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INFORMATION NEEDS AND SEEKING BEHAVIOR OF FINAL YEAR STUDENTS OF FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI

by

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ABSTRACT

This paper investigated the pattern of information needs and seeking behavior of final year students of the Federal University of Technology, Owerri, for consecutive three academic sessions; 2013/2014, 2014/2015, 2015/2016. A questionnaire instrument was designed and administered to 5885 final year students in the six schools for the three consecutive academic sessions. The sample sizes of respondents were selected within and across the six (6) schools per academic session at the University using stratified sampling technique with proportional allocation. 5767 questionnaire representing 98% were returned in a usable form. The findings show that final year students need for course-related information was highest in each of the year studied. The use of Google search engine was the common strategy for seeking information while the purpose for information varied within the years –from examination, self development to selecting project topic (long essay). The study concluded that the information need and seeking behavior of students depends on the year and course (school) of study. Improvement on staff-student relationship and information search strategy was highly recommended.

Keywords; Information needs; Information seeking behavior; Final year students; Federal University of Technology, Owerri; Information sources

1.0 INTRODUCTION

The concept of information is no longer new as several researchers have discussed its values. The need for information has assumed similar importance as much as other needs of life. It is now a basic human need which has great effect on its seekers and users. Information is crucial in every sphere of human endeavor and is the primary tool in the realization of personal and group goals. It is said to be anything that creates, improves or changes knowledge or understanding of something. Aina (2004) corroborated this, adding that information is something that changes a person's state of mind and knowledge of a subject.

Information need according to Okonoko, Ojukwu and Mazah (2015), is the amount of positive information which an individual or group of users need to have for their work, recreation and other purposes. It usually arises when there is a gap between what one ought to know and what he presently knows. Case (2002) posited that information need is the recognition that one's knowledge is inadequate to satisfy one's life goal.

Understanding students' information needs and seeking behavior is paramount in the information service delivery of any academic library. To be aware of the information needs and understand the information seeking behavior of students' can help design a more proactive and robust service mechanism to match the students' profile and as well ensure academic progress. This no doubt fulfils the ultimate purpose of information which is meeting the myriad need of varying people.

Information seeking behavior denotes the gestures, speeches, conduct and other verbal and non verbal cues which information users' exhibit when searching for information. It is a broad term which involves a set of actions that individual undergraduates take to express information needs, seek information, evaluate and select information and finally use this information to satisfy their information needs (Fatima and Ahmad, 2008). In the same vein, Pettigrew, Fidel and Bruce (2001) defined information behavior as the study of how people need, seek, give and use information in different contexts.

Osicebe (2006) noted that information needs vary in relation to the subject field of users, educational background, level of experience and functions performed. These variables, according to him, affect a person's interest in the type of information he needs and how he seeks it.

In academic libraries, the assumptions is that final year students needs information more and have developed skills more than any other student on how to interact with information and the library. Therefore a study on the pattern of final (fifth) year students' information needs and information seeking behavior would afford the Library Management the opportunity to ascertain students information needs and seeking behavior with a view to providing adequate resources and services.

Information Need

Information need is an identified need for particular information so as to achieve an aim which could be assignment, examination, leisure or project. According to Aina (2004), information can be needed for recreation, leisure or meeting tasks that are considered crucial to survival or information that could meet day to day activities or even information that is necessary for the common good of the neighborhood, community and the nation in general. This means that information is usually needed for a purpose or different purposes. From Osicebe (2006), information needs vary in relation to subject field of users, educational background, level of experience and functions performed. Similarly, Kumar (2008) opined that information needs vary from function to function, environment to environment, discipline to discipline and even from age to age. Uhegbu (2007) noted that information need implies a lack of something which if present would further our welfare or make easier the attainment of whatever objectives one may have in mind. It is 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 (Miranda & Tarrapanoff, 2008).

Information Seeking Behaviour

It is a truism that students engage in information seeking in order to attain set objectives and solve certain problems. While seeking for this information, students exhibit several verbal and non-verbal cues. These behavioural tendencies constitute information seeking behaviour.

Wilson (2000) observed that 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 World Wide Web).

Information seeking behavior has been differently and separately defined by several authors as a conduct (Uhegbu, 2001, Ossai, 2011); as an activity and as an action (Majid and Kassim, 2000). As a conduct, (Uhegbu, 2001) described it as the way an individual conducts himself or acts when looking for or receiving or acquiring information. This conduct constitutes his utterances, gestures, anxiety or anger displayed by an information seeker in his effort to purchase, acquire or receive news, data, stories or anything that may inform or misinform his knowledge or understanding of a concept. Information seeking behaviour as an activity denotes several procedures of identifying search terms, choosing information locating tools, carrying out the search, locating the information, retrieval and eventual utilization.

As an action, information seeking behaviour involves a set of actions that an individual takes to express information needs, seek information, evaluate and select information and finally use this information to satisfy his or her information needs. Invariably, this also include the feelings and emotions exhibited in the assessment of the information and decision stage of either satisfaction/dissatisfaction with obtained information or re-search procedure.

Information seeking behavior from Nobert and Lwoga (2012) is the purposive seeking for information as a consequence of a need to satisfy some goal. Ogba, (2013) defined information behaviour as actions, sentiments, mood swings and psychological reasoning carried out in the mood of information seeking by individuals; before, during and after information seeking which determines the environment of research, the information source, the information sourced and taken, the ability to conclude research and the mode of using the information sourced.

Information Sources

Information seeking behaviour is dependent on user groups. According to Fiankor and Adams (2004), most individuals seek information from their friends, neighbors, colleagues, group meetings such as religious groups, cooperative societies or associations. Similarly, Folorunsho and Haruna (2005) in their study, submitted that majority of information seekers seek for information through verbal discussion with their friends, colleagues or neighbors. In Ogba (2013), students used search engines, indigenous textbooks, libraries and phones to obtain their information. Ogba (2013) continued that students preferred relating with law librarians to library staff particularly the elderly ones due to fear and preferred browsing shelves instead of using OPAC in looking for information.

Statement of the Problem

Academic output and performance of final year students are of paramount importance to the parent institution of higher learning because both indicators constitute vital indices in the rating of the university. A study on the information need and seeking behavior of final year students is necessary because provision, assessment and utilization of such needs by students will enhance their academic performance. It is expected that final year students needs for information and seeking behaviour in research activities, and solving other academic problems requires critical consideration more than other levels.

Therefore, what are the vital information needs required by final year students at Federal University of Technology, Owerri (FUTO)? Do final year students at Federal University of Technology, Owerri (FUTO) have the information seeking behavior to assess the vital information needs? How are the information needs of the final year students provided by the University? What are the problems encountered by final year students in assessing the available information?

Studies abound on students' information need and seeking behavior but none narrowed their empirical work on final year students at FUTO. Therefore, this study discusses the information needs and seeking behaviour of final year students of FUTO from 2013/2014 through 2015/2016 academic sessions.

Objectives

This study is carried out to:

- Find out the type of information the final year students need most
- Identify the purposes for which information is sought by the final year students
- Find out how the final year students go about searching for information they need.
- Identify problems encountered by students in information search.
- Proffer necessary solutions.

Research Questions

The following research questions were formulated for the study:

- What type of information do final year students need?
- What are the purposes for which final year students seek information?
- What are the information search strategies adopted by final year students?

- What problems do final year students encounter in information search?
- How are these problems solved?

Hypotheses

Both null and alternate hypotheses were formulated to guide the study.

H_0 : Information needs of final students' information are independent on the session (year) and school under consideration against

H_1 : Information needs of final students' information depends on the session (year) and school under consideration

2.0 Methodology

A survey research approach was adopted with questionnaire instrument designed and administered on 5885 final year students in six schools for three consecutive academic sessions, using stratified sampling technique with proportional allocation. 5767 questionnaire representing 98% were returned in a usable form. The data collected were analyzed using tables, percentage/ frequency (% frequency) and chi-square test of independence. The statistic used for calculating the percentage/ frequency (% frequency) is;

$$\% \text{ frequency} = \frac{X_{ij}}{\sum \sum X_{ij}} \times 100$$

where X_{ij} is "total respondents of the i th level (year) of the study in the j th school. $\sum \sum X_{ij}$ is the total respondents for all the sessions. The chi-Square test of independence was used to test whether there is no relationship between students' information requirements and their year of study/school over the period or otherwise.

3.0 DATA PRESENTATION AND ANALYSIS

The Section is divided into two sections. Section 3.1 discusses the data presentation, Section 3.2 is devoted for the discussion of the results obtained from the research questions in each session (that is from 2013/2014 through 2015/2016) while Section 3.3 is devoted for results of the hypothesis test on the relevance of the information needs and seeking behavior of final year students in the session (year) and school under consideration considered in the work.

3.1 DATA PRESENTATION

Table 1 presents the grand total population of final year students within and across the six (6) schools at the Federal University of Technology, Owerri (FUTO) from 2013/2014 through 2015/2016. Table 2 presents the sample size of final year students selected within and across the six (6) schools per academic session at the Federal University of Technology, Owerri (FUTO) from 2013/2014 through 2015/2016 using stratified sampling technique with proportional allocation. The result on Table 3 indicates that about 5885 Questionnaires were distributed in the University for the Survey. 5767 (representing about 98%) Questionnaires were returned by the target population.

Table 1: Population of Final year students in six schools from 2013/2014 through 2015/2016

S/N	SCHOOLS	SESSION			TOTAL
		2013/2014	2014/2015	2015/2016	
1	SAAT	930	800	460	2190
2	SEET	1206	1100	700	3006
3	SMAT	800	630	400	1830
4	SOES	600	500	310	1410
5	SOHT	610	553	335	1498
6	SOSC	830	650	356	1836
7	G/TOTAL	4976	4233	2561	11770

TABLE 2: Sample size of Final year students in six schools from 2013/2014 through 2015/2016

S/N	SCHOOLS	SESSION			TOTAL
		2013/2014	2014/2015	2015/2016	
1	SAAT	465	400	230	1095
2	SEET	603	550	350	1503
3	SMAT	400	315	200	915
4	SOES	300	250	155	705
5	SOHT	305	277	167	749
6	SOSC	415	325	178	918
7	G/TOTAL	2488	2117	1280	5885

TABLE 3: Questionnaire Distribution and Return Rate per session

S/N	SCHOOLS	SESSION						Total Quest. Distributed	Total Quest. Returned	%
		2013/2014		2014/2015		2015/2016				
		No. of Quest. Distributed	Returned	No. of Quest. Distributed	Returned	No. of Quest. Distributed	Returned			
1	SAAT	465	455	400	392	230	225	1095	1073	98%
2	SEET	603	591	550	539	350	343	1503	1473	98%
3	SMAT	400	392	315	309	200	196	915	897	98%
4	SOES	300	294	250	245	155	151	705	691	98%
5	SOHT	305	299	277	271	167	164	749	734	98%
6	SOSC	415	407	325	319	178	174	918	900	98%
TOTAL		2488	2438(98%)	2117	2075(98%)	1280	1254(98%)	5885	5767	98%

Results in Table 3 also show that out of about 2488, 2117 and 1280 Questionnaires distributed in the University for the Survey in 2013/2014, 2014/2015 and 2015/2016 Academic sessions respectively, about 2438 (representing 98%), 2075 (representing 98%) and 1254 (representing about 98%) Questionnaires were returned respectively in the aforementioned sessions by the target population. The results clearly show that 98% Questionnaires were returned by final year students in the six schools at the University

3.2 RESULTS OF ANALYSIS OF RESEARCH QUESTIONS

This section is devoted to discussing the result obtained from the analysis of research questions in 2013/2014, 2014/2015 and 2015/2016 Academic session. Section 3.2.1 discusses the result obtained from the analysis of research questions in 2013/2014 Academic session, section 3.2.2 discusses the result obtained from the analysis of research questions in 2014/2015 Academic session. while Section 3.2.3 discusses the result obtained from the analysis of research questions in 2015/2016 Academic session

3.2.1 RESULTS OF ANALYSIS OF 2013/2014 ACADEMIC SESSION RESEARCH QUESTIONS

Research Question 1: What types of information do final year students need from the library?

Table 4: Evaluation of Final Year Students percentages (%) Response on Information needs

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X11	Course-related information	243	344	390	239	402	511	2129	87.3
X12	Job-related information	203	320	340	220	350	420	1853	76.00
X13	Health-related information	196	260	296	198	270	402	1622	66.5
X14	Information on sports	162	280	300	200	280	310	1532	62.8
X15	Information on entertainment and recreation	180	200	205	186	150	200	1121	45.9
X16	Topic selection and defence	220	298	314	215	360	398	1805	74.0
X17	Information on postgraduate studies	210	340	304	205	255	300	1614	66.2

where Var is the variable and/or items corresponding to it.

The result shown in Table 4 indicates that about 87.3% of the final year students need 'course related information' followed by 'job-related information' (76 %) and the least preferred type is information on entertainment and recreation (45.9%).

Question Two: What purposes do you seek information?

Table 5: Evaluation of Final Year Students % Response on Purpose of seeking information

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
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X21	Class assignment	202	290	301	274	280	299	1646	67.5
X22	Term papers	189	271	150	176	231	208	1225	50.2
X23	Examination	289	325	309	202	317	312	1754	71.9
X24	Project writing	210	226	300	215	311	307	1569	64.3
X25	Updating Lecture notes	200	171	246	192	283	200	1292	52.9
X26	Selecting Project topics	250	260	218	223	215	260	1426	58.4
X27	Social interactions	101	136	165	159	129	121	811	33.2
X28	Self development	244	218	222	230	212	250	1376	56.4

The result in Table 5 shows that about 71.9% of the final year students seek information for the purpose of writing Examination most, followed by solving class assignment (67.5 %) and the least is social interactions (33.2%).

Research Question three: What are the strategies used to obtain the information need?

Table 6: Evaluation of Final Year Students % Response on Strategies for seeking information need

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X31	OPAC	190	285	250	105	171	200	1201	49.2
X32	Lib. website	102	185	261	259	108	175	1090	44.7
X33	Google	274	300	210	200	340	380	1704	69.8
X34	Institutional repository	137	170	138	120	115	101	781	32.0
X35	Lib. database	168	172	150	172	133	139	934	38.3
X36	Social media	190	382	306	176	296	321	1671	68.5
X37	Ref. librarian	174	215	200	160	185	193	1127	46.2
X38	Catalogue box	102	250	210	246	195	184	1187	48.6
X39	Course mates	210	310	306	212	287	300	1625	66.6
X3.10	Lecture notes	202	319	290	280	301	298	1690	69.3
X3.11	Ask.com	90	80	115	98	89	108	580	23.7
X3.12	Google scholar	210	250	268	209	312	318	1573	64.5
X3.13	Interactive TV board	150	216	315	240	200	302	1423	58.2
X3.14	Tutorial	198	215	200	195	220	270	1298	53.2
X3.15	Reading group	112	236	250	211	273	199	1281	52.2

The result shown in Table 6 indicates that about 69.8% of the final year students preferred using Goggle as a Strategy for seeking information need followed by Social media (68.5 %) and the least applied strategy is the use of Ask.com search engine (23.7%).

Research Question Four: What problems do you encountered in seeking information?

Table 7: Evaluation of Final Year Students % Response on Problems encountered in seeking information.

Var	Problems	SOHT		SMAT		SOSC		SOES		SAAT		SEET		TOTAL NO	%	TOTAL YES	%
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
X41	Lack of knowledge of library search pattern	100	146	212	165	200	159	100	100	213	140	208	109	1033	42.3	8.19	33.5
X42	Unsatisfactory library opening and closing time	137	116	158	200	160	240	102	152	90	300	116	201	763	31.2	1209	49.5
X43	Difficulty in searching databases	120	104	100	246	185	195	105	100	179	182	105	250	794	32.5	1077	44.1
X44	Difficulty in choosing search terms/keywords	95	215	86	210	78	210	79	205	105	218	118	216	561	23.0	1275	29.8
X45	Search results show too many irrelevant materials	181	100	218	100	200	196	200	72	220	156	260	104	1279	52.4	728	29.8
X46	Problem of choosing a topic	105	115	210	180	185	200	200	100	200	94	180	230	1080	44.2	919	37.6

X47	Relevant materials displayed not in open access	170	100	150	200	208	190	108	132	203	182	189	260	1028	42.1	1064	43.6
X48	Unfriendly and uncooperative attitude of librarians	104	136	185	195	203	188	100	200	200	201	212	248	1004	41.1	1168	47.9

Result in Table 7 indicates that Unsatisfactory library opening and closing time constitutes the highest problem (49.5%), followed by unfriendly and uncooperative attitude of some librarians (47.9%), while the least were Difficulty in choosing search terms/keywords and Searching out too many irrelevant materials (29.8%) respectively.

3.2.2 RESULTS OF ANALYSIS OF 2014/2015 ACADEMIC SESSION RESEARCH QUESTIONS

Research Question 1: What type of information do final year students need from the library?

Table 10: Evaluation of Final Year Students percentages (%) Response on Information needs

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X11	Course related information	260	300	310	242	308	315	1735	83.6
X12	Job related information	211	205	230	230	208	219	1303	62.7
X13	Health related information	107	272	265	141	204	210	1199	57.7
X14	Information on sports	99	200	189	178	192	190	1048	50.5
X15	Information on entertainment/recreation	93	170	156	112	130	117	778	37.4
X16	Topic selection/defense	213	305	300	240	268	280	1606	77.3
X17	Information on post graduate studies	220	297	260	145	275	296	1492	71.9

The result shown in Table10 indicates that about 83.6% of the final year students need 'course related information' followed by topic selection/defense'(77.3 %) and the least preferred type is information on entertainment and recreation (37.4%).

Research Question 2: What purposes do final students seek information?

Table 11: Evaluation of Final Year Students % Response on Purposes for seeking information

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X21	Class assignment	178	197	176	201	200	203	1155	55.6
X22	Term papers	122	108	118	109	97	128	682	32.8
X23	Examinations	204	242	263	235	212	266	1422	68.5
X24	Projects writing	285	271	264	280	210	229	1539	74.1
X25	Lecture notes	138	120	151	138	143	150	840	40.4
X26	Project topics	149	150	179	180	165	182	1005	48.4
X27	Social interactions	110	104	98	104	87	100	603	29.0
X28	Self development	260	290	300	264	293	310	1717	82.7

The result shown in Table 11 indicates that about 82.7% of the final year students seek information for the purpose of self development, followed by project writing (74.1 %) and the least is for social interactions (29%).

Research question three: What are the strategies for searching information?

Table 12: Evaluation of Final Year Students % Response on Strategies for searching information need

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X31	OPAC	105	108	110	127	120	126	696	33.5
X32	LIB WEBSITE	116	119	109	122	110	128	704	33.9
X33	Google	235	277	308	236	299	302	1657	79.8
X34	Institutional Repository	118	218	209	234	210	240	1229	59.2
X35	Library Database	101	115	121	128	111	106	682	32.8
X36	Social media	93	99	76	95	102	105	570	27.4
X37	Reference Librarian	193	147	189	162	198	200	1089	52.4

X38	Catalogue box	78	90	101	112	99	103	583	28.0
X39	Course mate	268	270	263	218	221	286	1526	73.5
X3.10	Lecture notes	203	290	284	268	215	244	1504	72.4
X3.11	Ask.com	108	168	185	159	190	176	986	47.5
X3.12	Google scholar	196	203	250	227	230	210	1316	63.4
X3.13	Interactive class	199	197	180	192	173	202	1143	55.0
X3.14	Tutorial	101	170	160	168	152	121	872	42.0
X3.15	Reading groups	125	108	113	115	100	112	673	32.4

The result shown in Table 12 indicates that about 79.8% of the final year students use Goggle search engine as a Strategy for seeking information need followed by interactions with course mates (73.3 %) and the least applied strategy is the use of social media (27.4%).

Research Question Four: What problems do you encounter in seeking information?

Table 13: Evaluation of Final Year Students % Response on Problems of seeking information

Var	Problems	SOHT		SMAT		SOSC		SOES		SAAT		SEET		TOTAL NO	%	TOTAL YES	%
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
X41	Lack of knowledge of library search pattern	114	100	204	126	215	100	180	38	222	115	227	108	1162	56.0	587	28.2
X42	Unsatisfactory library opening and closing time	140	105	210	138	209	105	120	106	115	230	185	160	979	47.1	844	40.6
X43	Difficulty in searching databases	103	109	213	134	229	100	133	100	216	115	230	121	1124	54.1	679	32.7
X44	Difficulty in choosing search terms/keywords	104	125	181	153	173	100	124	106	200	144	198	146	980	47.2	774	37.3
X45	Search results show too many irrelevant materials	200	60	212	120	209	105	130	100	236	97	283	60	1270	61.2	542	26.1
X46	Problem of choosing a topic	200	64	122	115	209	100	116	97	206	134	214	137	1167	56.2	647	31.1
X47	Relevant materials displayed not in open access	120	105	246	83	200	120	140	78	243	103	286	66	1235	59.5	555	26.7
X48	Unfriendly and uncooperative attitude of librarians	159	90	249	96	208	96	140	88	274	75	300	40	1330	64.0	475	22.8

Result in table 13 indicates that unsatisfactory library opening and closing time constitutes the highest problem (40.6%), followed by difficulty in choosing search terms/keyword (37.3%) while the least problem encountered is unfriendly and uncooperative attitude of librarians (64%).

3.2.2 RESULTS OF ANALYSIS OF 2015/2016 ACADEMIC SESSION QUESTIONS

Research Question 1: What types of information do final year students need from the library?

Table 15: Evaluation of Final Year Students percentages (%) Response on Information needs

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X11	Course related information	126	187	155	130	205	210	1013	80.7
X12	Job related information	116	123	100	60	121	110	630	50.2

X13	Health related information	93	97	114	106	96	118	624	49.7
X14	Information on sports	83	91	66	86	94	90	510	40.6
X15	Information on entertainment/recreation	81	67	89	41	83	98	459	36.6
X16	Topic selection/defense	105	193	102	118	150	184	852	67.9
X17	Information on post graduate studies	90	121	99	88	190	192	780	62.2

The result shown in Table15 indicates that about 80.7% of the final year students need 'course related information' followed by topic selection/defense'(67.9%) and the least preferred type is information on entertainment and recreation (36.6%).

Research Question Two: What purpose do you seek information?

Table 16: Evaluation of Final Year Students percentages (%) Response on purpose of seeking information

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X21	Class assignment	127	133	146	148	128	160	842	67.1
X22	Term papers	121	130	107	132	117	120	727	57.9
X23	Examination	109	122	113	107	115	185	751	59.8
X24	Projects writing	142	136	129	123	133	181	844	67.3
X25	Lecture notes	77	62	93	97	85	102	516	41.1
X26	Project topics	152	141	149	110	153	276	981	78.2
X27	Social interactions	49	99	87	53	67	92	447	35.6
X28	Self development	106	126	119	115	121	98	685	54.6

The result shown in Table 16 indicates that about 78.2% of the final year students seek information for the purpose of selecting project topic, followed by project writing (67.3 %) and the least is for social interactions (35.6%).

Research Question three: What are the strategies used to obtain the information needed?

Table 17: Evaluation of Final Year Students percentages (%) Response on Strategies for information need

Var	Items	SOHT	SMAT	SOSC	SOES	SAAT	SEET	TOTAL	%
X31	OPAC	64	40	51	57	66	74	352	28.0
X32	LIB WEBSITE	59	46	35	61	52	69	322	25.6
X33	Google	143	150	140	131	129	162	855	68.1
X34	Institutional Repository	57	70	-	54	79	62	322	25.6
X35	Library Database	26	15	39	17	46	21	164	13.0
X36	Social media	100	117	123	121	120	128	709	56.5
X37	Reference Librarian	119	107	99	115	87	120	647	51.5
X38	Catalogue box	63	71	111	121	103	120	589	46.9
X39	Course mate	138	147	126	120	146	137	814	64.9
X3.10	Lecture notes	110	180	160	138	176	188	952	75.9
X3.11	Ask.com	80	66	65	73	-	-	284	22.7
X3.12	Google scholar	104	103	116	121	90	128	662	52.7
X3.13	Interactive class	97	101	136	100	159	187	780	62.2
X3.14	Tutorial	66	47	111	90	150	174	638	50.8
X3.15	Reading groups	127	83	106	95	99	122	632	50.3

The result shown in Table 17 indicates that about 75.9% of the final year students rely on their lecture note as a strategy for seeking information, followed by searching institutional repository (68.1%) and the least applied strategy is the use of library database (13%).

Research Question Four: What problems do you encounter in seeking information?

Table 18: Evaluation of Final Year Students percentages (%) Response on Problems of searching information

Var	Problems	SOHT		SMAT		SOSC		SOES		SAAT		SEET		TOTAL NO	%	TOTAL YES	%
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
X41	Lack of knowledge of library search pattern	109	50	128	72	100	67	120	30	109	68	181	26	747	59.5	313	24.9
X42	Unsatisfactory library opening and closing time	100	49	104	78	95	80	103	46	100	91	87	115	589	46.9	459	36.6
X43	Difficulty in searching databases	101	36	107	66	100	73	105	38	100	60	124	83	617	49.2	356	28.3
X44	Difficulty in choosing search terms/keywords	60	100	92	100	90	102	47	103	90	101	82	120	461	36.6	626	49.9
X45	Search results show too many irrelevant materials	86	70	75	63	70	96	50	100	61	104	43	155	385	30.7	588	46.8
X46	Problem of choosing a topic	108	40	157	35	100	50	102	38	170	20	186	10	823	65.6	193	15.3
X47	Relevant materials displayed not in open access	108	51	138	47	100	33	99	50	107	80	129	62	681	54.3	323	25.7
X48	Unfriendly and uncooperative attitude of librarians	89	60	77	125	105	50	100	43	118	64	103	93	592	47.2	435	34.6

Result in Table 18 indicates that Difficulty in choosing search terms/keywords constitutes the highest problem (49.9%), followed by searching out results showing too many irrelevant materials (46.8%) while the least problem is choosing a project topic (65.6%).

Table 19: Summary of percentage score of each variable across schools for the three consecutive years

VARIABLES	2013/2014	2014/2015	2015/2016
X11	87.3%	83.6%	80.7%
X12	76.00	62.7	50.2
X13	66.5	57.7	49.7
X14	62.8	50.5	40.6
X15	45.9	37.4	36.6
X16	74.0	77.3	67.9
X17	66.2	71.9	62.2
X21	67.5	55.6	67.1
X22	50.2	32.8	57.9
X23	71.9	68.5	59.8
X24	64.3	74.1	67.3
X25	52.9	40.4	41.1
X26	58.4	48.4	78.2
X27	33.2	29.0	35.6
X28	56.4	82.7	54.6
X31	49.2	33.5	28.0
X32	44.7	33.9	25.6
X33	69.8	79.8	68.1
X34	32.0	59.2	25.6

X35	38.3	32.8	13.0
X36	68.5	27.4	56.5
X37	46.2	52.4	51.5
X38	48.6	28.0	46.9
X39	66.6	73.5	64.9
X3.10	69.3	72.4	75.9
X3.11	23.7	47.5	22.7
X3.12	64.5	63.4	52.7
X3.13	58.2	55.0	62.2
X3.14	53.2	42.0	50.8
X3.15	52.2	32.4	50.3

Conclusively, the Summary of percentage score of each variable across schools for the three Academic sessions are shown in Table 19. The result of the summary shown in Table 19 indicates that the percentage of final year students that need course related information consistently increases over the years in the university. However the % changes in the remaining ‘needs variables’(x12-x17) varies, hence the result was subjected to further test of independence using chi-square

3.3 Results of the hypothesis test on the relevance of the information needs and seeking behavior of final year students in the session (year) and school under consideration considered in the work.

The results of the hypothesis test are considered only for the type of information needs of students. The results of the analysis shown in Appendix I (A through G) for testing the null hypothesis of independence in the respective session (year) and school under consideration for Course related information in Section A, Job related information in Section B, Health related information in section C, Information on sports in section D, Information on entertainment/recreation in Section E, Topic selection/defense in Section F, and Information on post graduate studies in Section G showed that the Chi square tabulated values for the respective variables (Course related information(39.061), Job related information(78.131),Health related[information(69.015), Information on sports(34.877),Information on entertainment/recreation (43.189),Topic selection/defense (49.354) and Information on post graduate studies(61.143)) are greater than the tabulated value (18.3) at 5% level of significance. The respective p values are also less than 0.05 levels. Hence, the null hypothesis is rejected and the results indicated that the respective information needs of final year students’ depends on the session (year) and school under consideration.

4.0 Conclusion

From the summary, table 19, it was deduced that the major type of information sought for by final year students were information on course related issues which was highest in each year over the period studied(X11/ 87.3%, 83.6%, 80.7%); followed by job related information (X12/ 76.00%, 62.7%, 50.2) and information on post graduate studies X17/ 66.2%, 71.9%, 62.2%). While the purposes varied according to year; mainly from examination (X23/ 71.9%), self development (X28/ 82.7%) and searching for project topics (X26/ 78.2%). Similarly, greater number of final year students use google search engine (X33/ 69.8%, 79.8%), followed by lecture notes (X3.10/ 75.9%) as strategies for obtaining information. Whereas the major problem encountered were difficulties in choosing appropriate search term/key words (X44/ 49.9%). followed by searching out too many irrelevant materials (X45/ 46.8%), the least was choosing project topics (X46/ 15.3%) .

Solutions were orally sought from the final year students. It was agreed amongst others that library orientation programmes; seminar on information literacy, re-search skills and strategy should be periodically scheduled for students against the one- off- orientation exercise. Library opening hours should be permanently extended to 8.pm every working day except holidays. Current text books, journals, reference books and relevant study materials should be readily available on the shelves, while current online and offline data bases should be subscribed to alongside steady power and Internet availability.

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Appendix I

A. Tabulated Statistics for Testing the null hypothesis that Course related information (X11) are independent on the session (year) and school under consideration.

Rows: YEAR		Columns: SCH					
	1	2	3	4	5	6	All
1	243 274.58	344 362.76	390 373.24	239 266.73	402 399.43	511 452.25	2129 2129.00
2	260 223.77	300 295.63	310 304.17	242 217.36	308 325.51	315 368.56	1735 1735.00
3	126 130.65	187 172.61	155 177.59	130 126.91	205 190.05	210 215.19	1013 1013.00
All	629 629.00	831 831.00	855 855.00	611 611.00	915 915.00	1036 1036.00	4877 4877.00

Chi-Square = 39.061, DF = 10, P-Value = 0.000

B. Tabulated Statistics for Testing the null hypothesis that Job related information (X12) are independent on the session (year) and school under consideration.

Rows: YEAR		Columns: SCH					
	1	2	3	4	5	6	All
1	203 259.40	320 317.15	340 327.92	220 249.61	350 332.33	420 366.59	1853 1853.00
2	211 182.41	205 223.02	230 230.59	230 175.52	208 233.69	219 257.78	1303 1303.00
3	116 88.19	123 107.83	100 111.49	60 84.87	121 112.99	110 124.64	630 630.00
All	530 530.00	648 648.00	670 670.00	510 510.00	679 679.00	749 749.00	3786 3786.00

Chi-Square = 78.131, DF = 10, P-Value = 0.000

C. Tabulated Statistics for Testing the null hypothesis that Health related information (X13) are independent on the session (year) and school under consideration.

Rows: YEAR		Columns: SCH					
	1	2	3	4	5	6	All
1	196 186.45	260 296.15	296 317.81	198 209.52	270 268.37	402 343.70	1622 1622.00

2	107	272	265	141	204	210	1199
	137.82	218.92	234.93	154.88	198.38	254.07	1199.00
3	93	97	114	106	96	118	624
	71.73	113.93	122.26	80.60	103.25	132.23	624.00
All	396	629	675	445	570	730	3445
	396.00	629.00	675.00	445.00	570.00	730.00	3445.00

Chi-Square = 69.015, DF = 10, P-Value = 0.000

D. Tabulated Statistics for Information on Sports X14

Rows: YEAR	Columns: SCH						
	1	2	3	4	5	6	All
1	162	280	300	200	280	310	1532
	170.55	283.10	275.17	230.05	280.62	292.52	1532.00
2	99	200	189	178	192	190	1048
	116.67	193.66	188.23	157.37	191.96	200.10	1048.00
3	83	91	66	86	94	90	510
	56.78	94.24	91.60	76.58	93.42	97.38	510.00
All	344	571	555	464	566	590	3090
	344.00	571.00	555.00	464.00	566.00	590.00	3090.00

Chi-Square = 34.877, DF = 10, P-Value = 0.000

E. Tabulated Statistics for Information on Entertainment/Recreation X15

Rows: YEAR	Columns: SCH						
	1	2	3	4	5	6	All
1	180	200	205	186	150	200	1121
	168.29	207.75	213.93	161.16	172.57	197.29	1121.00
2	93	170	156	112	130	117	778
	116.80	144.18	148.47	111.85	119.77	136.93	778.00
3	81	67	89	41	83	98	459
	68.91	85.06	87.60	65.99	70.66	80.78	459.00
All	354	437	450	339	363	415	2358
	354.00	437.00	450.00	339.00	363.00	415.00	2358.00

Chi-Square = 43.189, DF = 10, P-Value = 0.000

F. Tabulated Statistics for Topic selection/Defense X16

Rows: YEAR	Columns: SCH						
	1	2	3	4	5	6	All
1	220	298	314	215	360	398	1805
	227.79	337.03	303.16	242.61	329.41	364.98	1805.00
2	213	305	300	240	268	280	1606

	202.68	299.88	269.74	215.87	293.10	324.74	1606.00
3	105	193	102	118	150	184	852
	107.52	159.09	143.10	114.52	155.49	172.28	852.00
All	538	796	716	573	778	862	4263
	538.00	796.00	716.00	573.00	778.00	862.00	4263.00

Chi-Square = 49.354, DF = 10, P-Value = 0.000

G. Tabulated Statistics for X17 which is on postgraduate studies

Rows: YEAR

Columns: SCH

	1	2	3	4	5	6	All
1	210	340	304	205	255	300	1614
	215.92	314.74	275.30	181.87	298.97	327.20	1614.00
2	220	297	260	145	275	296	1493
	199.73	291.15	254.66	168.24	276.55	302.67	1493.00
3	90	121	99	88	190	192	780
	104.35	152.11	133.04	87.89	144.48	158.13	780.00
All	520	758	663	438	720	788	3887
	520.00	758.00	663.00	438.00	720.00	788.00	3887.00

Chi-Square = 61.143, DF = 10, P-Value = 0.000

