told verbally which adds to our awareness or understanding of some topics, problems or events. To Aina (2014), information touches all aspects of life, knowledge and understanding as well as keeping one abreast of events. In line with this Afolabi, (2013) reasoned that information is a conveyor, a change agent, a reinforcement of ideas, and opinions. This means that with useful information, someone's behaviour can change for good or bad.

Secondary Education

Education is a process for acquiring knowledge and experience formally or informally. Different people have viewed education in different ways and also from different perspectives. Achumugu (2010) saw education as the process by which the community seeks to open its life to all the individuals within it and enable them to take part in it. In this view education is a process for transmitting the culture of a society from one generation to another. Education is a deliberate effort directed towards the transmission of accumulated wisdom,

knowledge and skills from generation to generation, impacted in the four walls of the school formally or outside the classroom informally. This goes to support that every human being should be educated in order to eradicate literacy at all levels of human development including the secondary school level.

Secondary education is a gateway to the opportunities and benefits of economic and social development. Secondary school education is education beyond the elementary schools. Students at this level of education are career oriented and their education tends to expand their knowledge earlier on educational fundamentals which make them to be self-reliant. Secondary education is generally the final stage of compulsory education. Secondary education creates room for post-secondary vocational teacher education, education, post-secondary careers and technical occupations that special training to include careers such as mechanics.

Information Needs of Secondary School Teachers

When people require information to solve certain problems, the issue of information needs arises. Information need, as Miranda and Tarapanof (2012) put it, is defined as a state or process started when one perceives that there is a gap between the information and knowledge available to solve a problem and the actual solution of the problem. Thus, an individual needs information to satisfy or to achieve a particular objective. An individual may require information to satisfy a variety of needs ranging from educational to just recreational and even spiritual/religious needs. The concept of information needs is born out of an individual's capacity to identify a missing gap in knowledge and make pragmatic efforts to satisfy such need. A burning desire to know the known and the unknown that overrides one's state of uncertainty. Thellessfen (2013) observed that information needs is a core concept in library and information science that describes the state of uncertainty or anomalous knowledge state that precedes a user's information seeking behaviour.

Information needs of secondary school teachers simply refer to those information products and services that are needed by teachers in secondary schools for effective teaching and for self- upgrade. Upon identification of information need secondary school teachers does make efforts to satisfy such need by exhibiting diverse reactions. Information needs of secondary school teachers are basically the needs that will help the teachers in teaching, educating, controlling, examining, re-orienting, directing and relating properly to the students, the teachers and the society at large. Teachers need information to integrate individuals into a sound and effective citizens. Teachers, apart from imparting cognitive skills to the students, need information to impart other useful skills to the students, which, according to National Policy on Education (2017), includes: respect for the worth and dignity of the individual, faith in man's ability to make rational decisions, moral and spiritual values, inter-personal and human relations, shared responsibility for the common good of society, respect for the dignity of labour and promotion of the emotional, physical and psychological health of all children. Adeoye and Popoola (2011) stressed that teachers need various kinds of information for teaching and research for the purposes of imparting knowledge in students and for self-development.

In this modern time that is filled with different kinds of innovation; teachers need additional information continually to help them in capacity building. UNESCO (2006) 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. Another area where teachers need information is information literacy and skills. Information literacy has been defined by the American Library Association (ALA) (2010) as a set of abilities which requires the

individual to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.

Teachers need information in order to develop and acquire skills in the new technological outfits that now exist, making the world a global village. The computer age is a fast trend towards development of new technologies in the society at large. According to Adetimirin (2009), information and communication technology (ICT) has been found to be beneficial in many processes as it facilitates the ease with which activities are carried out. She further said that the information environment has changed rapidly in the last few years with new advances in technology to facilitate easy accessibility to information by different users, students and teachers inclusive. Teachers need information to get equipped with the students and their challenges especially towards the new information technological outfits. Teachers also need information for themselves and for their academic development. Learning is not static but keeps on revolving and accommodating new concepts features and trends. This can only be achieved through a concerted effort or action of attending new lectures or seminars, workshops, and conferences to satisfy this information need.

Information Seeking Behaviour of Secondary School Teachers

The concept of Information seeking according to Boadi and Letsolo in Thani and Hashim (2011) is basically the consequences of a felt information need by a user who may then make demands upon formal and informal information sources or services in order to satisfy the needs. According to Uhegbu and Ajboye and Tella as cited in Devi and Dlamini (2013), information-seeking involves the search, retrieval, recognition and application of meaningful content and it can be described as the way in which information users conduct themselves when searching for information or as the way and manner people gather and seek for information for their personal use, knowledge updating and development. Secondary school teachers constitute a vital organ in the academic sector and should seek information

for its populace. Knowledge acquired through seeking of information may be used for role task, addressing current issues as well as future occurrences.

The importance of knowing the information needs and the way clients go about seeking for such information to satisfy their need and search should never be overlooked. Information seekers should endeavour to seek and use available sources to satisfy themselves as well as direct and lead others. Karunaratne (2008) opined that users interact with the library when seeking information and in various ways according to the needs of the user such as, for higher education, teaching, learning activity, broadening subject knowledge and obtaining information for day to day requirements. In his study he discovered that teachers engage in self-search mechanism and they preferred searching and locating the resource using the computer catalogue. However, quite a number of teachers sought for the librarian's help. Further the study revealed that users have a tendency for self-searching in Information Technology (IT) facilitated environments while users seek for staff assistance in libraries where the staff-user relationship is higher. Tanni (2012) observed that teacher trainees seeking behaviour include the use of personal collections of information sources, gathered in the past in anticipation of future lessons. Trainees' modes of information acquisition reflect continuity across work tasks, which call for capturing across task perspectives in information seeking models.

It was further observed that the information sources acquired comprised documentary and interpersonal sources, various media and contents. Kamba (2010) in his proposed circular model of information seeking behaviour of school teachers in rural areas of Nigeria found out that information seeking behaviour of school teachers were similar with other respondents elsewhere. However, in this research the findings further showed that teachers used varieties of Information Communication Technologies (ICT) to search for information, though they lacked competent skills. The findings revealed that respondents used the Internet and other

electronic resources but they considered printed resources as the most preferred resources for their activities.

Factors affecting Secondary School Teachers when Seeking Information

The degree of success in any given role related activities depend to a large extent on the availability of facts, comprehensive and authentic information that meet the task of specific knowledge gap. Barriers according to Kemi (2014) are tremendous, insurmountable obstacles that prevent free flow and access to information. The system is fraught with errors such as diverse search languages, exorbitant cost of materials, endless cumbersome procedures, proliferation and uncertainty or GIGO that is, garbage in garbage out. Barriers to information can be natural or artificial. Natural information barriers that affect the flow of information according to Kemi (2014) include geographical barriers. Information seekers encounter various challenges. Artificial barriers against information include finance, inadequate provision of materials, nature of service provision, professional ethics, etc. Apart from the barriers mentioned above, Leckis and Pettigrew (2006) noted that many studies of diverse professional groups are frustrated in their search for information for such reasons and such factors as corporate culture, which entails the acceptable norms and behaviours obtained within a corporate entity or organization.

A study by Tahir, Mahmood and Shafique (2008) identified seventeen possible problems teachers face in acquiring information for teaching and research. Respondents were asked to rank these problems using a five-point Likert scale. Required material is not available was ranked as the number one problem, followed by information is scattered in too many sources and information sources are very expensive. Other challenges on the list were information sources located far away, lack of time, lack of training in information literacy skills, lack of knowledge in using the library, language barrier and incompetent or not well trained library staff. Authors such as William and Cole (2007) and Nnadozie and Nnadozie

(2008) equally mentioned the lack of time by teachers and faculty members as a major problem in obtaining information and one of them concluded that the characteristics of an ideal information system should include convenience, accessibility, currency, relevancy, computer technologies, appropriate staff, and timeliness.

Likewise Marouf and Anwar (2010) said Social Sciences faculty members at Kuwait University faced a challenge of lack of time when seeking information and according to their research this was because of the academic and related activities which they had. However, they included inadequate experienced library staff and ranked it at the top and further mentioned difficulties in accessing international resources as one of the obstacles they faced. The other challenge noted was the lack of adequate information searching skills which lead to not finding the information they need for their teaching and research purpose (Karunaratne, 2008; Marouf and Anwar, 2010). Mardis (2009) said teachers also reported that they had limited time to invest in gathering resources. Abdullahi and Haruna (2006) also observed that teachers face a challenge when seeking information because libraries could not, in their entirety, meet their information needs which the librarians said it was due to understaffing and underfunding of the libraries.

Bitso and Fourier (2012) also identified a number of challenges faced by Geography teachers in Lesotho and these include among others: bureaucracy in the schools since schools are owned by the government, churches and communities. Lack of finances and teaching materials, lack of facilities such as libraries and overcrowding in classrooms and where libraries exist, they have limited books that are out-dated and not related to geography. They further observed that there are over-sized classes and scarcities of resources and a shortage of geography books for students and teachers particularly for senior secondary level. Nnadozie and Nnadozie (2008) mentioned that faulty members indicated lack of current and relevant sources as the major impediment to information access by faulty members. Other challenges

indicated were the heavy teaching loads and too many learners in classrooms a fact which was also pointed by Snyman and Heyns (2004) as a factor affecting the teachers.

Strategies for Meeting the Information Needs of Secondary School Teachers in Umunze

The problems enumerated earlier are not insurmountable. They can be ameliorated. In order for secondary school teachers to succeed in meeting their information needs, the following working strategies should be adopted in order to fulfil the desired goal. Teachers should be adequately provided with the right type of information materials. Information materials are ingredients for the achievement of set educational goals and objectives. Secondary school teachers need to be provided with the right type of information materials to enable them teach effectively and bring meaning into their teaching, to a level to be understood by the students. Information materials help teachers project their lessons making it more meaningful. Adequate provision of the right type of information materials will therefore enhance the teaching learning process.

The establishment of good and well equipped libraries is another good strategy for enhancing the information needs and information-seeking behaviour of secondary school teachers in Umunze. The importance of well-equipped libraries in the successful implementation of any institution set goals and its teaching/learning process cannot be overemphasized. Adefarati (2004) noted that there is no higher institution, secondary and primary schools in the whole world without a library built to render its partnership services. That is why the school library if well-equipped is said to be a partner in progress with the institution. To get the information needs of the teachers, the three tiers of the government should be deeply involved. The Federal Government should have the interest of teachers at heart to make sure that education is heavily funded, taking into consideration and carrying along the State and the Local Government.

A check should be made from the Federal level to see that their well desired aim of placing education on the priority list should not be frustrated. The teachers that should pilot these educational affairs of the schools should be adequately provided. Teacher's welfare packages should be enhanced. Days are gone when teachers reward will be in heaven, for a hungry man is an angry man. Productivity goes with motivation, therefore good welfare packages and remuneration will encourage teachers to put in their best for effective teaching and learning process. Opportunities should be offered to teachers for their regular update and enhance their academic qualification, by reading higher degrees and professional careers. This will help to widen their horizon, be more knowledgeable and more informed and be able to impact their new knowledge to their recipients and the society at large. There is urgent need for training and retraining of secondary school teachers. Promoting, organizing, conducting and participating in conferences, seminars, workshops and other meetings related to the teaching profession would be a good venture that will positively motivate secondary school teachers and help them to be acquainted with new trends and gather information that will be useful to them (Achmugu, 2000). To this, Dike and Umannakwe (2010) opined that seminars, conferences and workshops allow the student to present an interpretation of a subject and thus bring a carefully considered and articulate opinion to the session.

Research Methodology

The research design adopted for this study is a descriptive survey. The population of this study includes ninety-two (92) teachers, comprising thirty (30) from Madonna Girl's High school, thirty-four (34) from Demonstration secondary school and twenty-eight (28) from All Saint secondary school respectively. There was no sampling as the size was manageable. A questionnaire was designed based on the objectives and research questions of the study. The questionnaire was administered to all the 92 teachers. A total of 72 copies was returned and found useable, thus 82% return rate. The data collected from the questionnaire

was analyzed using mean. The mean scores were interpreted in-line with the 4 points scale ranging from four (4) highest to one (1) which is the lowest. Any item with a mean response of 2.50 and above was accepted and any below 2.50 was rejected.

Results

Table 1: Mean scores on the information needs of secondary school teachers in Umunze

S/N	ITEMS	D. S. S (FCET)			A. S. S. S			M. G. H. S			Total	Rank
		X	R	D	X	R	D	X	R	D		
1	Information on the teaching subject and method of teaching.	3.62	2 nd	A	3.59	1 st	A	3.83	1 st	A	3.68	1 st
2	Information on the school curriculum.	3.66	1 st	A	3.44	3 rd	A	3.54	2 nd	A	3.54	2 nd
3	Information on the use of teaching materials	3.37	5 th	A	3.44	3 rd	A	3.37	3 rd	A	3.40	4 th
4	Information on the use of new technological facilities	3.41	4 th	A	3.03	9 th	A	3.33	4 th	A	3.25	6 th
5	Information on students' character and behaviour modification	2.79	9 th	A	3.22	6 th	A	3.25	8 th	A	3.08	9 th
6	Information on adolescent developmental stage; attitude, anxiety, fulfilment etc.	2.79	9 th	A	3.11	8 rd	A	2.91	10 th	A	2.93	10 th
7	Information on how to teach students with special ability and disabilities.	3.16	7 th	A	3.44	3 rd	A	3.08	9 th	A	3.22	7 th
8	Information on new trend in education.	3.08	8 th	A	2.90	10 th	A	3.33	4 th	A	3.10	8 th
9	Information on seminars and workshop for enhancing professional development.	3.62	2 nd	A	3.48	2 nd	A	3.29	7 th	A	3.46	3 rd
10	Information on managerial skill and competencies.	3.33	6 th	A	3.22	6 th	A	3.33	4 th	A	3.30	5 th

Key: Mean Score (X), Rank (R), Decision (D)

The data in table 1 shows the mean rating of the information needs of secondary school teachers of the 3 selected secondary schools in Umunze. The response of teachers from the 3 schools indicate that they need more information on the teaching subject and method of teaching as it was rated highest followed by information on the school curriculum. Response of teachers from the 3 schools shows that they all agreed to the items in the research question 1 as the items were all rated high and their mean at the upper limit. From the table Information on student's character and behaviour modification was rated low ranked 9th with information on adolescent developmental stage; attitude, anxiety, fulfilment ranked

10th although they are least rated, they still fall within the upper limit of mean rating which means that teachers agreed that they are also their information needs but they do not need information on that area much. Some of them may not be aware that they needed to source for information with regards to students attitudes, anxiety, character and behavior modification in order to handle them with ease. Comparing the response of teachers from the 3 schools information on the school curriculum it was rated 2nd by Madonna while it was rated 3rd by both D.S.S.S 3.50 and All Saints. Also, information on the use of teaching materials was rated 5th by D.S.S.S while it was rated 3rd by both All Saints and Madonna. Information on seminars and workshop for enhancing professional development was rated 1st by D.S.S.S while it was rated 2nd by All Saints Madonna rated it 5th. This indicates the similarities of response among the 3 schools and also dissimilarity of response as evidence in their mean response.

Table 2: Mean score of information-seeking behaviour of secondary school teachers in Umunze

S/N	ITEMS	D. S. S.S (FCET)			A. S. S. S			M. G. H. S			Total	Rank
		X	R	D	X	R	D	X	R	D		
11	Go to the school library	3.58	4 th	A	3.66	1 st	A	3.62	4 th	A	3.62	3 rd
12	Seek the assistance of fellow teacher	3.66	2 nd	A	3.22	5 th	A	3.16	7 th	A	3.35	5 th
13	Consult the principal	3.04	8 th	A	3.07	6 th	A	3.16	7 th	A	3.09	7 th
14	Ask students questions	3.14	7 th	A	2.59	9 th	A	3.08	9 th	A	2.93	9 th
15	Listening to television/radio	3.04	8 th	A	2.96	7 th	A	3.29	6 th	A	3.09	7 th
16	Browsing the internet	3.66	2 nd	A	3.66	1 st	A	3.75	2 nd	A	3.70	2 nd
17	Using indexed journals	3.20	6 th	A	2.81	8 th	A	3.58	5 th	A	3.20	6 th
18	Visit newspaper stand	2.41	10 th	D-A	2.40	10 th	D-A	2.75	10 th	A	2.52	10 th
19	Consulting expert on area of needs	3.41	5 th	A	3.59	4 th	A	3.70	3 rd	A	3.56	4 th
20	Consult books privately	3.70	1 st	A	3.62	3 rd	A	3.87	1 st	A	3.73	1 st

Key: Mean Score (X), Rank (R), Decision (D)

Data presented in table 2 above shows mean rating of the ways by which secondary school teachers seek for information in the 3 selected secondary schools in Umunze. It could be seen from the data that all the listed items whether D.S.S.S, All Saints and Madonna were all relevant to their seeking behaviour and their mean ratings all within the upper limit of real numbers. From the analyses, the highest response was recorded for consulting books privately which was rated 1st, followed by browsing internet rated 2nd. Also, going to the library was rated 3rd from the data presented above. From all indication it is seen that the highest rated also, were from human sources (fellow teachers ranked 5th and experts ranked 4th). Other items such as using indexed journal, consult principle and listening to television/radio were all rated high by the teacher although their mean rating varies according to school but all still within the upper limit of mean rating.

The items that was rated low was asking student question which was ranked 9th this shows that teachers do not strongly agree on this item as most of them answered that they do not ask their students question in their quest for meeting their information need rather they prefer to surf the internet or book because to them the student may not give them reliable information and as such they don't need information base on speculations or assumption they need source. Another item rated low is visit newspaper stand ranked 10th. It can be deduced from the analyses that teachers don't like visiting newspaper stand as the item was rated very low. Some of them were of the view that with regards to new technology, visiting of newspaper stand has become an old fashion as they can access the daily news by simply installing the App. Or registered with the newspaper website and they will be dropping newsletters on their email on daily bases.

Table 3: Mean scores of information sources available for secondary school teachers in Umunze

S/N	ITEMS	D. S. S.S (FCET)			A. S. S. S			M. G. H. S			Total	Rank
		X	R	D	X	R	D	X	R	D		
21	Library	3.79	1 st	A	3.44	2 nd	A	3.83	1 st	A	3.68	2 nd
22	Reference materials	3.16	5 th	A	3.18	4 th	A	3.58	3 rd	A	3.30	4 th
23	Books	3.66	2 nd	A	3.66	1 st	A	3.79	2 nd	A	3.70	1 st
24	Audio-visual materials	1.95	12 th	D-A	2.48	11 th	D-A	3.41	5 th	A	2.61	11 th
25	Government documentation/publications	2.75	8 th	A	2.59	10 th	A	3.33	7 th	A	2.89	8 th
26	Professional journals	2.58	9 th	A	2.96	7 th	A	3.20	9 th	A	2.91	7 th
27	Magazine/newspaper	2.95	7 th	A	2.77	9 th	A	2.79	10 th	A	2.83	9 th
28	Conference papers	2.54	10 th	A	3.16	6 th	A	2.79	10 th	A	2.83	9 th
29	Radio/television	3.04	6 th	A	2.88	8 th	A	3.54	4 th	A	3.15	6 th
30	Friends/colleagues	3.25	4 th	A	3.22	3 rd	A	3.41	5 th	A	3.29	5 th
31	Workshops/seminars	3.45	3 rd	A	3.18	4 th	A	3.33	7 th	A	3.32	3 rd
32	CD-ROM	2.45	11 th	D-A	2.22	12 th	D-A	2.32	12 th	D-A	2.33	12 th

Key: Mean Score (*X*), Rank (*R*), Decision (*D*)

The table 3 listed various information sources from which the secondary school teachers whether D.S.S.S, All Saints or Madonna get their needed information. From the table it is evident to note that books were the highest in their ranking from the 3 schools with. Also library ranked 2nd although it was ranked 1st by both D.S.S.S and M.G.H.S. to the teachers of the both schools library is their most source of information compare to other sources listed in the table. Others that were highly ranked includes: workshops/seminars, reference materials and friends/colleagues Items that were closely in the same upper unit of real numbers were radio/television with overall mean of 3.15, professional journal, government documentation/publication, magazine/ newspaper and conference papers was also rated high. Only CD-ROM was rated lowest with over all mean rating of 2.33, D.S.S.S 2.45, All Saints 2.22 and Madonna 2.32. From the table illustrated above teachers from the 3

secondary school disagree with CD-ROM and this reveals that they do not make use of CD-ROM as some of them are not aware of it.

Table 4: Mean score of various factors affecting secondary school teachers in Umunze

S/N	ITEMS	D. S. S.S (FCET)			A. S. S. S			M. G. H. S			Total	Rank
		X	R	D	X	R	D	X	R	D		
33	Lack of relevant information in the library	3.58	1 st	A	3.25	2 nd	A	3.37	1 st	A	3.40	1 st
34	Un-cooperative attitude of library staff to help them seek information	3.04	5 th	A	2.92	4 th	A	2.62	7 th	A	2.86	5 th
35	Lack of skills in using information technology (computer, internet) effectively	2.54	8 th	A	2.66	7 th	A	2.58	8 th	A	2.60	8 th
36	Lack of interest towards the use of technological facilities	3.41	2 nd	A	2.25	9 th	D-A	2.91	3 rd	A	2.85	6 th
37	Lack of time to search for the needed information	3.00	6 th	A	2.77	6 th	A	2.70	6 th	A	2.83	7 th
38	Insufficient access to new technological facilities that will enhance literature search	3.08	4 th	A	3.29	1 st	A	2.87	5 th	A	3.08	2 nd
39	Lack of effective supervision and monitoring of teachers	2.29	9 th	D-A	2.66	7 th	A	2.50	9 th	D-A	2.48	9 th
40	Lack of opportunities for professional development through seminars and workshops	2.91	7 th	A	3.18	3 rd	A	3.16	2 nd	A	3.08	2 nd
41	Lack of opportunity to pursue higher degree in my field	3.12	3 rd	A	2.85	5 th	A	2.91	3 rd	A	2.96	4 th

Key: Mean Score (X), Rank (R), Decision (D)

Data on table 4 shows the mean rating of responses on factors affecting teachers from getting their needed information. From the table a lot of factors hinders the teachers from getting their needed information the major among them are; Lack of relevant information in the school library ranked highest from the 3 schools, Insufficient access to new technological facilities that will enhance literature search ranked 2nd followed by lack of opportunities for professional development through seminars and workshops ranked 2nd. Other items such as lack of opportunity to pursue higher degree in my field, un-cooperative attitude of the staff to help them seek information and lack of interest towards the use of technological facilities were also identified as part of the factors. Teachers disagree with item on lack of effective supervision and monitoring of teachers. This shows that there is constant monitoring and

supervision of teachers and to them it is not among the problem teachers encountered in the process of satisfying their information needs. The teachers response indicates that Most of the factors listed are hindrances to their effectively meeting their information needs.

Table 5: Mean score on strategies for better meeting the information needs of secondary school teachers in Umunze

S/N	ITEMS	D. S. S.S (FCET)			A. S. S. S			M. G. H. S			Total	Rank
		X	R	D	X	R	D	X	R	D		
42	Establishment of the good and well equipped libraries	4.00	1st	A	3.92	1 st	A	3.75	1st	A	3.90	1 st
43	Provision of the right type of information material	3.83	3rd	A	3.81	2 nd	A	3.41	5th	A	3.68	3 rd
44	Adequate provision of new technological facilities like computer and internet	3.87	2nd	A	3.81	2 nd	A	3.62	2nd	A	3.76	2 nd
45	Improvement of educational status by reading higher degrees (and professional careers)	3.66	6 th	A	3.66	4 th	A	3.33	6th	A	3.55	6 th
46	Organization of workshops, conferences and seminars where new trends will be related to the teachers	3.75	4 th	A	3.66	4 th	A	3.54	3rd	A	3.65	4 th
47	Enhancement of welfare packages Schools should solicit for donation gifts, bequests and endowment from individuals.	3.58	7 th	A	3.66	4 th	A	3.12	7th	A	3.45	7 th
48	Funding and sponsorship to workshops and conferences	3.70	5 th	A	3.59	7 th	A	3.45	4 th	A	3.58	5 th

Key: Mean Score (X), Rank (R), Decision (D)

Table 5 shows the mean rating of responses of secondary schools teachers on the strategies for satisfying the information needs. From the ratings establishment of good and well equipped libraries ranked highest and at very high extent of 4.00 for D.S.S.S, 3.92 for All Saints and 3.75 for Madonna with overall mean rating of 3.90. This shows teachers conviction that well established libraries will help to satisfy the information needs of secondary school teachers in umunze. Also another item that was ranked highest was adequate provision of new technological facilities like computer and internet at a very high extent of 3.87 for D.S.S.S, 3.81 for All Saints and 3.62 for Madonna overall man rating of 3.76. Other strategies with high positive responses according to the data includes; provision

of right type of information materials with overall mean of 3.68, organization of workshop, conferences and seminars where new trends will be related to the teachers with overall mean 3.65, Funding and sponsorship to workshops with overall mean rating of 3.58. Out of the seven items, six were very highly rated to very high extent, only Enhancement of welfare packages Schools should solicit for donation gifts, bequests and endowment from individuals was within the range of high extent.

Discussion of Major Findings

The study identified information on the teaching subject and method of teaching, information on the school curriculum, information on seminars and workshop for enhancing professional development, information on the use of teaching materials, information on managerial skill and competence and information on the use of new technological facilities as the basic information needs of secondary schools teachers in Umunze. Teachers need various kinds of information for teaching and research for the purposes of imparting knowledge in students and for self-development. It is evident to note that the secondary school teacher's information needs primarily centres on needs related to their teaching roles especially information on the teaching subject and methods of teaching. Due to the dynamic nature of education and information explosion, teachers need to be abreast with the changing nature of information and to be updated about the new methods of teaching especially in the areas of handling students with diverse character and behaviour. Olen (2004) opined that teachers need to be competent, confident, reliant and proactive in order to effectively handle issues of abilities and disabilities. In agreement with the findings on the issue concerning conferences, workshops and seminars, Dike and Umunnakwe (2010) outline 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.

Supporting the above view, secondary education is seen as education beyond the elementary schools. Students at this level of education are career oriented and their education tends to expand their knowledge earlier on educational fundamentals which will make them self-reliant. This goes to help in the increase of different subject areas which will help in broadening their knowledge and understanding and help them face more challenges in life. Corroborating the above, the National Policy on Education in Nigeria (2017) broad terms specified the aims and objectives of secondary school education to include; preparation for useful living within the society, and preparation for higher education, providing and increasing number of primary school pupils with the opportunity for education of higher quality, irrespective of sex, social, religious and ethnic background, diversified curriculum to cater for the differences in talents etc.

From the findings revealed, secondary school teachers seek for information mostly in the following ways; by Consulting books privately, browsing the internet, go to the school library, consult expert on area of needs seek the assistance of fellow teachers and using indexed journals. The results of the study also show that secondary school teachers perform a number of actions in seeking for information which the highest rated among all is consulting books privately of all kinds in order to gain more knowledge from authors. In the area of visiting newspaper stand, the teachers do not consider it relevant reason been that they lack the knowledge on the nature of up-to-date information contained in a newspaper. Contradicting the findings above, Zanwa (2006) pointed out that only few teachers engage in active information-seeking, the reason being either that many teachers do not understand the concept of inquiry for information or lack the knowledge about the existence of information sources. Burekett (2004) opined that information-seeking should be in cooperated into courses of study in schools and be part of continuing education and on the job training.

Proper orientation and information literacy campaign should be carried out to help the teachers.

The study revealed there are a number of information sources available to help secondary school teachers satisfy their information needs. The available data collected on information sources recorded books, library, workshop/seminar, reference materials, friends/colleagues, and radio/television to record highest. On the contrary, items that was rated low falling within lower responses include audio-visual materials and CD ROMs. audio-visual resources are strong and relevance information resources that aided in teaching because of its unique characteristic it enable the student to have a clear understanding of the topic talking about as it convey its information through pictures, sounds videos etc from the findings the teachers do not make use of it much this could be as a result of lack of availability of such resource as most of them complain of irrelevant resources in their school library. Another reason could be poor attitude towards the use of audio-visual Medias. Lack of awareness and complementary technologies also affect the utilization of CD-ROM in the secondary school. This result was supported by the works of Ezeala (2000) and Mabawonku (2004) that a number of information sources exist, which includes libraries, document centres and achieves that provides the principal or primary sources. Government on their own has other information sources which are located both in government and public places.

Findings revealed that lack of relevant information in the library, insufficient access to new technological facilities that will enhance literature search, lack of opportunities for professional development through seminars and workshops, lack of opportunity to pursue higher degree in my field, un-cooperative attitude of library staff to help them seek information and lack of interest towards the use of technological facilities are the factors that bedevil teacher's information needs and seeking behaviour. Teachers pointed out that lack of relevant information in the library is the most difficult challenge they encountered in getting

their information needs this revealed that most of the school libraries lack adequate and current information resources, some of the materials are not relevant to teachers as a result of obsolescence and are no longer needed which the librarians have not taken time to weed out. Library in a simple term is a storehouse of knowledge it is a repository of human knowledge both in print and non-printed form arranged by a professional librarian. Efforts should be geared towards acquiring current materials in order to help the teachers meet their information needs and also for the benefit of the students. Kemi (2014) in her study noted that there are obstacles that prevent free flow and access to information. These obstacles, according to him, are exorbitant cost of materials, endless cumbersome procedures, proliferation and uncertainty or GIGO that is garbage in garbage out etc.

There are strategies suggested that could be employed to help in the satisfaction of information needs and enhancement of information-seeking behaviour of secondary school teachers in Umunze. These strategies range from establishment of good and well equipped libraries, adequate provision of new technological facilities like (computers and internet), provision of the right type of information materials, organization of workshops, conferences and seminars, funding and sponsorship to workshops and conferences, enhancement of welfare packages and the least, schools to solicit for donations, gifts, bequest and endowment from individuals. From the data collected, most of the items were very highly rated for the 3 secondary schools. Furthermore, establishment of good and well equipped libraries was rated very high by the 3 secondary schools. This goes to agree with the views of Edoke (2000) Ezeala (2000), National Policy on Education (2017), and Ibrahim and Saleh (2009) where they wrote that the school library is needed for development of the school because, its resources are central to the fulfilment of the objectives of the school's curriculum, helping students to develop individualized study necessary for personal development.

Also adequate provision of new technological facilities like computer and internet services were found to be one of the best strategies of enhancing and satisfying needs and information seeking behaviour of secondary school teachers in umunze. This was supported by the views of Ezeudu (2008) and Adetimimi (2009) who pointed out the benefit of new technological facilities in enhancing information needs. The importance of computer and its net-work facilities like the internet in making the world a global village cannot be neglected, hence it is of high value to the society at large. Provision of the right type of information sources was pointed out by researchers like Aitehison (2006) and Ezeala (2005), respectively. All mentioned and emphasized different types of information sources and materials that have helped information needs and seeking behaviour. Such sources and materials that have helped in information needs and seeking behaviour include handbook for teachers from West Africa Examination Council (WAEC) Regulation and syllabus to Joint examination school Certificate and General Certificate of education (GCE). Information Technological communication facilities like computer and network storage, school libraries, books journals, seminars and workshops, CD-ROMs to mention but these few. They equally recommended high funding and sponsorship to workshops and conferences. The teachers noted that it will be also be beneficial to them if workshops, conferences and seminars were organized as it was highly rated in the priority of their needs. This view was supported by Oduwale (2005), Achumugu (2008), Amibikpath (2007), Dike and Umunnakwe (2010) according to them, workshops, conferences and seminars creates awareness of the objectives and social roles of the profession, instruct growing and practicing members to know the role expectations of their profession, and creates mutual understanding solidarity and oneness of members.

Conclusion

The study submitted that secondary school teachers in Umunze, Anambra State are plagued by various information needs and are making concerted efforts of acquiring the right

information to meet those needs with consultation of books, library and internet as the major focus. Secondary school teachers in Umunze utilize books, workshops/seminars and reference materials as major sources of acquiring information to meet identified needs effectively. Though harangued by hindrances, information can still be accessed in order to breach the gap that have been created by information needs thus having a positive effect on the academic growth and overall performance of secondary school teachers.

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