6-20-2018

INFORMATION NEEDS AND SEEKING BEHAVIOUR OF STUDENTS OF THE NIGERIAN ARMY SCHOOL OF EDUCATION, SOBI BARRACKS, ILORIN, NIGERIA

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Abstract

The environment in which human being, particularly, students operate makes information to be one of the decisive factors for survival. Students seek information to fill an identified gap in their quest for knowledge. This study, therefore, investigated information needs and seeking behaviour of students of the Nigerian Army School of Education, Ilorin, Nigeria. Five (5) research objectives were formulated for this study. The study adopted descriptive survey research design. Population for the study comprised of students at the Nigerian Army School of Education, Ilorin. Israel (2003) model for determining sample size was used to calculate the sample size with precision levels of 5% and confidence level of 95% and the recommended sample size was two hundred and twelve (212). A simple random sampling technique was used to select the samples from the population. The self-designed questionnaire was divided into six (6) sections. The content-related approach of validation was conducted to ensure the validity of the instrument while Cronbach alpha was used to test the reliability of the instrument and the overall reliability of the instrument was r = 0.832. The collated copies of the questionnaire were analyzed with the IBM SPSS version 21.0 using simple frequency counts and percentage. The presentations of the data for the research objectives were done using tables, pie charts and bar charts. The findings of the study showed that academic information is the major information need of the students of the Nigerian Army School of Education, Ilorin, Nigeria. The findings further revealed that the Internet and library are the most commonly used sources of information. The findings also showed that the major purpose at which the students seek information is to update their knowledge and to enhance their professional activities. However, the findings generally indicated that most students firstly acknowledge their information needs and compare available resources before making the final decision and if they seem not comfortable with the information they need in a particular information material, they will continue searching for information until they are satisfied. Among numerous challenges affecting information seeking behaviour of students, this study found insufficient library opening hours as the major challenge confronting the students of the Nigerian Army School of Education. The study, therefore, recommended that library working hours should be extended to meet the need of the students and that the library management should ensure that adequate collection of books is made available.

Keywords: Information, Information Needs, Information Seeking Behaviour, Nigerian Army School of Education, Students, Nigerian Army

Introduction

Seeking for information is as old as human existence because it is vital to the survival and development of human society. The assessment of the information needs and seeking behaviour of students is essential for assisting them to access and use information resources required for optimal academic performance (Oyewo, 2006).

But the environment information operates is bizarre, filled with the propagation of information sources and providers, coupled with enormous methods for retrieving information, and a redundancy of content from multiple sources.

Information needs are diverse and constantly changing and not amenable to generalization, they can be social, economic, political, cultural or educational (Nwobasi, Uwa, & Ossai-Onah, 2013). 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 & Ahmad, 2008).

Wilson (2000) made a clear distinction between the terms information behaviour and information-seeking behaviour. Wilson defined information behaviour as "the totality of human behaviour in relation to sources and channels of information, including both active and passive information seeking and information use. This behaviour includes face-to-face interactions and the passive receiving of information from its sources" (p. 49-53). The researcher further defined information-seeking behaviour as "purposive seeking for information as a consequence of a need to satisfy some goal. Individuals interact with two paths when seeking for information: manual information systems e.g. newspaper or a library and computer-based systems such as internet" (Wilson, 2000, p. 49-53).

Case (2007) further stated that information behaviour encompasses information seeking as well as the totality of other unintentional or passive behaviours as well as purposive behaviours that do not involve seeking, such as actively avoiding information. Therefore, information seeking behaviour can then be described as a general term used to denote a set of actions undertaken by an individual to express information needs, seek information, evaluate and make information, and finally use this information to meet their information needs.

Background on the Nigerian Army School of Education

The Nigerian Army School of Education (NASE) was established on 1st July, 1970 after the civil war. During the civil war, many able-bodied young men were recruited into the Nigerian Army (NA) without formal education. When the war ended, the need to provide a fast and well-organized literacy education for the soldiers became imperative. NASE started operation at Baboko in Ilorin town before it was moved to its present location at Sobi Cantonment in 1983.

The objectives of NASE includes; the training of instructors for Nigerian Army (NA), provision of specialist skills in training support, map reading and languages in Nigerian Army (NA). Others are to carry out enlightenment and research work that will benefit the Nigerian Army.

The school maintained its name NASE until December 1991 when it was changed to Nigerian Army Education Corps and School (Training branch). In 2008, the nomenclature was reverted to Nigerian Army School of Education with a Brigadier General as a commandant.

Presently NASE run courses in English, French, Arabic Languages and instructional Technology courses in July, 1970. Later, Nigerian Certificate of Education (NCE) was introduced. Since then the school has continued to discharge its responsibilities in providing academic and professional training for Nigerian Army (NA) officers, soldiers as well as personnel from other services and the paramilitary establishment.

Specifically, findings from this study would be of help to Training and Doctrine Command (TRADOC), Nigerian Army Education Corps (NAEC) and Nigerian Army School of Education (NASE) in the area of policymaking that could affect students' information needs and information seeking behavior viz-a-viz acquisition of information materials, staff recruitment, capacity building, and user education.

Statement of the Problem

Information is a significant factor in the sustained development of any society because it helps in making a key decision that surrounds uncertainty and broadens the scope of options to take in problems solving. In seeking for information effectively and efficiently, students' understanding of their information needs and different types of information sources that can be utilized is very important (Nadzir & Salim, 2013). Ajiboye and Tella (2007) asserts that the way

students organize their learning and search for academic information could be considered very crucial to their overall performance at the end of the day.

The study of information needs and information seeking behaviour has been conducted among higher institution. There is currently a large volume of studies in the area of information seeking behaviour. However, the researcher is unaware of any study that put into consideration the students of the Nigerian Army School of Education, Sobi Barrack, Ilorin, Nigeria.

Therefore, there is need to deepen our empirical evidence into information needs and seeking behavior of students which comprises of military and paramilitary officers who are offering National Certificate in Education of the Nigerian Army School of Education, Sobi Barrack, Ilorin, Nigeria. It is against this backdrop that this study seeks to study the information needs and seeking behaviour of students of the Nigeria Army School of Education.

Research Question

To achieve the purpose this research, this study was guided with the following research:

1.   What are the information needs of students of the Nigerian Army School of Education?
2.   What are the sources through which the students of the Nigerian Army School of Education seek for information?
3.   What is the information seeking behaviour of students of the Nigerian Army School of Education?
4.   What are the purposes for seeking information by the students of the Nigerian Army School of Education?
5.   What are the challenges encountered by students of the Nigerian Army School of Education in their course of information seeking?

Literature Review

The Concept of Information

Information is a resource that has varied definitions according to the format, and media used to package or transfer it, as well as the discipline that defines it. Ajiboye and Tella (2007) referred to information as data value in planning, decision making and evaluation of any programme. The researcher, acknowledged information as a data that have been subjected to some processing functions capable of answering user's query be it recorded, summarized, or simply collected that would help decision making. It is well understood in terms of books,

journals, magazines, public and private sector documents of all kinds, whether published for mass circulation or unpublished and restricted or confidential in nature, results of research efforts which are made available to colleagues in form of reports, books articles and non-printed materials.

Case (2007) provided a broad definition saying that information can be any difference you perceive, in your environment or within yourself. It is an aspect that you notice in the pattern of reality. The word information is obtained from the word "inform", which means "to give shape to"; therefore, information means determining the data to arrive at meaning in the eyes of the perceiver (Awad & Ghaziri, 2004). So, according to Awad and Ghaziri (2004), information is a set of data that makes a decision easy.

Considering the above definitions, it can be concluded that information is key to man's survival and prosperity. Therefore, information is very important and necessary in day-to-day activities of human being.

Concept of Information Need

Miranda and Tarapanoff (2008) defined Information need 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. The information need (or need for information) 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 (Okonoko, Njideka & Mazah, 2015).

Fiankor and Adams (2004) described information need as the amount of positive information an individual or group of people need to have for their work, recreation and many other like satisfaction. This, however, implies that lack of information needed into accomplish tasks results in information need.

Safahieh (2007) categorized the basic information needs of people into five broad functions which are the fact-finding function, which provides answers to specific question; the current awareness function, which keeps information up-to-date; the research function, which investigates a new field in-depth; the briefing function, which obtains a background understanding of an issue; and the stimulus function, which provides ideas to obtain stimulus.

Information needs are diverse and constantly changing and not amenable to generalization. Information needs can be social, economic, political, cultural or educational (Nwobasi, Uwa, & Ossai-Onah, 2013).

Information Seeking Behaviour of Students

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 & Ahmad, 2008). Information seeking behaviour is prompted by the needs identified by an individual. However, information need is characterized mostly by the information seeking behaviour of the person in need of information. Shakeel and Vinayagamoorthy (2013), information seeking behaviour constitutes determining information needs, information searching behaviour and use of information.

In the context of this study, the term, information seeking behaviour refers to the behaviour of students during the processes of seeking information for assignment, research projects and other non-academic related activities.

Several studies (Fatima & Ahmad, 2008; Owolabi, Jimoh & Okpeh, 2010; Siddiqui, 2011; Ahmed & Vinayagamoorthy, 2013; Nwobasi, Uwa, & Ossai-Onah, 2013), Steinerova & Susol, 2005) have been conducted on the information seeking behaviour of students. For example, Fatima and Ahmad (2008), the findings show that 30 (50%) of the respondents seeks information on career development and other reasons include seeking information for problem-solving, keeping up-to-date and the need to write an article or research paper.

In a different study carried out by Owolabi, Jimoh and Okpeh (2010) in their study of information seeking behaviour of polytechnic students discovered that 285 (59.4%) of their respondents need 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 study conducted by Siddiqui (2011) on the information seeking behaviour of B.Tech. and M.B.B.S. students in Lucknow. The study examined the purpose of seeking information. The result shows that a maximum number of respondents give the first priority to seek information for examination purposes, seeking information for updating knowledge level is the second priority, and the third seeks information for preparing class notes and very few gave no response.

Ahmed and Vinayagamoorthy (2013) attempted to study the information seeking behaviour of business school students. The purpose of the study was to examine the information seeking behaviour of business school students in academic city, Dubai, UAE. The study highlights majority of respondents 1699 (90.71%) of the students searched information for academic purpose, 663 (35.39%) of the responded students are beyond satisfied with the library service. 290 (15.48%) of the respondents are either not happy or not satisfied with the library service. The study recommended that libraries should take utmost care while selecting and acquiring resources and services, keeping in view the demands of their users.

Purposes for Seeking Information by Students

In a study carried out by Fatima and Ahmad (2008), the findings show that 30 (50%) of the respondents seeks information on career development and other reasons include seeking information for problem-solving, keeping up-to-date and the need to write an article or research paper.

Moreso, Owolabi, Jimoh and Okpeh (2010) in their study on information seeking behaviour of polytechnic students discovered that 285 (59.4%) of their respondents need 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.

Natarajan (2012) conducted a study on the information seeking behaviour of students of Management Institutions in NCR of Delhi. The results of the study show that 92.3 % of respondents seek to keep abreast with current developments, followed by 91.3% to develop competence, 81.2% to improve general knowledge.

In a study of information seeking behaviour of final year law students in South-Western Nigerian Universities conducted by Ogba (2013) found out that most of the final year law students seek information for project writing with frequency of 188, exams (156), while assignments (95).

Mallaiah (2015) examine the information seeking behaviour of management students (MBA) and teaching staff in Sahyadri Engineering and Management College Library, Adyar, Mangalore. The study adopted a survey method, and data were collected using a questionnaire administered to 150 students and 120 staff randomly.131 filled questionnaire were returned in students and 97 returned by staff. The finding of the study reveals majority of respondents 114

(50%) seek the information for the purpose of preparing notes, followed by 111 (48.69%) of respondents to prepare examination, teaching, 79 (34.64%) of respondents seek the information for updating knowledge, 60 (26.32%) for undertaking research projects, 85 (37.29%) for assignments and seminar presentations.

Sources through which Students Seek for Information

Abayomi, Afolabi and Chinedu (2010) defined information sources as the materials or means through which information can be found. According to Hayden (2011), these information sources include information systems (university and public libraries); human resources (experts, professors, colleagues); and other resources (personal libraries and media). Studies have shown that students use diverse sources for information search. Their sources range from Online Public Access Catalogues (OPAC) and Compact Disk Read Only Memory (CD-ROM) resources (Majid & Kassim 2010), Internet as ICT facility, search engines and databases (Makri, Ann & Cox, 2006). For the purpose of this research, information sources are defined as materials, means, avenues or packs through which information can be received or sourced.

Makani and WooShue (2006) conducted a survey through questionnaire method distributed among the School of Business Administration at Dalhousie University, Canada. The purpose of the study was to examine the information seeking behaviour of business school students. The results of the study showed that majority of the respondents (92%) used computers and the internet for more than 7 years while 37.5% of respondents use Google search for their information source.

Ajiboye and Tella (2007) used a questionnaire to study the information seeking behaviour of 2000 undergraduate students of whom they randomly selected from across six faculties in the University of Botswana. It was found that the respondents preferred the internet as their number one major source of obtaining information. This is followed by lecture notes and hand-outs, school library, textbooks, thesis/dissertations and newspapers. The study also revealed the lesser use of electronic resources, consulting colleagues notes, university bookshop, and print journals.

Natarajan (2012) investigated the information seeking behaviour of students of Management Institutions in NCR of Delhi. The result of the study shows that majority of the students' use the library daily and the resources are utilized effectively. The Internet is used as the major source of information.

Ogba (2013) stated that studies done by many researchers have indicated that students use various sources for their information needs, ranging from Public access catalogue (OPAC), Internet and databases. The reason for their preference for Internet and databases could be due to remote accessibility of the Internet.

Fasola and Olabode (2013) investigated the information seeking behaviour of students of Ajayi Crowther University, a private university in South Western Nigeria. The survey research method was used and questionnaire administered to five hundred (500) students randomly selected from the three (3) faculties in the university. The data gathered from the questionnaire were analysed using the frequency count and simple percentage. It was discovered that majority of the respondents (62.8%) depend on the library to acquire information resources followed by the internet with 20.8% of respondents. 10% of respondents depend on their personal collection for information materials while the least number of respondents; 6.0% depend on colleagues for information materials.

Problems Encountered During Information Seeking

According to the study of Kakai, Ikoja–Odongo and Bukenya (2004), undergraduates face the following barriers in their access to information; limited borrowing of the most relevant books in the closed access section; insufficient copies of the relevant information materials (books); outdated (old) information materials dominating the stock; poorly conducting user education; reliance on manual information retrieval tools which lead to poor filing and slow retrieval; and, limited sensitization of the library information resources and services.

Ogba (2013) studied the information seeking behaviour of final year law students in South-Western Nigerian universities, the study therefore found out that lack of information skill was found as a major barrier to respondents' information seeking as students were found to face search terms barriers. Law library services and Nigerian respect norm in which elders are accorded high respect were found as major barriers to information seeking as respondents are afraid to seek help from elders. Lack of money was also found as a major barrier which ignited other barriers like MTN (a telecommunication company). MTN mode of service was found to be unfriendly to students as their service rate was found to be very high.

Veena and Mallaiah (2015) examined the information seeking behaviour of management students (MBA) and teaching staff in Sahyadri Engineering and Management College Library, Adyar, Mangalore. The study adopted a survey method, and data were collected using a

questionnaire administered to 150 students and 120 staff randomly.131 filled questionnaire were returned by students and 97 returned by staff. The finding shows that lack of comprehensive book collection is a major challenge faced by respondents 56 (24.56%). While accessing information, 55 (24.12%) of respondents face another major problem is lack of internet connectivity when seeking for information. Followed by 46 (20.17%) of the respondents indicated inadequate e-resources and lack of printed journals. The least number of the respondents, 4 (1.75%) opined that non-supportive behaviour of library staff, followed by 14 (06.14%) lack of awareness about information sources.

The studies above have shown that lack of easy access to information resources is a barrier to information search. Information barriers were found to transcend access to information to constraining forces which affect the information seeking behaviour of students (Meyers, Nathan & Saxton, 2006).

Methodology

Essentially this study is a descriptive survey study. The population for this study comprises of students of the Nigerian Army School of Education, Sobi Barrack, Ilorin, Nigeria. These students include military and paramilitary on training at the Nigerian Army School of Education. The sample size for this study is 212 students of the Nigerian Army School of Education. A self-designed questionnaire was used to collect data from the respondents for this study. The 212 copies of the questionnaire were administered to the students of the Nigerian Army School of Education, Sobi Barrack, Ilorin, Nigeria.

The questionnaire had a total of 54 items and was validated using content validation, with a reliability coefficient of 0.832. The questionnaires were administered to the sample in their respective classrooms. A total of 212 copies of the questionnaire were administered to students in their classroom. A total of 204 participants responded and completed the survey questionnaire giving a response rate of 96.22%. Data collected was analysed using SPSS version 21.0 to present the data using descriptive statistics of frequency and percentages.

Data Analysis and Interpretation

Demographic Characteristics of the Respondents

This section presents the demographic characteristics information of the respondents based on military status, gender, age, marital status, rank, years of service, a name of division from and programme of study. They are presented from figure 1 to figure 8.
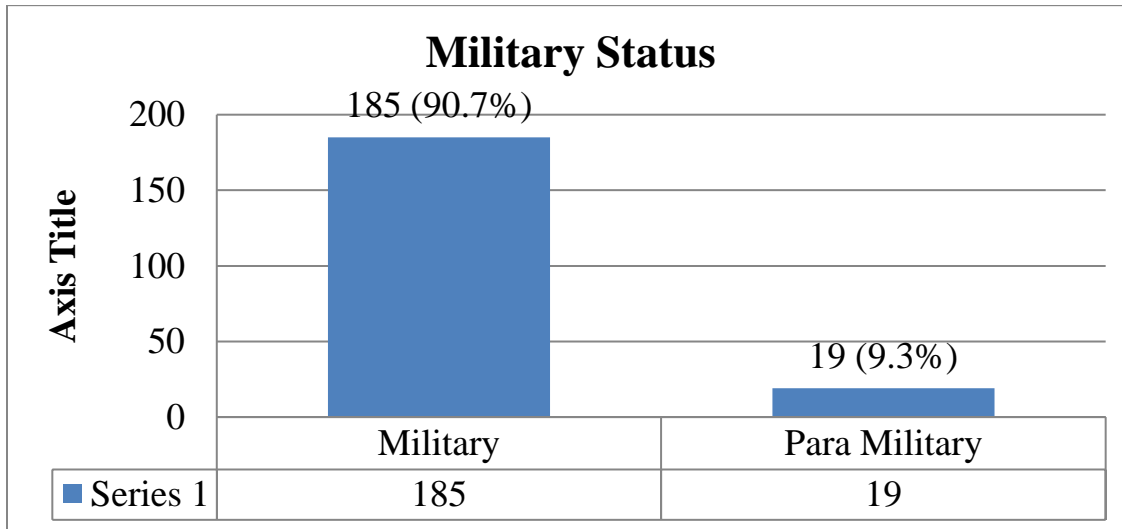
Military Status

	Military	Para Military
Series 1	185	19

185 (90.7%) — Military
19 (9.3%) — Para Military

Figure 1: Military Status of Respondents

Figure 1 shows that 185 (93.1%) of the respondents were military personnel while 14 (6.9%) of the respondents were paramilitary personnel. Thus, the majority of the respondents were military personnel.

Gender

Female   Male

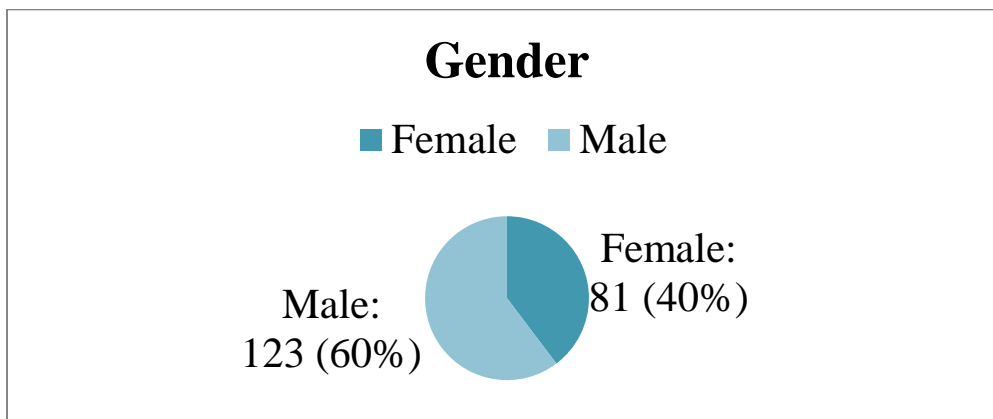Male: 123 (60%)

Female: 81 (40%)

Figure 2: Gender of Distribution of Respondents

Figure 2 shows that 123 (60%) of the respondents were male while 81 (40%) of the respondents were female. Thus, there were more males as respondents than female.
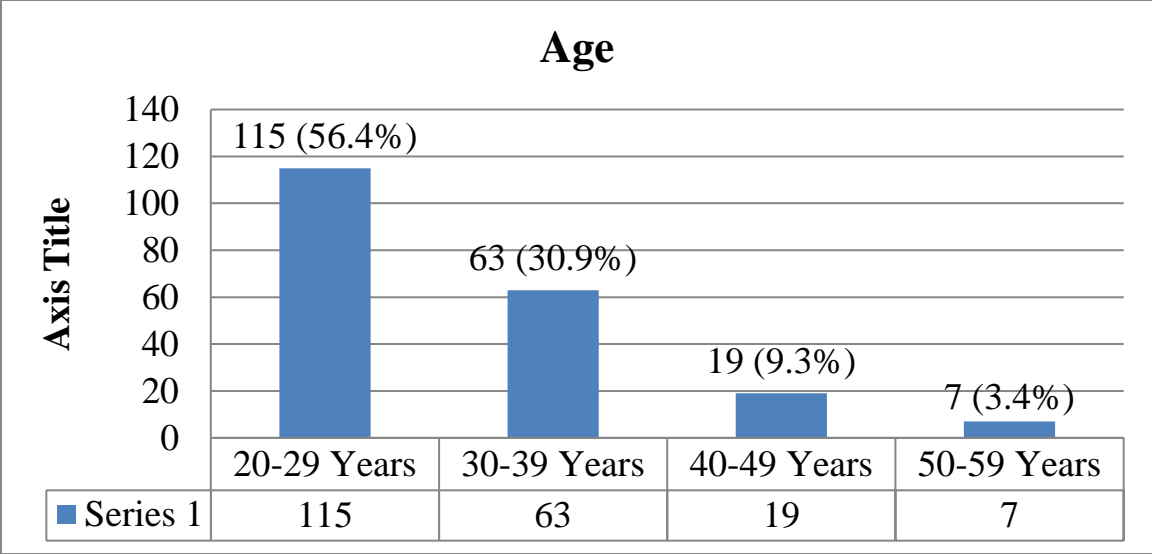
Figure 3: Age Distribution of Respondents

Figure 3 shows that 115 (56.4%) of the respondents were between the age range of 20-29 years, 63 (30%) of the respondents were between the age range of 30-39 years, 19 (9.3%) were in the age range of 40-49 years while 7 (3.4%) of the respondents were between the age range of 50-59 years. Thus, majority of the respondents were between the age range of 20-29 years.

Figure 4: Marital Status of Respondents

As seen in figure 4, majority of the respondents were married with 106 (52%) as against those that were single with 98 (48%).

RANK

	PTE	L/CPL	CPL	SGT	S/SGT	CAPT	PARA MILITARY
Series 1	45	83	9	44	6	3	14

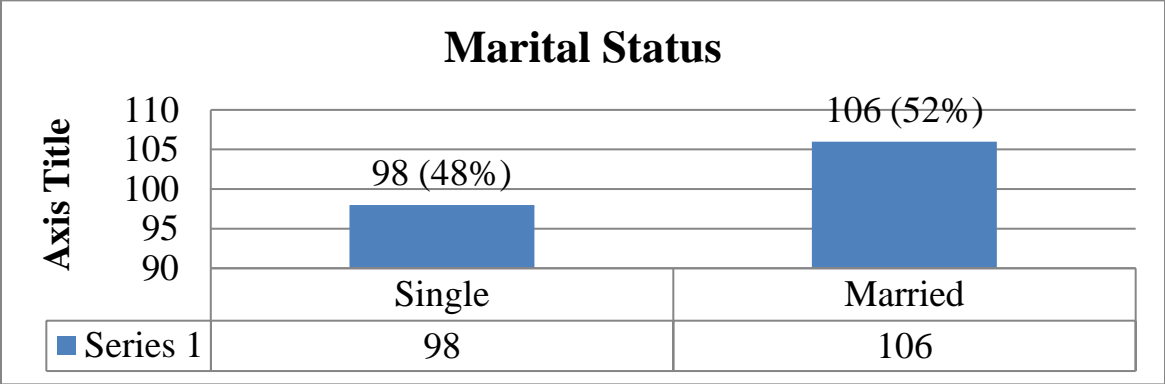Values shown on chart: 45 (22.1%), 83 (40.7%), 9 (4.4%), 44 (21.6%), 6 (2.9%), 3 (1.5%), 14 (6.9%)
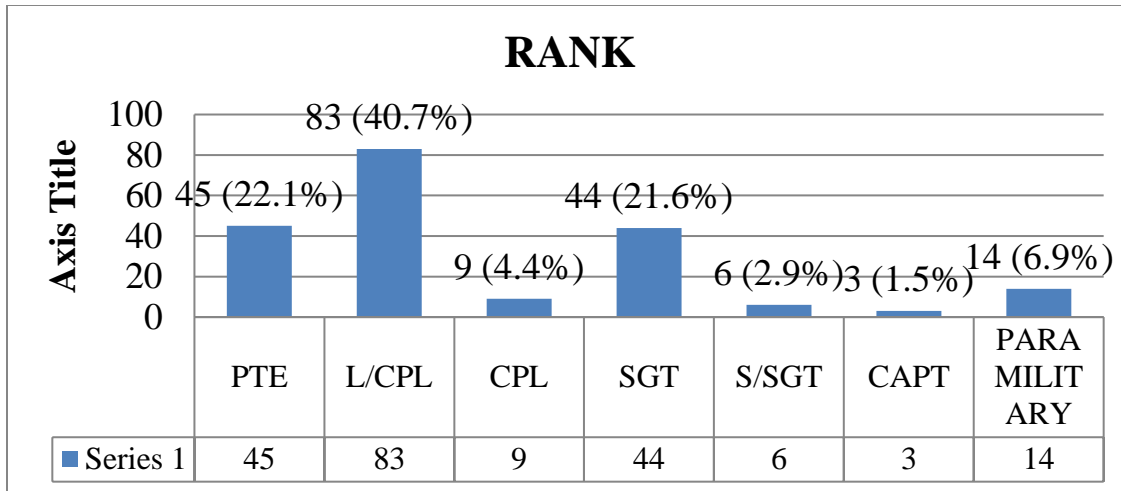
Figure 5: Rank of Respondents

Here, the respondents were divided into military and paramilitary. For the military personnel, figure 5 shows that 45 (22.1%) of the respondents were Private Soldiers (PTE), 83 (40.7%) were Lance Corporal (L/CPL), 9 (4.4%) were Corporal (CPL), 44 (21.6%) were in the rank of Sergent (SGT), 6 (2.9%) of the respondents were Captain (CAPT), while 14 (6.9%) of the respondents were paramilitary. Thus, majority of the respondents were Private Soldiers.

Years in Service

	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21 Years and Above
Series 1	85	70	20	11	18

Values shown on chart: 85 (41.7%), 70 (34.3%), 20 (9.8%), 11 (5.4%), 18 (8.8%)
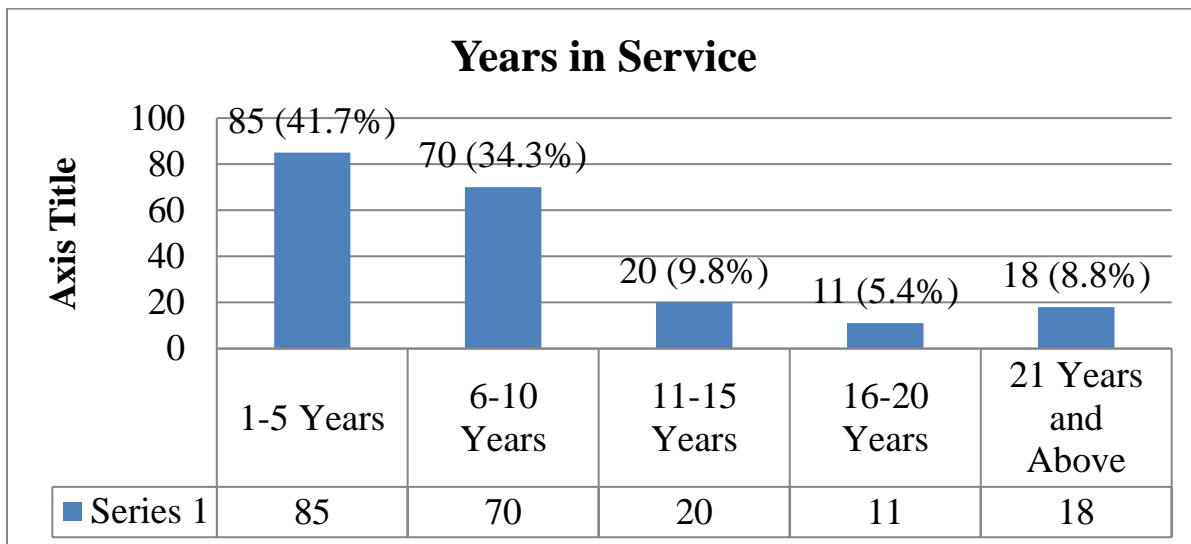
Figure 6: Years of Service of Respondents

Figure 6 shows that 85 (41.7) of the respondents have spent 1-5 years in service, 70 (34.3%) have spent 6-10 years, 20 (9.8%) have spent 11-15 years, 11 (5.4%) have spent 16-20 years while 18 (8.8%) of the respondents have spent 21 years and above in service. Thus, majority of the respondents are new in the service.
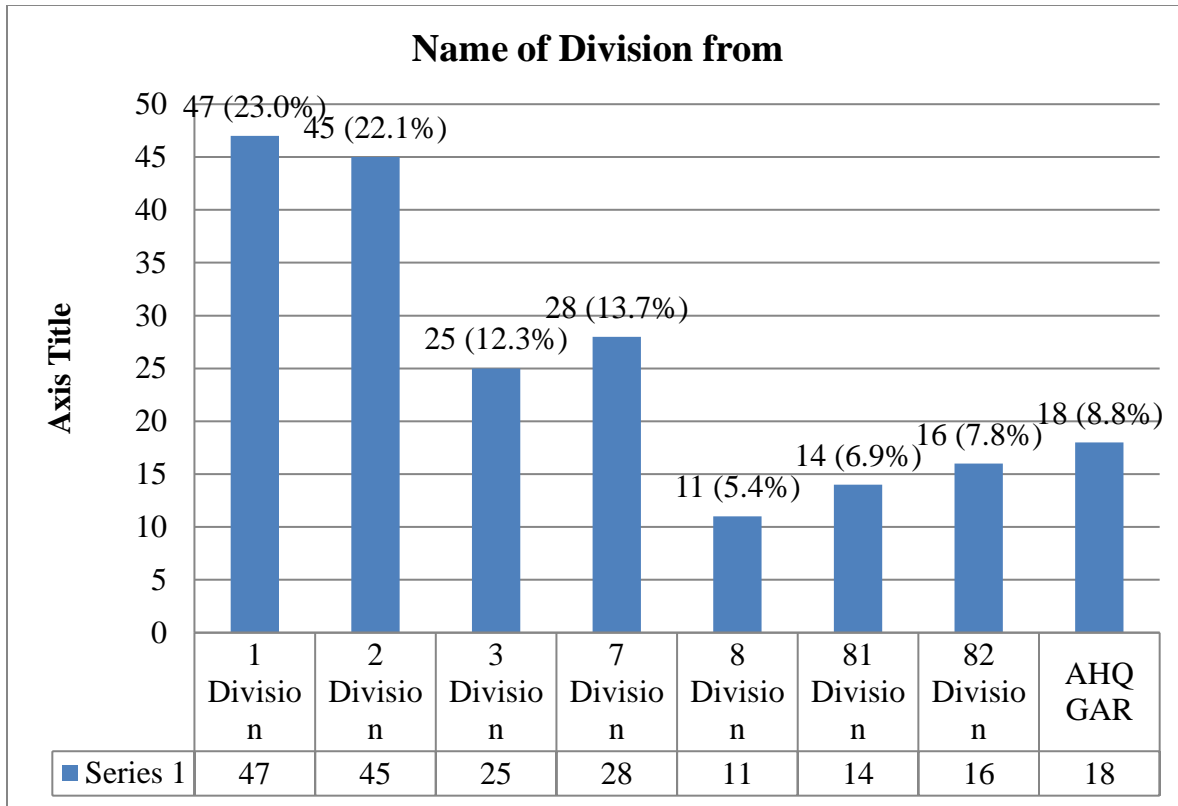
Figure 7: Name of Division of Respondents

Figure 7 reveals that 47 (23.0%) of the respondents were from "1 Division", 45 (22.1%) were from "2 Division", 25 (12.3%) were from "3 Division", 28 (13.7%) were from "7 Division", 11 (5.4%) were from "8 Division", 14 (6.9%) were from "81 Division", 16 (7.8%) were from "82 Division" while 18 (8.8%) of the respondents were from Army Headquarters (AHQ). Thus, majority of the respondents are from '1 Division'

Programme of Study

	Functional French	NCE	Advance Portuguese
Series 1	9	192	3

9 (4.4%)   192 (94.1%)   3 (1.5%)

Axis Title — 0, 50, 100, 150, 200, 250

Figure 8: Programme of Study of Respondents

Figure 8 shows that 9 (4.5%) of the respondents were studying Functional French, 192 (94.1%) of the respondents were studying NCE while 3 (1.5%) of the respondents were studying Advanced Portuguese. Thus, majority of the sampled respondents were NCE programme students.

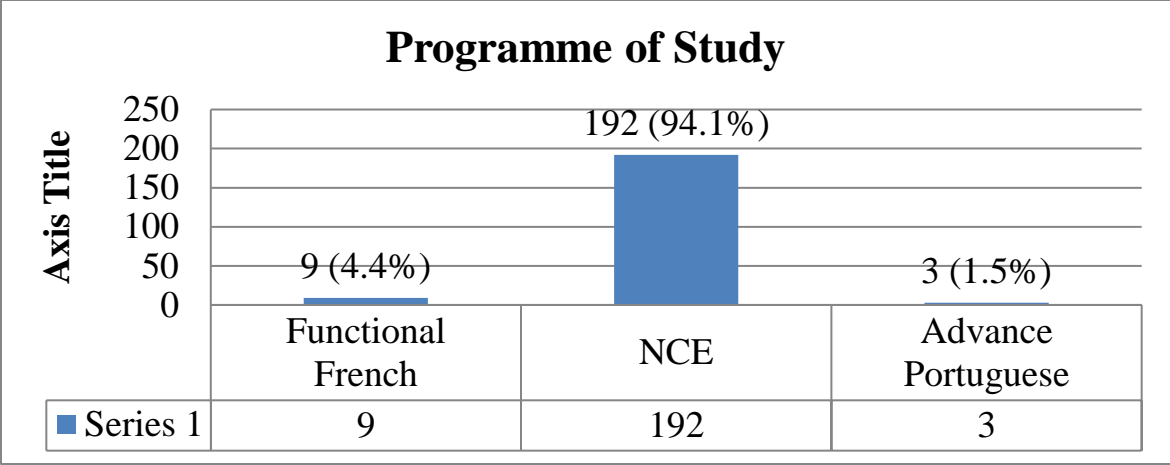**Research Question One: What are the information needs of students of the Nigerian Army School of Education?**

Findings on the information needs of students of the Nigerian Army School of Education are presented in table 1. In the descriptive analysis below; strongly agreed and agreed were collapsed together as agreed while strongly disagreed and disagreed were also collapsed together as disagreed.

Table 1:   Information Need of Students of the Nigerian Army School of Education

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Academic information constitute my information needs	153	75.0	49	24.0	2	1.0	-	-
Security information form the basis for my information needs	103	50.5	85	41.7	13	6.4	3	2.9
Political information add up to my information needs	89	43.6	81	39.7	28	13.7	6	2.9
Health information propels my information needs	94	46.1	95	46.6	10	4.9	5	2.5
Global information constitute my information needs	110	53.9	78	38.2	11	5.4	5	2.5
Information for personal development forms my information needs	119	58.3	75	36.8	10	4.9	-	-
Economic information constitute my information needs	94	46.1	85	41.7	17	8.3	8	3.9
Social information needs makes-up my information needs	104	51.0	80	39.2	15	7.4	5	2.5
Entertainment information constitute my information needs	71	34.8	90	44.1	34	16.7	9	4.4
Sports information comprises my information needs	80	39.2	59	28.9	41	20.1	24	11.8

It can be deduced from Table 1 that academic information (202; 99.0%), information for personal development (194; 95.1%), security information (188; 92.2%), health information (189; 92.7%) and global information (188; 92.1%) top the information needs of students of the Nigerian Army School of Education while entertainment (161 (78.9%) and sports (139; 67.1%) related information are the least among the information needs of the students.

Research Question Two: What are the sources through which Students of the Nigerian Army School of Education seek for information?

Findings on the information sources consulted by students of the Nigerian Army School of Education are presented in table 2. In the descriptive analysis below; strongly agreed and agreed were collapsed together as agreed while strongly disagreed and disagreed were also collapsed together as disagreed.

Table 2:   Information Sources Consulted by Students of the Nigerian Army School of Education

Statement	Strongly Agreed		Agree		Disagree		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Library is one of my sources of information	105	51.5	94	46.1	3	1.5	2	1.0
Internet is one of my sources of information	150	73.5	54	26.5	-	-	-	-
Textbook is one of my sources of information	131	64.2	66	32.4	1	0.5	6	2.9
Lecturers is one of my sources of information	108	52.9	82	40.2	5	2.5	9	4.4
Television is one of my sources of information	101	49.5	85	41.7	17	8.3	1	0.5
Radio is one of my sources of information	153	75.0	43	21.0	5	2.5	3	1.5
Newspaper is one of my sources of information	95	46.6	97	47.5	12	5.9	-	-
Friends are one of my sources of information	63	30.9	111	54.4	22	10.8	8	3.9
Personal note is one of my sources of information	76	37.3	100	49.0	24	11.8	4	2.0
Relatives is one of my sources of information	62	30.4	97	47.5	31	15.2	14	6.9

Table 2 reveals the information sources consulted by the students of the Nigerian Army School of Education. The table revealed that Internet (204; 100%), library (199; 97.6%), textbooks (197; 96.6%), radio (196; 96.0%), newspaper (192; 94.1%) and lecturers (190; 92.2%) are the major information sources of students of the Nigerian Army School of Education while personal note (176; 86.3%), friends (174; 85.3%), relatives (159; 77.9%) are the least consulted information sources by the students.

Research Question Three: What are the information seeking behaviour of students of the Nigerian Army School of Education?

Findings on the information seeking behaviour of students of the Nigerian Army School of Education are presented in table 3 below. In the descriptive analysis below; strongly agreed and agreed were collapsed together as agreed while strongly disagreed and disagreed were also collapsed together as disagreed.

Table 3: Information Seeking Behaviour of Students of the Nigerian Army School of Education

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
I firstly identify the information I need before I begin to consult the information sources	119	58.3	81	39.7	4	2.0	-	-
I like to compare different sources of information materials before I finally use the resource	134	65.7	67	32.8	1	0.5	2	1.0
I am always anxious whenever I need information	116	56.9	82	40.2	4	2.0	2	1.0
I usually feel frustrated when consulting a source and not finding what I need	125	61.3	61	29.9	15	7.4	3	1.5
I usually feel overwhelmed when trying to satisfy my information need due to the volume of information available	85	41.7	95	46.6	18	8.8	6	2.9
If I did not get the information I need in a particular information material, I will continue searching for information until I am satisfied	126	61.8	70	34.3	8	3.9	-	-

Table 3 shows the information seeking behaviour of the students of the Nigerian Army School of Education. It can be deduced from the table that, a higher percentage 200 (98.0%) of the respondents agreed that they firstly identify the information they need before they begin to consult the information sources and 201 (98.5%) respondents agreed that they compare different sources of information materials before they finally use the resource, 198 (97.1%) of the respondents agreed that they are always anxious whenever they need information, 186 (91.2%) of the respondents agreed that they usually feel frustrated when consulting a source and not finding what they need, 180 (88.3%) of the respondents agreed that they usually feel

overwhelmed when trying to satisfy their information need due to the volume of information available while 196 (96.1%) of the respondents agreed that if they did not get the information they need in a particular information material, they will continue searching for information until they are satisfied.

Research Question Four: What are the purposes for seeking information by the students of the Nigerian Army School of Education?

Findings on the purposes for seeking information by the students of the Nigerian Army School of Education are presented in table 4. In the descriptive analysis below; strongly agreed and agreed were collapsed together as agreed while strongly disagreed and disagreed were also collapsed together as disagreed.

Table 4:   Purposes of Information Seeking by Students of the Nigerian Army School of Education

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
I seek information to update my knowledge	181	88.7	23	11.3	-	-	-	-
I seek information for doing any given assignment	136	66.7	67	32.8	1	0.5	-	-
I seek information in order to enhance my professional activities	149	73.0	54	26.5	1	0.5	-	-
I seek information in order to prepare for examination	133	65.2	51	25.0	19	9.3	1	0.5
I seek information whenever I want to make decision	113	55.4	79	38.7	9	4.4	3	1.5
My purpose of seeking for information is to execute research project	102	50.0	74	36.3	23	11.3	5	2.5
I seek information for preparing for seminar presentation	100	49.0	85	41.6	14	6.9	5	2.5
I seek information for writing conference papers	72	35.3	108	52.9	22	10.8	2	1.0
I seek information for personal career development	104	51.0	86	42.2	14	6.9	-	-

Table 4 shows the purpose of seeking for information by the students of the Nigerian Army School of Education. The table revealed that to update knowledge (204; 100%), to enhance professional activities (203; 99.5%), to do assignment (203; 99.5%), for decision making (192; 94.1%) and for personal career development (190; 93.2%) top the purpose of seeking for information by the students of the Nigerian Army School of Education.

Research Question Four: What are the challenges encountered during information seeking by the students of the Nigerian Army School of Education?

Findings on the challenges encountered during information seeking by the students of the Nigerian Army School of Education are presented in table 5. In the descriptive analysis below; strongly agreed and agreed were collapsed together as agreed while strongly disagreed and disagreed were also collapsed together as disagreed.

Table 5: **Challenges Encountered by Students of the Nigerian Army School of Education in their Course of Information Seeking**

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Inadequate collection of books in the library affects my information seeking behavior	105	51.5	77	37.7	19	9.3	3	1.5
Ineffective skill in the use of library education affects my information seeking behaviour	104	51.0	77	37.7	21	10.3	2	1.0
Inadequate reading space in the library constitutes a challenge to my information seeking process	91	44.6	63	30.9	44	21.6	6	2.9
Inadequate e-resources affects my information seeking behaviour	104	51.0	81	39.7	14	6.9	5	2.5
Insufficient library opening hours affects my information seeking behavior	130	63.7	65	31.9	9	4.4	-	-
Inadequate ICT facilities affects my information seeking behaviour	124	60.8	52	25.5	24	11.8	4	2.0
Inadequate internet connectivity affects my information seeking behavior	127	62.3	64	31.4	9	4.4	4	2.0
My low level of information literacy skills affects my information seeking behaviour	105	51.5	80	39.2	12	5.9	7	3.4
Uncare attitude of library staff affects my information seeking behavior	84	41.2	84	41.2	23	11.3	13	6.4
Lack of conducive library environment affects my information seeking behaviour	87	42.6	81	39.7	31	15.2	5	2.5
Low level of awareness on the available information materials in the library affects my information seeking	113	55.4	78	38.2	9	4.4	4	2.0

Table 5 presents the challenges encountered by students of the Nigerian Army School of Education when gathering information. It can be deduced from table 6.5 that insufficient library

opening hours (195; 95.6%), inadequate internet connectivity (191; 93.7%), and low level of awareness (185; 90.7%), ineffective skill (181; 88.7%) and inadequate ICT facilities (176; 81.3%) top the challenges encountered by the students of the Nigerian Army School of Education.

Discussion of Findings

The study investigated the information needs and seeking behaviour of students of the Nigerian Army School of Education, Sobi, Ilorin, Nigeria. The findings of this study were discussed based on the five (5) research objectives formulated for this study.

Information Needs of Students of the Nigerian Army School of Education

Findings from the study showed that the major information needs of students of the Nigerian Army School of Education are academic information, information for personal development. These findings are in consonance with the findings of Owolabi, Jimoh and Okpeh (2010); Ahmed and Vinayagamoorthy (2013); Ajiboye and Tella (2007).

Sources through which Students of the Nigerian Army School of Education Seeks for Information

The findings show that numerous sources of information are being consulted by the students of the Nigerian Army School of Education. On top of the list is the Internet, closely followed by the library. However, this finding is in agreement with Ajiboye and Tella (2007).

Information Seeking Behaviour of Students of the Nigerian Army School of Education

There are limited studies that examined the behaviour of students towards during information seeking process. Findings from this study shows that majority of the students firstly acknowledged the need for information, they also acknowledged that they usually compare different sources of information materials before they finally use the resource however, majority of the students of the Nigerian Army School of Education, Sobi get anxious and frustrated but not overwhelmed whenever they need information. At the long run whenever, they seem not comfortable with the information they need in a particular information material, they will continue searching for information until they are satisfied. This finding is in consonance with the characteristics of information seeking behaviour as described by Singh and Satija (2006).

Purposes of Information Seeking by Students of the Nigerian Army School of Education

With regards to the purposes of information seeking, findings from this study show that majority of the students of the Nigerian Army School of Education seeks information to update

their knowledge followed by enhancing their professional activities while the least purpose is for executing research project. This finding negates other findings by Ogba (2013); Veena and Mallaiah (2015) where it was reported that the major purposes of seeking for information is to meet academic information needs. This implies that the students of the Nigerian Army School of Education being military and paramilitary personnel are concerned about information that will update their knowledge and enhance their professional activities.

Challenges Encountered by Students of the Nigerian Army School of Education when Seeking for Information

Among numerous challenges affecting information seeking behaviour of students, this study found insufficient library opening hours as the major challenge confronting the students of the Nigerian Army School of Education. This finding is in consonance with Ejiwoye and Ayandare (2011) where lack of time was found as the major inhibitor during information seeking process.

Summary of the Findings

The results of study showed that the academic information and information for personal development are their major information needs with politics, entertainment and sports information related as their least among their information needs of students of the Nigerian Army School of Education. Internet and library are the major sources of information consulted by the student when seeking for information. Since the institution is a special institution, the students of the Nigerian Army School of Education are concerned about information that will update their knowledge and enhance their professional activities. Insufficient library opening hours is the major challenge confronting the students of the Nigerian Army School of Education when seeking for information.

Conclusions

This study fulfilled the research objectives and revealed that students of the Nigerian Army School of Education, Ilorin varieties of information needs and purposes, majorly within the jurisdiction of their profession. And they also consult numerous information sources; however, they are psychological and emotional in their information seeking behaviour. However, the students are hindered by insufficient working hours, poor internet connectivity, low level of information literacy skills and inadequate collection of books.

Recommendations

Following the findings of this study and the conclusion drawn, the following recommendation directed at the management of the Nigerian Army School of Education, government agencies, students and the library staff are made:

1. The management of the Nigerian Army School of Education should ensure that more relevant collection of books is made available to users the students.
2. Similarly, bandwidth of the available internet service should be increased so as to ensure fast internet connection.
3. Since the school is recognized as higher institution, the library should subscribe to information service providers in the field of education so as to provide access to scholarly publications.
4. The library working hours should be extended to meet the need of the students.
5. Adequate user education should be given to the students and subsequently educate them on how to independently and effectively utilize the library.

Suggestion for Further Studies

This study hereby suggested that further studies could investigate information needs and seeking behaviour Military Engineering, Makurdi; Nigerian Army Institute of Technology and Environmental Studies, Biu; Nigerian Army School of Military Police, Basawa, Zaria; Nigerian Army School of Medical Sciences, Ojo; Nigerian Army School of Nursing and Midwifery, Yaba and Nigerian Defense Academy, Kaduna.

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