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Information Needs and Information Seeking Behaviour of Lecturers in Edo State College of Nursing Sciences (Edocns)

ABSTRACT

The study explored Information needs and Information Seeking Behaviour of Lecturers in Edo State College of Nursing Sciences (Edocns). The study was guided by four objectives Descriptive survey was used. The population of the study was the 46 Lecturers in Edo State College of Nursing Sciences (Edocns). No sample size due to the small population. Closed ended Questionnaire was used in data collection which included a four likert scale (4-1). 46 copies of the questionnaire were administered, 41 were filled, returned and found usable representing 89.1% response rate. Percentage and Means were used in data analysis. The study established that teaching and research Materials was the major information needs of lecturers in the college. The findings also revealed that the internet was mostly the source utilised by Lecturers and not the library despite the positive view about the college library, this could be as a result of the inadequate resources in the Library and inadequate retrieval skills (use of Library OPAC, search engine etc.) as indicated by the lecturers as the major challenges faced when seeking for their information needs. The study recommended among other that the library should ensure that more information resources especially scholarly materials that to meet the teaching and research needs of the lecturers should be acquired and the lecturers should acquire more information literacy skills in order to be able to retrieve needed information from the library and as well as the internet.

Keywords: Information Needs, Seeking Behaviour, Lecturers and Edocns

1.0 INTRODUCTION

The era of information communication technology can be seen as a time of knowledge explosion, with various information resources in both print and electronic format. The library is saddled with the responsible to provide information both in print and electronic resources giving library patron vast collection of information resources to choose from. The enormous information resource available in the college library, no wonder the library is said to be the heart of the college and the first and last place to seek for information resources.

Information is a vital tool for human development, as it is essential for planning, higher cognitive process and implementation. In this digital era information is most information resources are available in electronic format. Information is significant for human existence and influence decision making at every stage of mankind existence. Information aids a person with facts, knowledge, ways and process to use in actualizing a plan. Every individual requires and need information for growth, decision making, career development, practices and to display professionalism.

Information can be defined as knowledge or fact derived from studying, research, communication and instruction in other to enhance development. The “information need” is another word that has been discussed and approached from many various standpoints. Much of the discussion has been orientated towards the clarification of other related concepts like “wants”, “requests”, “demands”, “desires” and so on. “Information need could be a term closely associated with the concept of information seeking behaviour

Human beings on a daily basis are faced with tasking activities ranging from work, education, planning, decision making and research and decision making. Therefore, it is imperative for one to be armed with the necessary information to counter such problem.

Information seeking can be seen as the way individual sort for information to satisfy their information or goals. Omah and Urhiewhu(2019) opined that “Information seeking is a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker. Information seeking behaviour (ISB) resulted from the recognition of some needs, perceived by the user, who as a consequence makes demand upon on formal system such as libraries and information centres, or some other person in order to satisfy the perceived information need.”

An investigation of the information need and seeking behaviour of Lecturers in Edo state college of nursing sciences would aid librarians and library staff to determine how better and more efficient information services will be provided in other ensure optimal satisfaction of their users.

1.1 STATEMENT OF PROBLEM

Lecturers are teachers and arguably the greatest asset in human development. They are responsible for impacting knowledge in human being and also saddled with the great responsible of human capacity building in all human endeavour.

Teaching and research are two areas that require constant supply of print and electronic resources to satisfy the needs of the human. It is therefore essential for the lecturers to always keep themselves abreast with current and relevant information that might enhance their work. However, research and observation reveals lecturers sit long hours within the library in quest for information in their area of specialisation. The kind of knowledge sought, the aim of seeking

information, accessibility to the specified information and problems encountered during information seeking remains largely unknown. This unknown phenomenon affects the library and its patrons in the sense that the library may not effectively meet the information needs of the lecturers, thereby wasting their time in unfruitful search that would have been used for study and research. Also despite the information resources both in print and electronic format available for lecturers in the college library and even online observation has shown that some of the lecturers in Edo state college of nursing sciences (Edocns) lack the information to fully exploit their research activities, this could be as a result they do not know how to source for needed information. It is against this backdrop that the research sought to find out the information needs and seeking behaviour of Lecturers in Edocns.

1.2 OBJECTIVES OF THE STUDY

The objective of this research is to ascertain the information needs and seeking behaviour of Lecturers in Edo state college of nursing sciences (Edocns). The specific objectives are to;

1. Information needs of Lecturers in Edocns
2. Sources utilised by lecturers when seeking for information needs.
3. Lecturers' views of Edocns library resources and information services.
4. Challenges lecturers' face when seeking for information needs.

1.3 RESEARCH QUESTION

The research was guided by the following questions;

1. What are the information needs of Lecturers in Edocns?
2. What are the sources utilised by lecturers when seeking for information needs?

3. What are lecturers' views of Edocns library resources and information services?
4. What are the challenges lecturers face when seeking for information needs?

3.0 RESEARCH METHODOLOGY

The study adopted descriptive research survey. The population of the study comprised of all the forty-six (46) lecturers in Edocns. Babbie (2013) asserted that, when a population is of manageable size that is less than 200, it is advisable to conduct a survey of the whole population, instead of just a sample. This technique has a pronounced level of accuracy and total statistical coverage. The researcher sampled all the forty-six (46) lecturers in Edocns. Close-ended questionnaire was utilised. The questionnaire included four point likert scale (4-1). Forty-six (46) questionnaires were administered to the lecturers in Edocns within two weeks; forty-one (41) were filled, returned and found usable for analysis (89.1%). The data was analysed using frequency counts, percentage and mean score. The decision was based on mean score 2.50, this implied that any statement with mean score of 2.5 and above was accepted (agreed) while any statement with a mean score below 2.5 was rejected (disagreed).

4.0 INTERPRETATION OF DATA

Table 1: Response Rate of Lecturers

S/N	Designation	Number of Questionnaire Distributed	Number of Returned Questionnaire	Percentage (%)
1	Clinical Instructors	3	3	6.5
2	General Studies(GST) Tutors	25	23	50
3	Midwife Educators	4	3	6.5
4	Nurse Educators	14	12	26.1
Total		46	41	89.1%

Source Field Survey, 2022

Table 1 showed the response rate clinical instructors had 7.3%, GST tutors had 56.1%, Midwife educators had 7.3% and Nurse Educators had 9.3%. However, the overall response rate was 89.3%

Table 2: Distribution of Respondent by Gender

S/N	Gender	Frequency	Percentage (%)
1	Female	24	58.5
2	Male	16	41.5
Total		41	100

Source Field Survey, 2022

Table 2 revealed that there were more female lecturers 24(58.5%) than male lecturers 16(41.5%) in Edocns.

Table 3: Distribution of Respondent by Age

S/N	Years	Frequency	Percentage (%)
1	25-30	2	4.9
2	31-40	28	68.3
3	41-50	5	12.2
4	Above 50	6	14.6
Total		41	100

Source Field Survey, 2022

Table 3 indicated that most lecturers in Edocns are in the age range 31-40(68.3%), followed by above 50 (14.6%), 41-50(12.2%) and finally 25-30(4.9%).

Table 4: Educational Qualification

S/N	Qualification	Frequency	Percentage (%)
1	Bachelor Degree	8	19.5
2	PGD/PGDE	7	17.1
3	Master's degree	25	61
4	Ph.D	1	2.4
Total		41	100

Source Field Survey, 2022

Table 4 showed that most of edocns lecturers have a master's degree 24(61%) while (8)19.5% are bachelor degree holders, 7(17.1%) had PGD/PGDE degree and only 1(2.4%) had a Ph.D degree.

Table 5: Years of Lecturing Experiences

S/N	Duration	Frequency	Percentage (%)
1	0-11months	1	2.4
2	1-3years	15	36.6
3	4-10years	12	29.3
4	10-20years	6	14.6
5	Over 20years	7	17.1
Total		41	100

Source Field Survey, 2022

Table 5 indicated that most of the lecturers in Edocns 15(36.6%) has 1-3years of lecturing experience while 12(29.3%) have 4-10years of lecturing experience, 7(17.1%) have over 20years of lecturing experience, 6(14.6%) has 10-20years lecturing experience and 1(2.4%) has 0-11months of lecturing experience

Table 6: Information Needs of Lecturers in Edocns

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Mean (X)	Decision
1	Teaching and Research Materials	38	3	0	0	3.9	Agree
2	Information on Professional Development	25	12	4	0	3.5	Agree
3	Information on Personal Development	23	12	6	0	3.4	Agree
4	Information on Health/Personal Hygiene	12	19	10	0	3.0	Agree
5	Information on Community Service	10	2	18	11	2.2	Disagree
6	Information on Politics	8	10	15	8	2.4	Disagree
7	Current Information about Life in General	20	2	0	19	2.6	Agree
GRAND MEAN						3.0	AGREE

Source Field Survey, 2022

Table 6 indicated that teaching and research Material(3.9) is the most needed information by lecturers in Edocns, followed by information on professional development(3.5), then information on personal development(3.4), followed by information on Health/personal Hygiene (3.0), followed by current information about life in general(2.6) while information on politics and community service were below the bench mark of 2.5

Table 7: Sources Utilised by Lecturers When Seeking for Information Needs

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Mean (X)	Decision
1	Internet	40	1	0	0	4.0	Agree
2	College Library	7	9	19	6	2.4	Disagree
3	Social media	0	8	20	13	1.9	Disagree
4	Workshop/Conference/Seminars	15	3	18	5	2.7	Agree
5	Academic Journals /Books	13	12	9	6	2.7	Agree
6	Television/Radio	5	6	10	10	1.7	Disagree
7	Discussion with Colleagues	22	7	3	9	3.2	Agree
8	Contact a Librarian	4	8	20	9	2.2	Disagree
GRAND MEAN						2.6	AGREE

Source Field Survey, 2022

Table 7 showed that the internet(4.0) is the source mostly utilised by Edocns Lecturers, then Discussion with colleague(3.2) while workshop/conference/Seminar and academic journal/books both had a mean score of 2.7. College library(2.4), Social media(1.9), Television/Radio(1.7) and contact a Librarian(2.2) had a Mean score Below 2.5 Indicating that these are not sources mostly utilised by Lecturers in the College.

Table 8: Lecturers' View of Edocns Library Resources and Information Services.

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Mean (X)	Decision
1	Library Resources are Current	28	10	3	0	3.6	Agree
2	Library Resources are Relevant	26	15	0	0	3.6	Agree
3	Library Resources are Adequate	10	1	25	5	2.4	Disagree
4	Information Resources in the Library can Satisfy My Information Needs to an Extent	12	8	6	15	2.6	Agree
5	The library is a Trustworthy Information Centre	20	16	0	5	3.2	Agree
GRAND MEAN						3.1	AGREE

Source Field Survey, 2022

Table 8 revealed Lecturers' view of Edocns library resources and information services. From the table above, statement 1,2,4 and 5 which had mean score ranging from 2.6-3.6 which was above the 2.5 benchmark showing the Lecturers in Edocns have a positive view of the college library, while statement 3 had a mean score of 2.4 which is below the bench mark of 2.5 and was showed as disagreed

Table 9: Challenges Lecturers' Face When Seeking for Information Needs.

S/N	Statement	SA (4)	A (3)	D (2)	SD (1)	Mean (x)	Decision
1	Inadequate library resources	30	4	5	2	3.5	Agree
2	Unaware of information resources in the library.	13	11	6	11	2.7	Agree
3	Inadequate Information Retrieval Skills(use of Library OPAC, Search engine etc.)	30	2	9	0	3.5	Agree
4	Unaware that the Library E-Resource can be Accessed at All Times.	15	12	6	8	2.8	Agree
5	Poor attitude of Library staff	9	2	18	12	2.2	Disagree
6	Financial constraint	16	13	5	7	2.9	Agree
GRAND MEAN						2.9	AGREE

Source Field Survey, 2022

Table 9 above unveiled the challenges lecturers' face when seeking for information needs. The above showed statement 1, 2,3,4 and 5 had mean score ranging from 2.7-3.5 which were above the 2.5 mean score benchmark and were the challenges lecturers face when seeking for their information needs while statement 5 was below the mean score benchmark of 2.5 and was indicated as disagreed.

4.1 DISCUSSION OF FINDINGS

The study was to investigate the Information needs and Information Seeking Behaviour of Lecturers in Edo State College of Nursing Sciences (Edocns). It was guided by four research questions. The study showed that most lecturers in Edocns needed more of teaching and research Materials, others were information on professional and personal development, information on Health/personal Hygiene and information about life in general were the information needs of

lecturers in Edocns. This collaborated with an earlier research of Nnadozie and Nnadozie(2008) which stated that most Lecturers needed information for their teaching and research duties.

Research question two unveiled that the internet was the major source utilised by lecturers to seek for their information needs, this is in line with Ahiauzu and Ani(2015) study, which revealed that the internet is has a pool of Academic Resources. Other source of information utilised by lecturers were discussion with colleagues, workshop/Conference/Seminar and Academic journals/Books, this agrees with the research conducted by Omah and Urhiewhu (2019) which revealed that other sources of information were books, journals in fundamental subject area, Workshops/Conferences/Seminars are another sources of information by lecturers.

Research question three indicated that lecturers in Edocns has a positive view about the college Library and the library resources are relevant, current and the library is a trustworthy information which can satisfy their information needs to an extent despite the library was not a major source utilised by lecturers in the College. They were of the view that the library resource was not adequate. This is in disparity with a related research by March, Vaikosen and Akporoghene (2020) in the perceptions of the Library were negative due to the poor library and information service in the institution.

Finally the study disclosed the challenges face when seeking for their information needs. The major challenges encountered by lecturers when seeking for their information were inadequate library resources and Inadequate Information Retrieval Skills (use of Library OPAC, Search engine etc.). This is in same vein with the view of the lecturers that the library resources are not adequate. This collaborates Emmanuel and Jegede(2011) which revealed that despite the huge awareness of Library Resources by Students in the University environment, the resources in the

library are not enough. Also supports Omah and Urhiewhu (2019) study that information retrieval skill is a major challenge faced by lecturers in Taraba state University. Other challenges were Unaware of information resources in the library, Unaware that the Library E-Resource can be accessed at All Times and Financial constraint.

5.0 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study examined the Information needs and Information Seeking Behaviour of Lecturers in Edo State College of Nursing Sciences (Edocns). Based on the findings it could be deduced that teaching and research Materials was the major information needs of lecturers in the college. The findings also revealed that the internet was mostly the source utilised by Lecturers and not the library despite the positive view about the college library, this could be as a result of the inadequate resources in the Library and inadequate retrieval skills(use of Library OPAC, search engine etc.) as indicated by the lecturers as the major challenges faced when seeking for their information needs.

5.2 Recommendations

Based on the findings the following recommendations were made to improve the present situations:

1. The library should ensure that more information resources especially scholarly materials that to meet the teaching and research needs of the lecturers should be acquired.
2. The lecturers should acquire more information literacy skills in order to be able to retrieve needed information from the library and as well as the internet

3. The library staff should create awareness via user orientation for the staff of the information resources available in the library and also ensure that the lecturers are aware of the fact that they can access the library e-resources at any given time.
4. Research grant should be allocated to the lecturers because they need finance to be able to purchase scholarly resources needed for teaching and research.

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