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Information Needs and Seeking Behaviour of Masters' Students in the Faculty of Communication and Information Sciences, University of Ilorin, Kwara State

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Abstract

The study examined the Information needs and seeking behaviour of masters student at the University of Ilorin, Nigeria using Elis information seeking behaviour model. A total of 125 masters students selected from the three departments offering masters degree programme at the faculty of Communication and Information Sciences, University of Ilorin, Nigeria constituted the population of the study. Through a survey design, questionnaire was administered to gather data from the respondents. Four research questions were developed and answered by the respondents. The results indicated that major information needs of masters students at the faculty of Communication and Information Sciences, University of Ilorin, Nigeria is for academic purpose and the masters and their primary purpose of seeking for information is for their reading activities. They also acknowledged that uses fellow students and internet as their first point of call whenever needs for information arises. Overall, the respondents are satisfy with the information sources consulted when seeking for information even as they majorly use the credibility of the author to evaluate the information sources consulted. But they have incompleteness of the materials as their major problem in their seeking process. The result for this study correlate with Elis information seeking behaviour model.

Keywords: Information, Information Needs, Information Seeking Behaviour, Masters' Students, University of Ilorin.

Introduction

Information is an important tool used in the realization of any objective or goal of the library. Information is an important factor in any library because they are needed by users. Every library user needs information of increasing variety and diversity of levels, frequencies, volumes and with ease.

Information seeking is a basic activity indulged in by all people and manifested through a particular way of behavior. It is also an aspect of scholarly work most interesting to academic librarians who strive to develop collections, services, and organizational structures that facilitate seeking of information (Wiberley, 1989). There is a universal assumption that man was born innocent and should actively seek knowledge. 'Information seeking is thus a natural and necessary mechanism of human existence' (Marchionini, 1995).

Therefore, information need stems from a vague awareness of something missing and as culminating in locating information that contributes to understanding and meaning Library patrons seek information because they need information resources to survive in all sectors of life (Ajiboye and Tella, 2007, Fiankor and Adams, 2004, Fatima and Ahmad (2008)).

Information seeking behaviour can be described as an individual's manner of gathering and sourcing information for personal use, knowledge updating and development. According to Kakai, Ikoja-Odongo and Kigongo-Bukenya (2004), information seeking behaviour is the way people go about searching for information. According to Kakai, Ikoja-Odongo and Kigongo-Bukenya (2004) students' information seeking behaviour involves purposeful information seeking as a result of the need to complete course assignments, prepare for class discussions, seminars, workshops, and write final-year research papers. Taylor (2000) noted that the information sources (e.g. the library) that a user actually needs may not eventually tally with what is practically available, due to constraints either in the stock or the user's own inability. Kakai, Ikoja-Odongo and Kigongo-Bukenya (2004) in their study observed that most students concentrate on using particular materials recommended by either their lecturers or colleagues who have used them before, rather than searching to find the most appropriate document to use.

Information seeking behavior is the purposive seeking of information as a consequence of a need to satisfy some goal. In the course of seeking, the individual may interact with manual

information systems such as a newspaper or a library, or with computer-based systems such as the Web.

Information seeking behavior involves personal reasons for seeking information, the kinds of information which are being sought, and the ways and sources with which needed information is being sought. Information seeking behavior is expressed in various forms, from reading printed material to research and experimentation. Scholars, students and faculty actively seek current information from the various media available in libraries, e.g. encyclopedias, journals and more currently, electronic media.

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The information need is a factual situation in which, there exists an inseparable interconnection with "information" and "need", information needs can therefore be said to be the amount of positive information an individual or group of users need to have for their work, recreation and many other like satisfaction. Thus, information need arise wherever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit. In other words, lack of information needed to accomplish a task results in information need which several authors have variously described and explained ((Singh and Satija, 2006; Fiankor and Adams, 2004; Adeniyi, 2007).

Information needs are diverse and constantly changing and not amenable to generalization. Information needs can be social, economical, political, cultural or educational. However, information need is characterized mostly by the information seeking behaviour of the person in need of information. Information seeking behaviour is a broad term, which involves a set of actions that an individual, such as undergraduates, 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

and manner of gathering and obtaining information for personal use, knowledge, updating and development. In other words, information seeking behaviour involves active or purposeful information as a result of the need to complete course assignment, prepare for class discussions, seminars, workshops, conferences, or write final year research paper. Though, Singh and Satija (2006) see information seeking behaviour as a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker in which information seeking behaviour results from the recognition of some needs, perceived by the user, who as a consequence makes demand upon a formal system such as libraries and information centres or some other person in order to satisfy the perceived information need. Thus, they pointed out that information seeking behaviour essentially refers to locate discrete knowledge elements concerned with the three basic resources namely, people, information and system.

Information seeking behaviour is an area of dynamic interest among librarians, information scientist, communication scientists, sociologist, and psychologists. Information seeking behaviour is expressed in various forms, from reading printed material to research and experimentation (Bhatti, 2010). Information users make active and intentional attempts to seek up to date information from the library resources, including, electronic sources. It is worthy to also note that the advent of information technology has revolutionized the field of library and information services and has brought about considerable changes in the information seeking behaviour of users.

Though there seems to exist many reasons and sources of information to the information user, the university library occupies a central position in the information seeking process of postgraduate students in Nigerian universities.

The library, therefore, is the most widely used source of information available to literate societies. The librarian should be are of what kind of information is being sought, and how it can be obtained. Due to the rapidly escalating cost of purchasing and archiving printed scholarly journals and electronic media, the library has the duty to provide and maintain efficient services.

Background on the Faculty of Communication and Information Sciences University of Ilorin, Ilorin, Nigeria

The University of Ilorin is located in Ilorin, Kwara State, and is one of the seven third generation Universities established by the Federal government of Nigeria in August 1975. The University of Ilorin has grown from three faculties in 1976 to15 faculties with over 60 academic departments today. The university is currently rated as the best university in Nigeria and 55th in Africa following the world university ranking released in January 2010. Fifteen faculties made up the University of Ilorin. These are faculties of Agriculture, Art, Basic Medical Sciences, Clinical Sciences, Communication and Information Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Life Science, Management Sciences, Pharmaceutical Sciences, Physical Sciences, Social Science and Veterinary Medicine.

Moreso, postgraduate studies started with the Faculty of Science in 1977 when two candidates were admitted for the Master of Science degree programme in the Department of Biological Sciences. The Postgraduate School was however inaugurated on the 8th November, 1983. Prior to that time matters relating to Postgraduate Programmes were managed by the Board of Postgraduate Studies which was inaugurated in March 1979 and the first set of graduate's convocated in 1983. The Postgraduate Studies which began with only one programme (the M.Sc. degree) in 1977 in one Faculty have expanded to the nine Faculties of the University.

The Faculty of Communication and Information Sciences (CIS) was formally established through the decision of Senate at its 193rd (Special) meeting held on June, 2008. Part of that senate decision was the movement to CIS of the Dept of Computer Science from the Faculty of Science; and the movement to CIS of the Dept of Mass Communication from the Faculty of Business and Social Sciences. In addition to the decision to move these two Departments to the new Faculty, three new Departments were created namely (Departments of Library and Information Science, Information and Communication Science, Telecommunication Science).

The Faculty of Communication and Information Sciences is the University's flagship Faculty designed to take full advantage of multidisciplinary interactions of the science and technologies of computing, information and communication. Its undergraduate curriculum is designed to reflect this and underlies the Faculty's postgraduate programmes.

Presently, the faculty offers masters programmes in the department of Computer Science, Library and Information Science and Mass Communication.

Statement of The Problem

The present study is entitled, "Information seeking Behavior of Masters Students at the faculty of Communication and Information Sciences, University of Ilorin". the need for this is that since the establishment of the faculty and introduction of masters programme, no research of this nature have been conducted to ascertain their information needs and seeking behaviour.

Objectives of the Study

The purpose of this study is to describe the masters students' information needs and information seeking behaviour to support their process of inquiry and scholarly activities. Specifically this study was designed to explore the following research questions based on Elis information seeking behaviour model:

i.   What are the information needs of masters students?
ii. what are the purpose of seeking for information?
iii. What are the different information searching strategies employed by masters students?
iv. What are the problem encountered when seeking for information?

Significance of the Study

Going by the above objectives, this study will play a major role in understanding elis information behaviour model and defining information needs and information seeking behaviour of masters students in the faculty of Communication and Information Sciences, University of Ilorin. Thus, the findings from this study could be of help in making policy that could affect their information needs and information seeking behaviour.

Literature Review

An information need arises when an individual senses a problematic situation or information gap, in which his or her internal knowledge and beliefs, and model of the environment fail to suggest a path towards the satisfaction of his or her goals (Case 2007:333). Such an identified information need may lead to information seeking and the formulation of requests for information (Ingwersen & Järvelin, 2005:20). The term "information need" therefore does not necessarily imply that people are "in need of" information as such but that the use of information can lead to the satisfaction of a more basic need (Wilson 1981:5-6).   When considered from a task performance point of view, information needs are the requirements for information as they are necessary to fulfil a task (International Organisation for Standardisation (ISO) in Blom 1983:4).

An information need may lead to a decision to seek information. Information seeking is a form of human behaviour that involves seeking for information by means of the active examination of information sources or information retrieval systems to satisfy the information need, or to solve a problem (Ingwersen & Järvelin 2005: 386). In order to acquire information the user has to select information from a particular source, system, channel or service.

Models of information seeking attempt to describe the process a user follows to satisfy an information need. The present study anchors on the David Ellis information seeking model. Ellis (1989) identified six actions: starting, chaining, browsing, differentiating, monitoring, and extracting.

Ellis's (1994) model of information-seeking behaviour

Ellis first described his model of information-seeking behaviour in 1984 and has since then developed the model in information-seeking studies of various groups of researchers, including engineers (Ellis 2005:138-139). Ellis (in Ellis & Haugan 1997:385; Ellis 2005:140; Ingwersen & Järvelin 2005:63) derived eight generic characteristics of the information-seeking patterns of social scientists. Ellis later extended this work to physicists, chemists and engineers. Figure 2.3 is a stage process version of Ellis' model.

Figure 1

A stage process version of Ellis' (1994) behavioural framework
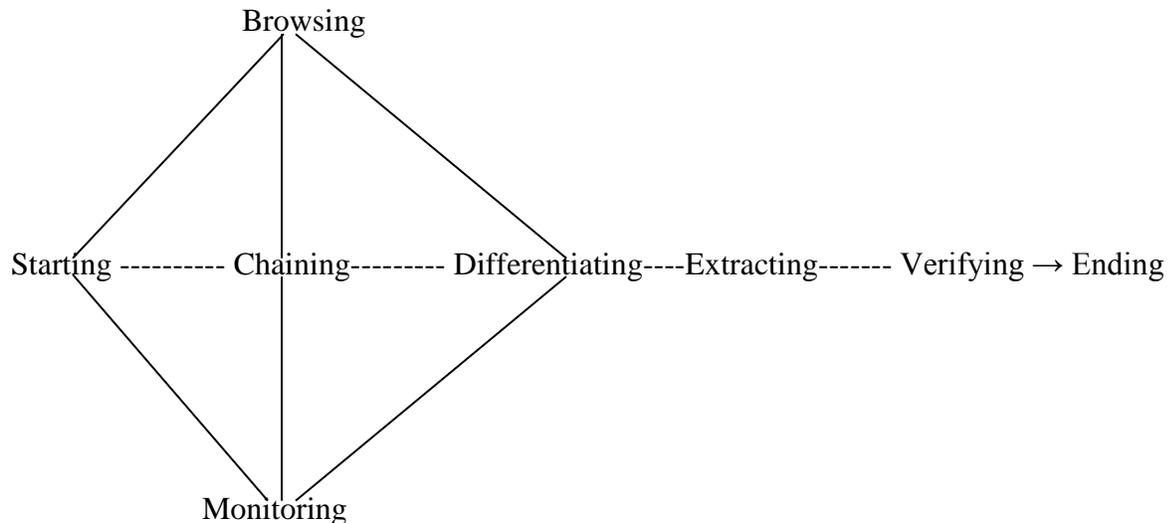
Source: Wilson (1999:255)

The eight characteristics of Ellis' model of information-seeking behaviour represents types of activities, rather than stages that the users of information systems might want to accomplish through the systems and do not directly provide any design specifications for the systems (Ellis 2005:39; Ingwersen & Järvelin 2005:64). These are starting or surveying; browsing, chaining, monitoring, differentiating, extracting, filtering or verifying and ending.

1. **Starting/surveying**

Starting or surveying activities are characteristic of the initial search for information and involve identifying the initial materials to search through and select starting points for the search, for example, asking a colleague (Ellis & Haugan 1997:395; Kalbach, 2000:3; Wilson 1999:254; Wilson 2000:52). The identified sources often include familiar sources that have been used previously (Choo et al. 1998:5; Choo et al. 2000a:4). The perceived accessibility of the information source is a strong predictor of source use for many information users, especially engineers (Choo et al. 1998:5; Choo et al. 2000a:4; Fidel & Green 2004:564).

2. **Browsing**

Chang and Rice (in Erdelez 1997:413) identified browsing as "a rich and fundamental human behaviour." Browsing involves semi-directed searching in an area of potential interest as a

monitoring activity through scanning of journals and tables of contents, etc, to find something of particular interest (Ellis & Haugan 1997:398; Wilson 1999:254; Choo et al. 2 000a:4; Kalbach 2000:3; Wilson 2000:52). Browsing is also undirected and active searching while web browsing involves the following of links from one document to another (Bates 2002:5).

3. Chaining

Chaining is when the information seeker follows chains of citations or other forms of referential connection between materials to identify new sources of information (Ellis & Haugan 1997:396; Kalbach 2000:3). Chaining can be forward where the user is looking for new sources that refer to the initial source or follows footnotes and citations in an information source. It could also be backward when a pointer or reference from an initial source is followed (Choo et al. 2000a:4; Wilson 2000:52).

4. Differentiating or distinguishing

Differentiating or distinguishing is characterised by activities in which the user ranks the information sources based on their relevance and value to his or her information need (Ellis & Haugan 1997:399; Kalbach 2000:3; Wilson 2000:52).

5. Monitoring

Monitoring is similar to searching for information for current awareness purposes where the user maintains an awareness of developments in his field of interest through the monitoring of particular sources (Ellis & Haugan 1997: 397; Kalbach 2000:3; Wilson 1999:254; Wilson 2000:52). Monitoring also involves the exchange of information through contact with suppliers of technology, including participation in international conferences and other international forums, and is of great importance to most engineers (Ellis & Haugan 1997:397; Weiss 2005). This characteristic is also similar to 'being aware' in Bates' (2002:4) Modes of Information-seeking and 'undirected viewing' in Aguillar's (1967) Modes of Environmental Scanning (to be discussed in 2.4.2).

6. Filtering

Filtering involves the use of certain criteria or mechanisms when searching for information, to make the information as relevant and precise as possible, mainly through computerised literature searches (Ellis & Haugan 1997:399).

7. Extracting

The user systematically works through a particular source to locate material of interest in the extracting mode. This implies the selective identification of relevant material in an information source and represents a major feature of the information-seeking patterns of many researchers (Ellis & Haugan 1997:399; Wilson 1999:254; Wilson 2000:52).

8. Ending

Ending involves 'tying up the loose ends' through a final search (Ellis & Haugan 1997:400; Wilson 1999:254; Wilson 2000:52). The strength of Ellis' model lies in the fact that it is based on empirical research and has been tested in subsequent studies (Wilson 1999:254). Unfortunately there is no reported information about the specific tasks which the subjects in Ellis' and other researchers' studies were performing when the data was collected, that is, it is not clear whether certain categories were more likely to be used with certain kinds of tasks (Ingwersen & Järvelin 2005:82).

Moreso, Kuhlthau provides an additional model which focuses on the information search process from the user's perspective. Her six stages in the Information Searching Process (ISP) Model are:

i. Initiation – beginning the process, characterized by feelings of uncertainty and more general ideas with a need to recognize or connect new to existing knowledge.

ii. Selection – choosing the initial general topic with general feelings of optimism by using selection to identify the most useful areas of inquiry.

iii. Exploration – investigating to extend personal understanding and reduce the feelings of uncertainty and confusion about the topic and the process.

iv. Formulation – focusing the process with the information encountered accompanied by feelings of increased confidence.

v. Collection – interacting smoothly with the information system with feelings of confidence as the topic is defined and extended by selecting and reviewing information.

vi. Presentation completing the process with a feeling of confidence or failure depending on how useful the findings are (Kuhlhau, 1994).

Applying Ellis' Model to information seeking involves actions such as starting (using lectures and to some extent reading lists, colleagues and the card catalogue); browsing (especially on the

open shelves); chaining (using references at the back of consulted books); monitoring (using the card catalogues, lists on library notice boards, and colleagues); extracting (using the card catalogue) and differentiating (to differentiate between the many documents identified by a user and select what is appropriate for use to satisfy an identified need). In the Ellis model, users may move from one action to another and no order is assumed.

Barrett (2005) made an explanatory research on the information seeking habits of graduate student researchers in the humanities, by conducting in-depth interviews with a small sample of humanities graduate students, were used to explore to what extent humanities graduate students might constitute a user group distinct from faculty and undergraduate models.

Hartmann (2001) concluded that undergraduate students experienced difficulty in locating items from the library collection and did not understand the processes for retrieving journal articles.

Herner and Mavitt (1954) found that one-fifth of the population studies visited the library very often to do their own literature searching.

Kenney's (1966) study conducted at International Labour Office found that the rank order of approaches of users was by subject headings, personal authors and title.

Machovec (1984) opined that voice recognition systems for on-line literature searching will make it much easier for intermediaries and users to interrogate with on-line information utilities without having to type.

Majid and Ali (2002) studies the use of information resources by computer engineering students in Singapore and found that the top five information resources in order of preference were books (94%), Lecturers (84%), the internet (86%), and friends (84%). They relied heavily on printed sources of information and their use of electronic journals and databases was very low.

Osiobe (1988) found that browsing was the most important source of finding references for undergraduate students. He concluded that respondents in the University of Botswana did seek help from University library staff with 40% receiving help from the reference librarian and approximately 32% from the subject librarian.

Fidzani (1998) conducted a study in University of Botswana, Gaborone to establish the information needs and information –seeking behaviour of graduate students. Findings include that there was a heavy reliance on library books, textbooks and journals as sources of information used for course-work. The researcher reported further that students primarily relied on scanning the shelves, or browsing through journals rather using the index and abstract databases to locate information.

In agreement with Fidzani (1998)'s findings, Urquhart et al., (2006), also concluded in their study that despite the apparent predominance of the search engine and e-mail as part of sources of information behaviour, books are still considered a reliable, basic resources of information for students' academic work. Their study also showed that many students still turn to books as well as the Internet for routine academic queries, with books used first more frequently than the Internet. According to the researchers, often, both might be used to answer a query, with books used for orientation first, before doing an Internet search. In like manner, Osiobe (1998) stated that browsing through Journals was the most important source of finding references for undergraduates students.

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Owalabi, Jimoh and Okpeh (2010) in their study of information seeking behaviour of polytechnic students discovered that 285 (59.4%) of their respondents needs information in relation to their academic. It shows that students use information primarily for academic purposes. The study concluded that students at the polytechnic seek information to improve their academic performance. In a different study carried out by Fatima and Ahmad (2008), the findings show that 30 (50%) of the respondents seeks information on career development and other reason include seeking information for problem solving, keeping up-to-date and the need to write an article or research paper.

The study of Ajiboye and Tella (2007) conducted on university undergraduate's information-seeking behaviour show that 12% of the respondents (students) required information for their

personal development, while 11.25% claimed that they sought for information on health matter, and 64.1% sought for information for their academic development, 9.3% seeks information to secures employment.

Also, Bhatti (2010) using faculty members at the Islamia University of Bahawalpur, respondents indicated their purposes of seeking information eighty-eight percent sought information for teaching purpose (preparing class lectures), 68 percent for literature searches, 43 percent to borrow books or journal articles, fifty-four percent of faculty members consult the library for research and 43 percent for keeping their knowledge up to date, and 27 percent visit the library for reading newspapers and magazines (recreational purposes). This clearly show that nearly all the respondents use library resources or seek for information for teaching with more than half seeking for research and a smaller number for various other purposes.

The study of Adeniyi (2007) reveals that lecturers of Olabisi Onabanjo University, Ogun State seek for information in order to get information on teaching and research, while Oyediran-Tidings (2004) in her empirical research on information needs and seeking behaviour of library users reveals that greater percentage of the respondents usually seek for information concerning their course. To her, this is not unexpected because the quest for certificate in their respective field of study forms their primary aim of being in the college.

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While Hartmann (2001) concluded that undergraduate students experienced difficulty in locating items from the library collection and did not understand the processes for retrieving journal articles.

In another study conducted by (Seamans, 2001), it was reported that first year undergraduate students reported that all of the participant felt that they had little need to look for information outside what faculty provided for them in their course and where information was needed. They felt they were able to acquire it using general search engines. Other findings from this research is that student participants were   comfortable using technology to learn and   that web modules

could be used in the future to teach library instruction. Kerins, Madden and Fulton (2004) in another study of graduate engineering students reported that the majority of the students indicated that the Internet was the first source of information they used for a project, and also (Mittermeyer, 2003) reported that many students used the Internet extensively for finding course-related information.

Moreover, Hiller (2002) in a study conducted in the University of Washington reported that undergraduates preferred to visit the library to study rather than to seek journals or books.

Shokeen and Kushik (2002) report on a study about information seeking behaviour of social scientists in the universities of Haryana. The study showed that most of the social scientists visit the library daily. The preferred search tools were indexing and abstracting periodicals and citations in articles. Current journals and books were preferred sources of information.

Fulton, Kerins and Madden (2004) report the results of two empirical studies which explored the information seeking behavior of engineering and law students in Ireland. The findings reveal similar patterns in the information seeking behavior between students studying to become professionals and information seeking patterns of these groups. Students learned their information seeking strategies, including effective and less effective approaches, from educators. Misperceptions of the role and value of libraries and information professionals in their studies were common, and as a result, students often adopted information seeking strategies that excluded libraries and library staff. The two studies suggest that engineering and law students in Ireland could benefit from greater information literacy training and awareness, enabling them to acquire the information skills they need to function effectively and efficiently in their future professional work lives.

Methodology

The study comprises of masters students at the Faculty of Communication and Information Sciences, University of Ilorin. A survey method was used for data collection. A total of 125 questionnaires on the information seeking behavior of research scholars were distributed randomly to respondents. Out of 125, 117 filled-in questionnaires were returned by the users with the over-all response rate of 73%.

The data collected was analyzed using Statistical Package for Social Sciences (SPSS version 21). This helped to generate percentage and frequency distribution.

Data Analysis

The results of the analyses obtained are presented as follows:

Table 4.1: Distribution of respondents based on department

Department	Frequency	Percentage
Computer Science	52	44.4%
Library and Information Science	20	17.1%
Mass Communication	45	38.5%

The result indicate that 44.4% of the respondents were from the department of computer science, while 17.1% from the department of library and information science, 38.5% of the respondents were from the department of mass communication. This shows that computer science department had the highest number of respondents follow by mass communication while library and had the lowest number of respondents. The reason for this can be link to the population of various department.

Table 4.2: Gender

Variable	Frequency	Percentage
Female	20	17.1
Male	97	82.9

Table 4.2 shows that majority of the respondents were male with 82.9% while female respondents were 17.1%.

Table 4.3: Age Range

Variable	Frequency	Percentage
20-24	11	9.4

25-29	79	67.5
30-34	27	23.1
35-39	0	0
40+ Years	0	0

Table 4.3 shows that 9.4% of the respondents were between 20-24 years old, 67.5% of them were between the range of 25-29, 23.1% of the were between 30-34 years of age while there were no respondents for 35-39 and 40+ years.

Table 4.4: Employability Status

Variable	Frequency	Percentage
Employed	49	41.9
Unemployed	68	58.1

The above table indicates that 41.9% of the respondents are employed while 58.1% of the respondents are unemployed. This shows that majority of the respondents are unemployed.

SECTION B: Information Needs (What are your information needs?)

Table 4.5

Variable	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)
Academic Information	117	100%	0	0%
Employment Information	79	67.5%	38	32.5%
Entertainment	101	86.3%	16	13.7%
Job Updates	90	76.9%	27	23.1%
Global Information	76	65%	41	35%
Information for Personal Development	85	72.6%	32	27.4%
Political	95	81.2%	22	18.8%

Information				
Social Information	71	60.7%	46	39.3%

The respondents were asked on their information needs. It can be deduced from the above table that more respondents needs was for academic purpose with 100%, followed by entertainment with 86.3%, political information needs with 81.2%, next is information for personal development with 72.6%, employment with 67.5%, global information with 65% and least of all 60.7% for social information.

Table 4.6: What are the purpose of information seeking?

Variable	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)
Research work	106	90.6%	11	9.4%
General awareness	93	79.5%	24	20.%5
Reading	117	100%	0	0%
Class discussion	72	61.5%	45	38.5%
Assignment	90	76.9%	27	23.1%
Preparing class notes	58	49.6%	59	50.4%
Investigation	40	34.2%	68	58.1%
Personal development	104	88.9%	13	11.1%

The respondents were asked question based on the purpose of seeking for information. From the above table, more respondents purpose of information seeking was for reading with 100%, followed by 90.6% for research work, 88.9% for personal development, 79.5% for general awareness, 76.9% for assignment, next is 61.5% for class discussion, 49.6% for class notes and least is 34.2% for investigative purposes.

Information Seeking Behaviour

Table 4.7: How do you start seeking for information

	Agree		Disagree	
Variable	**Frequency**	**Percentage**	**Frequency**	**Percentage**
I use students as my starting point for seeking information	108	92.3%	9	7.7%
I use lecturers as my starting for seeking information	32	27.4%	85	72.6%
I use professional colleague as my starting point for seeking information	50	42.7%	67	57.3%
I use the library as my starting point for seeking information	62	53%	55	47%
I use the internet as my starting point for seeking information	108	92.3%	9	7.7%
I use personal collections as my starting point for seeking information	95	81.2%	22	18.8%
I use official publication as my starting point for seeking information	77	65.8%	40	34.2%

From the table above 92.3% uses students when starting to seek information, 27.4% uses lecturers, 42.7% uses professional colleagues, 53% use the library, 92.3% use the internet, 81.2% uses personal collections and 65.8 uses official publication. More respondents uses students and the internet with 92.3% and least uses lecturers with 27.4% when starting to seek for information.

Table 4.8:

Variable	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)
I get all my needed information from the source(s) I identified above	81	69.2%	36	30.8%
All the source(s) I identified are very rich because I always get what I want from them at once.	81	69.2%	36	30.8%

The table above shows that 69.2% get all the required information needed from the sources identified above and 30.8% do not get all needed information from the sources identified above, also 69.2% agreed that all the sources identified above are rich to satisfy their information need and 30.8% disagreed as they do not find the above identified sources as rich.

Table 4.9: Level of Satisfaction

Note: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

Variables	S A		A		D		S D	
	Freque ncy	Perce ntage	Frequ ency	Percen tage	Freque ncy	Percen tage	Frequen cy	Perce ntage
I am satisfied with the information sources consulted.	65	55.6%	52	44.4%				
The information source(s) I consulted are accessible.	59	50.4%	58	49.6%				
The information material are generally available and accessible at my disposal?	43	36.8%	54	46.2%	20	17.1%		

The table above shows that 55.6% of the respondents strongly agree that they are satisfied with the information sources consulted and 44.4% of the respondents basically agreed, 50.4% of the respondents strongly agree with accessibility of information sources consulted while 49.6% of the respondents agreed, 36.8% of the respondents strongly agreed that information are available and accessible at their disposal while 46.2% of the respondents agreed while 17.1% disagreed.

Table 4.10: Which search strategy do you make use of to source for relevant materials?

Variable	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage(No)
I follow up on abstracts	71	60.7%	46	39.3%
I follow up on indexes	27	23.1%	90	76.9%
I follow up on references	79	67.5%	38	32.5%
I follow up on footnotes	49	41.9%	68	58.1%
I follow up reference given by colleagues	70	59.8%	47	40.2%
I follow up reference given by lecturers	90	76.9%	27	23.1%
Library card catalogue	52	44.4%	65	56.6%

Table 4.10 shows that 60.7% of the respondents follow up on abstracts while 39.3% do not follow up on abstracts as a strategy when sourcing information material, 23.1% of the respondents follow up on indexes while 76.9% do not, 67.5% of the respondents follow up on references while 32.5% do not, 41.9% of the respondents follow up on footnotes while 58.1% do not, 59.8% of the respondents rely on reference given by colleagues while 40.2% do not rely on this source as a search strategy, 76.9% follow up reference given by lecturers while 23.1% do not, and library card catalogue is a search strategy source for 44.4% of the respondents but not for 56.6% of them. Going by the above table, many of the respondents follows up on indexes, follow by footnotes.

Table 4.11: How do you get familiar with the material consulted

Variable	Frequency	Percentage
Browsing through the table of content	27	23.1%
Reading the preface	9	7.7%
Through the title of the material	11	9.4%
Scanning through the whole material	24	20.5%
Reading the material	46	39.3%

Table 4.11 shows that more respondents read the material to get familiar with the material consulted with 39.3% followed by browsing through the table of content with a total of 23.1% next is scanning through the material with 20.5%, also through the title of the material with 9.4% respondents and least is 7.7% respondents which read the preface.

Table 4.12: How do you evaluate your information sources consulted

Variable	Frequency	Percentage
Updatedness of the material	29	24.8%
Sources of the material	16	13.7%
Credibility of the author	31	26.5%
Format e.g print and non-print	25	21.4%
Relevance of the material	16	13.7%

Table 4.12 shows that more students uses credibility of the author with 26.5% to evaluate information sources consulted followed by updatedness of the material with 24.8%, formats with 21.4% is next and the least are sources of the material and relevance of the material with 13.7% each.

Table 4.13: Which of these problems do you encountered when seeking for information?)

Variable	Frequency (Yes)	Percentage (Yes)	Frequency (No)	Percentage (No)
Incomplete Materials	85	72.6%	32	27.4%
Lack of time	52	44.4%	65	55.6%
Some information are old	74	63.2%%	43	36.8%
Library staff are unwilling to help	79	67.5%	38	32.5%
Friends are unwilling to help	63	53.8%	54	46.2%
Lack of access to internet	52	44.4%	65	55.6%
High cost of purchasing text-books	63	53.8%	54	46.2%
Psychological factor	52	44.4%	65	55.6%
In accessible of library materials	63	53.8%	54	46.2%
Format of the material sourced	42	33.9%	75	64.1%

Table 4.13 shows that 72.6% of the respondents do encounter problem of incomplete materials when seeking information while 27.4% do not, 44.4% of the respondents do encounter problem of lack of time while 55.6% do not, some information are old to 63.2% of the respondents while 36.8% do not encounter this problem, to some respondents 67.5% of said library staffs are while

32.5% do not encounter such problems, lack of internet access is a problem to 44.4% of the respondents while 55.6% do not encounter such problem, high cost of purchasing textbooks is a problem to 53.8% of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents of the respondents while 46.2% do not encounter such problems, 44.4% encounter psychological factor as a problem and 55.6% do not, inaccessible library materials is a problem for 53.8% and not a problem for 46.2% finally 33.9% find formats of the material sourced as a problem and 64.1% do not.

Discussion of Findings

The significant findings of the study are given below:

- Majority of the respondents major information needs are for academic purpose and this is in line with the study on information seeking behaviour of polytechnic students by Owalabi, Jimoh and Okpeh (2010) who also discovered that 285 (59.4%) of their respondents needs information in relation to their academic. It shows that students use information primarily for academic purposes.
- As per the above data analysis, it is clear that majority of respondents seek information for their reading activities.
- Majority of the master students in the faculty of communication and information sciences uses the fellow students and internet as their point first of call when seeking for seeking information.
- The respondents acknowledged that they get all their needed information from the sources they consulted when seeking for information. In the same vein, majority of the sources identified by the respondents
- It is evident that majority of the masters students in the faculty of communication and information sciences, university of Ilorin satisfied with the information sources.
- By the analysis of data it is evident that majority of the respondents uses reference given by their lecturers.

- The respondents identified reading the material as the most common way of familiarizing with the material consulted.

- With regards to evaluation of information source consulted, the respondents identified using credibility of the author for evaluating information source.

- Of many problems encountered by the respondents, incompleteness of the material is identified as the major problem encountered when seeking for information.

Summary

The results indicated that major information needs of masters students at the faculty of Communication and Information Sciences, University of Ilorin, Nigeria is for academic purpose and the masters and their primary purpose of seeking for information is for their reading activities. They also acknowledged that uses fellow students and internet as their first point of call whenever needs for information arises. Overall, the respondents are satisfy with the information sources consulted when seeking for information even as they majorly use the credibility of the author to evaluate the information sources consulted. But they have incompleteness of the materials as their major problem in their seeking process. The result for this study correlate with Elis information seeking behaviour model.

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