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May 2019

Faculty's Information Seeking Behavior in an ICT Environment: A Study of Koforidua Technical University

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Baayel, Patrick and Asante, Edward, "Faculty's Information Seeking Behavior in an ICT Environment: A Study of Koforidua Technical University" (2019). *Library Philosophy and Practice (e-journal)*. 2529.

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**Title: Faculty Information Seeking Behavior in an ICT Environment: A Study of
Koforidua Technical University**

Abstract

This study investigated the issues affecting Faculty Information Seeking Behavior in an ICT Environment. The study was conducted in Koforidua technical university (KTU), in Ghana. The study adopted a survey approach. The sampling method adopted for this study was simple random sampling techniques. The respondents of the study were drawn from the Faculty of Business and Management Studies (FBMS) of the Technical University. No sampling technique was used as the entire population of 98 was targeted. A structured questionnaire was developed and administered to elicit information from the respondents. A total of 98 copies of the questionnaire were strictly administered to the respondents with 96 (98%) duly answered and retrieved. Data collected were analysed using simple descriptive statistics. The study revealed that respondents' main purpose for seeking for e-resource was to support them prepare teaching notes and writing research papers for presentation and publication. The study also brought to light that faculty's awareness of the availability of e-resources and e-services in the library was rather of the low side. The study also revealed that majority of faculty accessed resources from the internet from open source websites using search engines as google, yahoo.com, MSN Bing.com etc. as the main searching tools. The study also revealed lack of awareness, inadequate searching skills, lack of time, are lack searching unstable internet connectivity were also revealed to be a constraint negatively affecting smooth access to e-resources in the library. Based on findings, the study recommended increased awareness creation, regular user skills training programmes, and improved communication strategies to get the users updated and abreast on issues relating to effective access and utilization of resources in the library.

Key Words: information resources; information-seeking behavior; e-resources; user awareness; e-resources utilisation, librarians, faculty, and Koforidua Technical University.

Introduction

There is a tremendous impact of ICT on the users of libraries today. Users are mostly dependent on libraries for access to needed information. The application of computers to information processing has brought several products and services to the scenes. Consequently, the academic community has undergone tremendous changes during these years, assuming new dimensions influenced by technology-driven applications. Most of the Library resources in the recent past are being made available in electronic formats such as e-journals, e-books, databases, etc. Libraries

are moving from print to e-resources either subscribing individually or through consortia because of its advantages over print resources. Recent studies show that users prefer e-journals than the print. As licensing electronic resources has greatly increased in recent years, libraries have struggled to control this information in paper files, integrated library systems, separate databases stored on local computers or network (Kenchakkanavar, 2016).

Libraries have witnessed a great metamorphosis in recent years both in their collection development and in their service structures. Thus, libraries are using technology to improve the management of scholarly information to strengthen and speed access to scholarly information not held locally. Over the last several years a significant transformation has been noticed in collection development policies and practices. Print medium is increasingly giving way to the electronic form of materials (Sharma, 2009).

Information- seeking behaviour is expressed in various forms, from reading printed material to research and experimentation. Information users make active and intentional attempts to seek up-to-date information from the library resources, including electronic sources (Gil, 2016). Scholars, students and faculties actively seek current information from the various media available in libraries, for example encyclopedias, journals and more currently, electronic media (Mostofa, 2013). The library, is the most widely used source of information available to literate societies hence, (Mostofa, 2013) opines that the librarian should be aware 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. Increased knowledge of the information-seeking behaviors of faculty members is crucial to meeting their information needs. The purpose of this study is to investigate faculty's information seeking

behavior in an ICT environment. The studies looks at the purpose, how faculty recognize and access e-resources for their academic research and to assess whether they use the University Libraries' subscription databases. The results of this study will inform University Libraries collection development strategies and service delivery.

Growth and Use of E-resources in ICT Learning Environment in Ghana.

In many academic institutions worldwide, much effort has been exerted to install e-library infrastructure for the advancement of teaching and learning among staff and students in an efficient manner. The situation in Ghana over the last few years has not being different. However, according to Alemna and Adanu's (2005) study, the introduction of Electronic information resources in Ghana had not been too long ago as compared to the developed world and that the fullest utilisation of e-resources to a large extent is yet to be realized in Ghanaian Universities. According to Kyrillidou (2001), various academic institutions invest substantially in order to ensure user access to scholarly electronic resources and its maintenance. One would quickly make the assertion that students would make the fullest utilisation of available e-resources, but the story ends up being different. Various studies have established that there are several issues that pose challenges to access of electronic resources and its effective use, with budgetary constraints being the key issue. For instance, in a study conducted by Kwafoa, Imoro and Afful-Arthur (2014), on the average the University of Cape Coast (UCC) pays as much as ten thousand dollars (US\$ 10,000.00) to CARLIGH as annual subscription fee to electronic resources. However, general utilisation of these electronic resources is considered to be very low (Adika, 2003; Bentil, 2011). If this is a concern to larger public Universities like the University of Cape Coast, then that of private Universities should be of greater concern.

The Consortium of Academic and Research Libraries in Ghana (CARLIGH) subscribes to various e-journals on behalf of member institutions be it public or private, since 2004 (Asamoah-Hassan, 2008). University administrators as well as the libraries need to ensure that students make

maximum use of electronic resources in research and studies in general. Notwithstanding the enormous feat in e-resources, the level of technology utilisation among students in institutions of higher learning especially in developing countries is still low (Ramayah et al., 2005). It is also interesting to note that, most students' references do not include e-resources (Okello – Obura & Magara, 2008). Further, a large body of literature demonstrates that even when e-resources are available, the target group (for instance students) may either not utilize or underutilize the facilities (Hong et al., 2002).

In KTU e-library, it was observed that some of the available electronic information resources had not been utilized by students at all. The library subscribes to more than 20 electronic information resource packages which include full text electronic journals, but it is not known why there seems to be low usage of electronic resources in KTU. This lack of understanding is what is causing concerns to both librarians and university authorities. The current study therefore was to investigate students' awareness and utilisation of electronic information service at KTU and propose strategies to promote students' use of e-resources.

KTU Electronic Resources Library Environment.

Koforidua Technical University (KTU) in partnership with MTN Ghana Foundation in 2017 built and commissioned a 130 sitting capacity electronic resource library (e-library) for the students and staff at a cost of GHS 560,000. The facility provides access to electronic sources of information including journals and electronic books from reputable databases and publishers and seeks to enhance teaching and learning. The e-library has a 110-seater capacity where students and others can have access to 10 academic database and 19,000 e- journals, with additional 20-seater staff wing. The project was initiated with the school's Internally Generated Fund (IGF) which covered finishing and furnishing, servers and accessories, e-journal subscriptions and MTN Ghana

Foundation supported with computers and accessories with other logistics. Today the facility is providing both the students and their lecturers' access to electronic sources of information including journals and electronic books from reputable databases and publishers. However users seems to grapple with skills of retrieving needed information resources to answer their information needs.

Statement of the Problem

University libraries invest heavily in subscribing to electronic information resources such as scholarly databases for usage by patrons in the wake of rapid advancement in ICT. Preferably, faculty members are desired to know everything that is available to them and, in turn, would make use of the resources best suited for their research and teaching. Although libraries often conduct wide-reaching marketing campaigns, faculty do not always know the full extent of what is available to them (Hoppenfeld and Smith, 2014). Also, Ge (2010) study indicated that most academics only used free e-journals on the Web because they were unfamiliar with the paid subscription e-journals available at the library. Similarly, the current researcher observed that most faculty members from the Faculty of Business and Management studies (FBMS) of Koforidua Technical University (KTU), did not know of some of the available services the e-library could offer them. It appeared most faculty only used free e-journals on the Web because they are unfamiliar of how to access paid up subscription e-journals available at the library even as the library had organize a lot of marketing campaigns for their use. Additionally, preliminary investigation revealed that some faculty had asked their students to use outdated databases and books in the library whereas current e-resources were available and readily accessible by all. With this study, the researchers aims to gather a better understanding of the changing information seeking behavior of faculty in relation to the current digital environment with the view of

proposing strategies to improve upon service delivery and user satisfaction. The results of this study will inform University Libraries collection development strategies and services as well as provide some insight into the role of information literacy in courses

The Purpose of the Study

The purpose was to investigate how KTU faculty of business and management studies faculty recognize and access e-resources for their academic research and to assess whether faculty use the university e-library's subscription databases.

Objectives of the study

The main objective of this research was to investigate and determine the information seeking behavior of the members of faculty of Koforidua Technical University. Also, specific objectives of this study are as follows:

- i. To find out the purpose of faculty's information seeking
- ii. To assess faculty's awareness of service availability.
- iii. To identify preferred sources of seeking for e-resources.
- iv. To identify obstacles faced in information seeking process.

Scope of the study

The study is focused on teaching staff of the Faculty of Business and Management Studies (FBMS) of Koforidua Technical University (KTU), Ghana. This study also focuses on the subject of information seeking behavior of only faculty members in an ICT environment. The results of this study are limited to only the teaching faculty of Business and Management studies.

Literature Review

The information-seeking behavior of faculty has long been of interest to academic librarians, and the introduction of the Internet to this process has led to many studies about how scholars are finding information in this new environment. A review of the literature indicates that numerous

studies have been performed on the information-seeking behaviors of faculty in various disciplines at numerous institutions, however, Hoppenfeld and Smith (2014) stated that Only a few of them have specifically focused on business scholars in academia. Ge's (2010) study of social scientists and humanists revealed that when asked which electronic sources out of eight types they used, 96.7% respondents identified the Web, 90% used library databases, 86.7% used e-journals, 83.3% used e-mail, and 80% used the online catalogs.

Bauder and Emanuel's (2012) study focused on faculty in all disciplines at their institutions adopting emerging technology for their scholarly pursuits. They found faculty be using resources other than those managed by the library to meet at least some of their information needs and that Google Scholar and Wikipedia were highly used. Tenopir, King, Spencer, and Wu (2009) investigated whether the discipline of researchers affected their information-seeking behavior and reading patterns. They covered the sciences, social sciences, humanities, engineering/technology, and medical/health disciplines and found that the area of the subject did indeed have an impact.

Shokeen and Kushik (2002) report on a study about information seeking behaviour of social scientists in universities of Haryana showed that most of the social scientists visit the library daily preferred Current journals and books sources of information. There are also studies investigating the information seeking activities of faculty in specific disciplines. For instance, Niu and Hemminger (2012), Tenopir, King, Edwards, and Wu (2009), and Hemminger, Lu, Vaughan, and Adams (2007) studied the sciences in general.

There has also been research on sub disciplines in science, including physics and astronomy (Jamali & Nicholas, 2010); agricultural and biological sciences (Kuruppu & Gruber, 2006); engineering (Engel, Robbins, & Kulp, 2011); and health sciences (De Groote, Shultz, & Blecic, 2014). Examination of the research workflows of academics in the social sciences has also been

done (Al-Suqri, 2011; Marouf & Anwar, 2010) as well as the humanities (Tahir, Mahmood, & Shafique, 2010).

Methodology

A questionnaire survey was conducted to collect the information regarding faculty's information seeking behavior- the purpose of using electronic resources, preferred information sources, and problems faced faculty while using electronic resources in information seeking process, suggest suitable ways to improve the library resources and services in the university, information, problems faced by. A total of 24 questions were designed around five subjects listed above. Each questions included multiple choices. The respondents investigated simply ticked inside the brackets. The entire population which is 98 consisting of lecturers (faculty) in the faculty (FBMS) was targeted for the study. No sampling technique was however employed for the selection of respondents as all were considered. Ninety-eight (98) questionnaires were distributed to collect the primary data, out of which 96, representing 98% were duly answered and retrieved. The Questionnaires were personally distributed to respondents in their various offices who all patrons of the campus library and considered themselves as users of e-resources library. Data collected were analyzed and presented in tabular form using SPSS software.

Presentation of Results

Demographic Characteristics of Respondents.

Faculty who responded to this survey came from the Faculty of Business and Management Studies (FBMS).The respondents were drawn from the departments of General Studies, Accounting, Marketing, Procurement and Supply Science, Secretarial and Management Studies and the Department of Professional Studies. In all, the population of the study was 98, and achieved a respond rate of 98% which constituted 96 respondents. Further details of data on the respondents are presented in table 1.

Table: 1 Demographic Characteristics of the Population (n=98)

Gender	PhD	Masters(MA/MSc./M.Phil./MBA	Others	Frequency	Valid%
Male	8	75	3	86	87.8
Female	2	9	1	12	12.2
total	10	84	4	98	100

As can be seen, Table: 1 presents demographic features of the population of the study. From the results, the entire population is 98, male respondents constituted 86(87.8%) while only 12(12, 2%) were females. On academic status, 10 respondents (8 males and 2 females) were PhD holders, 84 were master's degree holders, while only 4 respondents were other degree holders. The results implied that the majority of the faculty within the faculty are males as compared to the female population. Also, very few female faculty members (2) hold PhD degrees as compared to their male counterpart who 8.

Table: 2, Distribution of Respondents across Departments (n=96)

Departments	No. of responses	Valid %
Accountancy	24	25
Marketing	16	16.7
Procurement & Supply Science	22	22.9
Sec. & Mgt. Studies	8	8.3
General Studies	22	22.9
Professional Studies	4	4.2

Also, results in table: 2 represents the distribution of the total number of respondents across the various departments within the faculty (FBMS). From the results, 24(25%) were from the accountancy department, 16(6.7%) from marketing department, 22(22.9%) from procurement and supply science department. Also, 8(8.3%) of respondents were from the sec. and mgt. Studies department, 22(22.9%) from the general studies department, whilst only 4(4.2%) of respondents from the professional studies department. The results indicates that the majority of respondents are from the accountancy department of the faculty.

Purpose for Seeking for E-Resources

Respondents were asked to indicate the purpose for which they seek for e-resources. The researcher wanted to establish whether faculty's purpose of seeking for resources was an issue affecting their information seeking behavior. Options were given that respondents could mark all parameters applicable to them. Table 3 gives the picture on faculty's purpose for which they seek for e-resources.

Table: 3. Faculty's Purpose of Seeking for Information (n=96).

Purpose	No of responses	Valid %
Preparing teaching lessons	42	43.7
Writing Papers for publication	21	21.9
Preparing PhD Thesis	15	15.6
Conducting Literature search	9	9.4
Updating of self-knowledge	5	5.2
Browse internet for pleasure	2	2.1
Others reasons	2	2.1

From the results in Table: 3, as much as 42(43.7%) seek for e-resources to Prepare their teaching lessons, Writing Papers for publication 21(21.9%), Preparing PhD Thesis 15(15.6%), Conducting Literature search 9(9.4%), Updating of self-knowledge 5(5.2%), Browse internet for pleasure 2(2.1%), and Others reasons 2(2.1%).

Awareness of E-Resources and E-Services Availability in the Library

Respondents' awareness of the availability e-resources and the e-services the library offers were assessed. The researcher found it necessary because there was the need to determine whether faculty's awareness of the availability e-resources and the e-services was an issue affecting their information seeking behavior. Respondents were given the options to select all parameters applicable to them. The results were analysed and presented in table: 4.

Table: 4, Faculty Awareness of Available Service

Type of Service	frequency	Valid %
Photo copying service	48	50
E-resource access training	28	29.2
Research Writing Assistance	10	10.4
Reference Service	4	4.2
Ezproxy Access to resources	3	3.1
Selective Dissemination of information	2	2.1
Current Awareness service	1	1.0

As shown in table: 6, faculty awareness of available service in the library was assessed. from the analyses of the results, half 48(67.7%) responds are aware of photo copying service being offered by the library, e-resource access training 28(29.2%), research writing assisting 10(10.4%). also, 4(4.2%) chose reference service while only 3(3.1%) of respondents are aware of the availability of e-proxy access of resources. Other respondents 2(2.1%) are aware of selective dissemination of information, while only 1(1.0%) respondent is aware of current awareness. The results implied that most of the respondents are aware of photo copying service being offered by the library

Sources of Information about E-Resources

The sources from which respondents get information about the resources they seek for in the library were assessed. It was important because the researcher wanted to determine whether respondents' sources of information was an issue affecting their information seeking behavior. Options were given that respondents could mark all parameters applicable to them. The results are presented in Table 5.

Table: 5. Sources of Awareness of e-resources

Sources	Frequency	Valid %
Discussion with colleagues	39	40.6
Discussion with Library Staff	30	31.3
User Training Workshops	14	14.6
Consulting the library OPAC	7	7.3
Professional Association Platform	4	4.2

From own Research	2	2.0
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from Table: 5, the results show that 40.6% of respondents became aware about e-resources through discussion with their colleagues, 31.3% became aware from interaction with library staff, and 14.6% get information during user training workshops, and 7.3% from the library OPAC, 4.2% from their professional association platforms, while only 2.0% got information about e-resources they seek for from their own research. The results showed that majority of the respondents became aware of e-resources through discussion with their colleagues.

Use of available Information Sources

Sources respondents preferred to access e-resources were also assessed. The researcher wanted to establish whether respondents' sources of accessing e-resources was an issue affecting their information seeking behavior. The results were analysed and presented in table: 6.

Table: 6. Sources of Accessing E-Resources

Sources	frequency	Valid %
Open Source E-Resources	50	52.1
Subscribed Databases	20	20.8
library OPAC	11	11.5
Ezproxy Access to resources	7	7.3
Institutional Repositories	5	5.2
KTU internal online journal	3	3.1

As shown in table: 6, faculty's sources of accessing e-resources was also assessed. From the analysis of results, more than half 50(52.1%) of the respondents consult open source e-resources, 20(20.8%) consult subscribed databases, 11(11.5%) consult the library OPAC, 7(7.3%) use Ezproxy Access service to access resources, 5(5.2%) access institutional repositories while only 3(3.1%) consult the KTU internal online journal to access e-resources. The results indicated that majority of the respondents consult open internet sources to access e-resources.

Sources Consulted when Seeking for E-Resources.

Respondents were asked to indicate the available sources they relied on when accessing e-resources.

This was to help the research determine whether respondents consulted the right sources when seeking for e-resources. The results were collated and presented in Table 7.

Table: 7. Sources Consulted for E-Resources

Sources	Frequency	Valid %
Search Engines (google, yahoo, MSN, etc.)	28	29.2
Open internet websites	22	22.9
Google scholar	21	21.9
Subscribed databases (e.g. Emerald)	8	8.3
Online Catalog/Library OPAC	7	7.3
Other Scholarly databases/e-journals	5	5.2
KTU Internal online journal	2	2.1
Subject directories	2	2.1
Subject gateways	1	1.0

As shown in Table: 7, information sources respondents consult when they are seeking for e-resources are analysed and presented. From the results 29.2% of respondents consult various search engines including google search, yahoo search, MSN etc., 22.9% open web sites from the internet, and 21.9% use google scholar, 8.3% used subscribed academic databases. Also from the results, of respondents said there are inadequate library staff to assist them. Also from the results, 7.3% access resources from Online Catalog/Library OPAC, 5.2% from Other Scholarly databases/e-journals, 2.1% from KTU Internal online journal, and 2.1% from Subject directories while only 1.0% access information from Subject gateways. The results implied that majority of respondents consult various search engines including google search, yahoo search, MSN among others.

Problems Faced in Accessing E-Resources

Problems respondents faced when accessing e-resources were also examined because the researcher wanted to establish whether problems encountered was an issue affecting respondents' information seeking behavior. The results were collated and analysed in the table: 8.

Table: 8. Problems Faced When Accessing E-Resources

Problems	frequency	Valid %
Lack of Searching Skills	46	47.9
Lack Awareness	21	21.9
Lack of time	10	10.4
Inadequate Library staff to assist	8	8.3
Unstable internet connectivity	5	5.2
unavailable Current resources	3	3.1
Too much information to choose	3	3.1

As the results show in table: 8, the problems respondents faced when accessing e-resources and services are collated and analysed. And from the results, 47.9% of respondents lack searching skills, 21.9%, lack awareness, 65.6% lack time, 10.4% of respondents said there are inadequate library staff to assist them. Also from the results, 5.2% of respondents experienced unstable internet connectivity, 3.1% did not find available current resources while 3.1% also found too much information to choose from. The results implied that majority (47.9%) of respondents lacked the requisite searching skills.

Discussions

The findings of this study indicate that faculty's information seeking behavior within an ICT environment is motivated by diverse information needs. The majority of the respondents indicated that the purpose for seeking information in (e-resources) is to first of all help faculty prepare lecture notes for teaching, writing and presenting of research papers. Some past studies (Bhatti, 2009; Kadli, and Kumbar, 2011) reported similar findings. Majority of faculty say the purpose of

information-seeking is to prepare class notes. Other faculties seek information to supplement the lecture.

The findings established that participants lacked the required awareness about the availability of various electronic resources in the library. They may not have been fully aware of all the relevant electronic resources available to them through the library because of lack of user education. Specific recommendations of users to a particular database or Web site may influence a researcher's use of the resources. Faculty either have little awareness of alternative ways of finding information to the search engine route or have tried other methods and still prefer to use Google. This phenomenon is a situation now being referred to as the "Googling phenomenon." In addition to this, when lecturers are able to locate information it is not always easy even with the use of their preferred search engine (Google). User (faculty) awareness, training, and education need to be improved (Griffiths and Brophy, 2005)

On the issue of faculty's preferred sources of seeking for e-resources, the results indicated that the overwhelming majority 78(81.3%) of respondents prefer to consult open sourced webpages and search engines (google.com, yahoo.com, MSN, Bing etc.) and google scholar to access e-resources. the results, indicated that faculty's access to the subscribed academic databases, and scholarly journals by the library is not as popular as access of information from open sourced webpages and search engines and google scholar. Some past studies reported similar findings in the past. For example, when asked which online services users frequented when looking for research materials, Hoppenfeld and Smith's (2014) study reported that 67% of the respondents chose Google Scholar as the most popular. Searching for scholarly articles was the highest research activity for the business and economics faculty who participated in this survey. The results contrast

findings of Gil (2016) in which the majority of business and economics faculty used library's subscription databases compared to search engines such as Google Scholar for scholarly articles.

On the issue of problems respondents faced when accessing e-resources and services, several reasons were given, key among them was lack of awareness. The results indicated that the majority (68.8%) of the respondents lack awareness. Other problems confronting faculty as revealed by the study are lack searching skills, lack of time, inadequate library staff to assist users and problems of unstable internet connectivity. Similar findings to the current study were also reported by findings of the current study Problems faced by users in their quest to use e-resources is an indication that faculty are deficient in the use of the online library resources effectively. Faculty members therefore need information search skills training. The library should develop the need infrastructure including ICT, and procure the needed human resource in all respects. The Reasons why faculty had a limited knowledge on library resources may have caused by the fact that faculty do not seek for assistance, and that faculty are not keeping abreast with new trends of the digital revolution. It is clear that there is a need to educate faculty on important services, researching skills and resources which the library has to offer in the support of faculty research and teaching.

Conclusion

The findings of this study show that faculty's information seeking behavior within an ICT environment is motivated by a variety of information needs, including that of professional and career development, pleasure and entertainment etc. Changing ICT environment has affected the information-seeking for the majority of users including faculty members. The success in utilization a library in an ICT environment depends to a large extent on the choice of electronic resources and services available. The collection should meet the needs and requirements of users. Consequently, librarians must be aware of how faculty seek information. Knowledge of faculty information needs

and information-seeking behavior is imperative for developing valuable collections, and improving facilities and services. Reference librarians should help teachers improve their information-seeking and find the types of information they need. Librarians should focus on assisting users to develop a better image for the library.

Recommendations

Based on findings, the study recommended the following:

- From the results it was clear the majority of faculty lacked awareness about the services the library offer in connection to e-resources. Increased awareness creation programmes for faculty is recommended.
- Also, the study recommends that regular user skills training programmes be organized on campus for faculty.
- In addition, improved communication strategies are recommended to get the users updated and abreast on issues relating to effective access and utilization of resources in the library.
- Finally, there is a need to educate the faculty on important services, and research skills training. The Library should organize regular training programmes for faculty.

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APPENDIX 1

Questionnaire for Faculty members

This questionnaire seeks to solicit information on ‘Faculty Information Seeking Behavior in an ICT Environment: A Study of Koforidua Technical University’. Information given will be strictly used for research purpose only. Your candid response to the following questions will be much appreciated. Thank you in advance, for your cooperation.

Section A: Socio-Demographic Characteristics

1. Sex: Male [] Female []
2. Please indicate your Faculty you belong.
a)FBMS[], FAST[], c)FHAS [], d) FOE [], e), FBNE[].
3. Which session do you teach? i. Regular [] ii. Weekend [] iii. Sandwich [] iv. Specify Others.....
4. Please chose the one applicable to you. A) a full time lecturer[] b) An adjunct/parttime lecturer []

Section B: Purposes of Information Needs.

5. In comparison between print information resources and electronic information resources, which one of the following satisfies your information needs?

Print information_____

Electronic information_____

6. Indicate the purpose for which you visit the library to seek to access e-resources
 - i. Preparing teaching lessons []
 - ii. Writing Papers for publication []
 - iii. Preparing PhD Thesis []
 - iv. Conducting Literature search []
 - v. Updating of self-knowledge []
 - vi. Browse internet for pleasure []
 - Vii. Others reasons []

Section C: Faculty’s awareness of service availability.

7. Indicate the services rendered by the library on your campus you are aware of.
 - i. Photo copying service []

- ii. E-resource access training []
- iii. Reference Service []
- iv. Research Writing Assistance []
- v. Ezproxy Access to resources []
- vi. Selective Dissemination of information []
- vii. Current Awareness service []

Section C: Source of Knowledge of Available E-Resources

8. Indicate how you get information about available e-resources in the school.

- i. From Discussion with colleagues []
- ii. Discussion with Library Staff []
- iii. Consulting the library OPAC []
- iv. Discussion with Knowledgeable person in the field []
- v. From own Research []
- vi. From Professional Association []

Section D: Sources for Seeking for E-Resource Information

9. When seeking for e-resource, which information sources do you consult?

- i. Google scholar []
- ii. Library OPAC []
- iii. Institutional Subscribed databases []
- iv. Scholarly databases/e-journals []
- v. Subject gateways []
- vi. Subject directories []
- vii. From institutions internal online journal []

Section: E Section: Problem Faced When Accessing Information

10. Which of the following pose as a challenge/problem to when accessing information from the e-library.

- i. Unstable internet connection []
- ii. Library staff unwilling to assist []
- iii. Inadequate knowledge in using e-resources []
- iv. Unable to locate information sources []
- v. Materials unavailable []
- vi. Outdated materials []

Thank you for your time
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