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2-19-2020

## Information Needs, Seeking Behaviour and Use of Undergraduates in two Nigerian Universities

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YETUNDE, ADEYALO and O, Ogunniyi Samuel, "Information Needs, Seeking Behaviour and Use of Undergraduates in two Nigerian Universities" (2020). *Library Philosophy and Practice (e-journal)*. 4037. <https://digitalcommons.unl.edu/libphilprac/4037>

**INFORMATION NEEDS, SEEKING BEHAVIOUR AND USE OF  
UNDERGRADUATES IN TWO UNIVERSITIES IN SOUTH-WEST  
NIGERIA**

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## ABSTRACT

*This study investigated the information needs, information seeking behaviour and use of undergraduates in two Nigerian universities using two-stage sampling technique namely: purposive sampling technique and random sampling technique. The population of the study was full-time 200, 300, 400 and 500 level undergraduates of Federal University of Agriculture, Abeokuta, Ogun State and Obafemi Awolowo University, Ile-Ife, Osun State. This population was made up of 15,847 students in Obafemi Awolowo University and 19,042 students in Federal University of Agriculture. Therefore, the population of the study comprises 34,889 undergraduate students. A total of two hundred and twenty one undergraduates questionnaires were used for gathering information. Eight (8) copies were invalid, thus, two hundred and thirteen copies, (213), that is, (96.3%) were valid for the analysis. The findings revealed that respondents mostly use internet (47.9%) and textbooks (21%), followed by newspapers and magazines. The major needs of the undergraduates were for academic development, knowledge updating and preparation for examinations. Most of the respondents accessed information through personal internet subscription, while few accessed information through institutional wifi. The findings also revealed that respondents most frequently used information sources were internet, textbooks, as well as newspapers and magazines. Epileptic power supply, non availability of information materials, and lack of recent and updated information materials were some of the challenges the undergraduates faced. The study recommended among others that: adequate library information resources should be acquired such that it will meet the needs of the undergraduates; awareness and orientation should also be given to undergraduates on needs to expand the scope of their information utilization beyond examination and assignment purposes.*

**Keywords:** Undergraduates; information needs; information seeking behaviour; information use, Nigerian universities.

## Introduction

Information is the communication or reception of knowledge or intelligence. It leads to knowledge, which leads to wisdom. Therefore, information is power. According to Ajiboye and Tella (2007), information is data that has been processed to be well understood to satisfy the user's query. Bruse (2005) states that, "information plays a significant role in our daily professional and personal lives and we are constantly challenged to take charge of the information that we need for work, fun and everyday decisions and tasks. The needs of individuals vary. At the root of information seeking behaviour is the concept of information need, which has proved intractable. Information and information need are inseparable, and interconnected. From Wikipedia, the free encyclopedia, information need is an individual's or a group's desire to locate and obtain information to satisfy a conscious or unconscious need. Undergraduate students' areas of needs can be the desire to seek information that they do not

know, the desire to understand more of the information and the need to ascertain or confirm the information held. The three categories of needs are in line with the academic needs associated with undergraduate students. An undergraduate student needs or seeks information to increase his knowledge, to confirm if the information held is true or false, and to complete a class work or prepare for examination.

Undergraduates have a lot of information needs which prompted their demand for information. When undergraduates are searching for information to meet their needs, they use different sources of information. Case (2002) defines information seeking as a conscious effort to acquire information in response to a need or gap in your knowledge. Information seeking behaviour is a key concept in library and information science profession. Information seeking behaviour is a broad term, which involves a set of actions that an individual takes to express information needs, seek information, evaluate and select information and finally uses this information to satisfy his/her information needs (Fatima and Ahmad, 2008). It is therefore described as an individual's way and manner of gathering and obtaining information for personal use, knowledge, updating and development. In other words, information seeking behaviour of students involves active or purposeful information as a result of the need to complete course assignment, prepare for class discussions, seminars, workshops, conferences, or write final year research paper. The assessment of information seeking behaviour by undergraduate students is vital in supporting them to access and use information resources to meet their required information needs.

Adetoro (2010) stated that information use refers to the extent to which university undergraduates search for relevant information and effectively make use of them. Utilization of information differs from students due to their information needs and other socio economic imperatives. Information needs could be according to their department and level of study. To allow appropriate information to be used by the right undergraduate students, various sources of information must be consulted for such information needs with the aid of library. There are factors that affect the use of information by undergraduate students in Nigerian universities. These vary from availability of resources and materials as well as students attitudes and disposition towards studying. The ability and willingness of students to utilize and gain access to information resources could affect the use they made of these resources. Accessing information is sometimes not the problem of the students, but studying the information they got creates the problem.

## **Statement of the Problem**

The concept of information needs, and information seeking and information use has been a major issue of study in academic environment of undergraduates. The information needs of individuals are enormous and the way they accomplish this is diverse. Thus, the desire to identify the information needs of undergraduates is important, so are the diverse methods used in meeting such needs. Utilization of information obtained by the students depends largely on how and where they seek the information they need. From literature, there has been very little comprehensive study on the information needs, information seeking behaviour and use of undergraduates in Nigeria. It is on this premise that, this study is being set out to establish the influence of information need, seeking behaviour and use of undergraduates in universities in South-west, Nigeria.

## **Research Questions**

The following research questions have been formulated to guide the study:

- a. What are the information needs of undergraduates in the selected universities?
- b. What is the information-seeking behaviour of the undergraduates?
- c. What is the frequency of use of information by the undergraduates?
- d. What are the challenges encountered by the undergraduates in using information?

## **Literature review**

### **Information needs of undergraduates**

Oje and Babalola (2000) defined information needs as the mental activity by which knowledge and skills, habits and attitudes, virtues and ideas are acquired, retained and utilized, resulting in the progressive adaptation and modification of conduct and behaviour. The process of learning is enhanced through various learning resources; which according to Oje and Babalola (1999) are information, represented in a stored variety of media and format, that assist students' learning as defined by provincial or local curricula. Undergraduate students, therefore, need information to improve their experiences and record academic excellence in their chosen field of study. According to Quadri, Adetimirin and Idowu (2014), the undergraduates of university need

information to satisfy their social and psychological needs to promote and enhance their academic pursuit during their course of study in the university.

Further, Pushpalatha and Mallaiah (2009) organised a survey among 138 users from the Department of Chemistry, Mangalore University in India, through questionnaire to study the information needs and use of information resources in Chemistry. The study disclosed that maximum number of users visit library for borrowing books, to read periodicals and to access UGC Infonet e-resources. These users approach the library staff and OPAC for retrieving resources. It was also found that the library resources in Chemistry were current and useful but the periodicals both primary and secondary were inadequate. Baro, et al (2010) in their study of the information seeking behaviour of undergraduate students in the humanities in three universities in Nigeria, discovered that the information needs that make the undergraduate students search for information is academic information with the highest rating 233 (93.2 %), followed by personal information with 10 (4.0%), and sports information with least rating 7 (2.8%). According to the study, undergraduate students need academic information to write their course assignment, seminar papers, prepare for their class discussions, and prepare for their examinations and tests, and information to write their final year research papers more than any other information such as personal and sports information.

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scott's, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the student's "score" for their classes and overall tenure. Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as attendance an instructor opinion of the student as well. Grading systems vary greatly by county and school; common scales include a percentage form 1-100, lettering systems from A-F, and grade point averages (GPA) from 0-4.0 or above. Orange (2001) emphasizes that libraries are to ensure access to information for all and they must respond to the information needs of everyone in their communities. Thus, building good systems with suitable information resources to better match the users' modes of engaging in research will result that users being more likely to be successful in their research.

### **Information-seeking behaviour of undergraduates**

Information seeking behaviour as opined by Kolawole and Igwe (2010) can be described as the way an information user conducts himself/herself or acts when looking for, receiving or acquiring information. The utterance, gesture, anger, anxiety, eagerness, reluctance, zeal or any

other attribute displayed by information user in his efforts to purchase, acquire or receive news, data, stories or anything that may inform or misinform his knowledge or understand of something constitute seeking behaviour. Callinan (2005), in a comparative research of information seeking behaviour between first and final year biology students posited that the level of study of a students would also influence how they sought information. It was discovered in the study that final year students made more use of electronic resources than final year students. The paper establishes the importance of a cross-sectional study in understanding the difference in students' information needs in different years of their studies.

Ajigboye and Tella (2007), investigated the information-seeking behaviour of undergraduates. They discovered that 64.1% of students sought information for academic development while the least number 9.3% sought information to secure employment, 12% of the students sought information for personal development while 11.25% claimed that they sought information on health issues, their findings being in line with others in the same category.

The Internet provides scientists, lecturers and students, access to on-traditional sources of information at any point of the globe. It is becoming more and more convenient to access the Internet. Trajkovski (2001) stated that about 5 years ago, only three million people were connected to the Internet in the whole world, but now its number has grown to 300 million. The Internet is fast changing the methods for accessing and using information and research activities. It has introduced new concepts of the teaching process and is recasting the roles played by the participants of the educational process. The Internet is now a means by which the digital divide between the developed and developing countries is gradually closing up. Studies have established the fact that the most conspicuous users of the Internet are adolescents and undergraduates (Kausar & Zobia, 2006; Omotayo, 2006; Ofodu, 2012).

Ajiboye and Tella (2007) examined the information seeking behaviour of undergraduate students in the University of Botswana. The result of the study revealed that the internet is the most consulted source, followed by students' class notes and handouts. Mabawonku (2005) highlights ways in which students can seek for information, which include colleagues, the Internet, library, friends, family members, recognized institutions, agencies, and private organizations. According to the findings of Kim, Joanna and Yoo- lee (2013), almost all students are reported using Wikipedia as an information source. Mann (2003) posited that most students, even with computers, find only a fraction of the sources available to them. He explained that undergraduates tend to work within one or another mental framework that limits their basic

perception of the universe of knowledge available to them. Students according to him use a subject-disciplinary method that leads them to a specific list of sources on a particular subject. He points out that while this method allows students and researchers to find more specific sources, it is limiting in that they may not realize that work of interest to their own subject appears within the literature of many other disciplines.

### **Information use of undergraduates**

Information use is a process of identifying, understanding, and defining user information needs, context, requirements, and preferences, together with factors or attributes in the profile of the user that affect subsequent search for information. Information use is a fundamental concept, which includes the construction of new knowledge and new meanings, the transformative act of shaping decisions and influencing others, and the movement and exchange of information with colleagues Chun wei choo et al (2008), information use come to mind when information acquired by a person to satisfy an information need is actually put into use. He specifies that the use of information is an essential part of evaluating, adopting and applying new information. Boakye (2002) also defines information use as some knowledge received or acquired by individual, a group, a society or a nation about an event, inadequate or occurrence that contribute to the general awareness, understanding and level of consciousness of the activity in question.

The utilisation of information provided by the university offers many advantages and benefits to the student undergraduates. According to Saleh and Large (2011) learning tasks for the students in an educational setting differ from other work tasks that demand the application of knowledge gained towards passing the examination conducted on regular basis. Students' information needs are equal to the required information for utilisation in their academic routines at meeting the requirements of their studies.

## **METHODOLOGY**

### **Research design**

Descriptive survey design is adopted for the study. It is also a correlational type because it is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. It describes precisely the existing variables and reveals current situation of things among variables in the study.

### **Population of the study**

The population of this study comprises all undergraduates in Obafemi Awolowo University, Ife, Osun State and Federal University of Agriculture, Abeokuta, Ogun State. This population is made up of 15,847 students in Obafemi Awolowo University and 19,042 students in Federal University of Agriculture. Therefore, the population of the study comprises 34,889 undergraduate students.

**Table 1: Population of the study**

S/N	Faculty	Federal University of Agriculture	Obafemi Awolowo University	Total
1.	Administration	-	2,681	2,681
2.	Agriculture	6,189	1,445	7,634
3.	Basic Medical Sciences	-	985	985
4.	Clinical Sciences	-	632	632
5.	Dentistry	-	172	172
6.	Education	-	1,619	1,619
7.	Educational Sciences	-	428	428
8.	Environmental Design & Management	-	1,774	1,774
9.	Environmental Resources Management	1,801	-	1,801
10.	Food Technology & Human Ecology	1,428	-	1,428
11.	Law	-	693	693
12.	Pharmacy	-	693	693
13.	Science	2,810	2,944	5,754
14.	Social Science/Management	2,507	2,604	5,111
15.	Technology/Engineering	894	3,205	4,099
16.	Veterinary Medicine	218	-	218
	<b>Population of the Study</b>			<b>34,889</b>

### **Sampling technique and sample size**

Multi-stage sampling technique was used in this study. At the first stage, common faculties to both universities were purposively selected. These faculties are four, namely;

Agriculture, Engineering, Science and The Social Sciences with a combined population of 22,598 undergraduates. At the second stage, departments that are common within the common faculty were selected. Then within the common departments, two departments were selected by balloting. At the third stage, 5% of the population of the two selected departments was used. In faculty of social science, economics is the only common department, hence, it was selected. In all, a total of 221 students constitute the sample size. A self-constructed and closed-ended questionnaire was used to gather quantitative data. The topic of the questionnaire will be information needs, seeking behaviour and use of undergraduates in two Nigerian universities.

**Table 2: Sample size**

S/ N	Faculty	Departments	Federal University of Agriculture  Population of undergraduates	Sample size 5%	Obafemi Awolowo University  Population of undergraduates	Sample size 5%	Total	Total Sample size 5%	Total Sample size
1.	Agriculture	Crop Production	441	22	164	8	605	30	62
		Soil science	153	8	470	24	623	32	
2.	Science	Physics	337	17	145	7	482	24	47
		Mathematics	324	16	135	7	459	23	
3.	Technology/ Engineering	Civil Engineering	196	10	350	18	546	28	59
		Mechanical Engineering	210	11	396	20	606	31	
4.	Social Science	Economics	466	23	598	30	1064	53	53
	Total sample size (total)								221

## RESULTS AND DISCUSSION OF FINDINGS

### Questionnaire administration and retrieval

The sample size of this study comprised two hundred and twenty one (221) undergraduates spread across seven academic departments in two universities which are the Federal University of Agriculture Abeokuta and Obafemi Awolowo University, Ile-Ife. As such, 221 copies of the questionnaire were administered on the undergraduates. Although all the copies were returned but eight (8) copies were found unusable and therefore not valid for analysis. This

means that two hundred and thirteen (213) copies which represented 96.3% of the copies administered were valid for analysis.

**Table 3: Response rate**

Department	FUNAAB		OAU		Total No. of Copies Distributed	Total No. of Copies Returned	%
	No. of Copies Distributed	No. of Copies Returned	No. of Copies Distributed	No. of Copies Returned			
Crop Production	22	21	8	8	30	29	96.7
Civil Engineering	10	9	18	17	28	26	92.9
Mathematics	16	16	7	7	23	23	100.0
Mechanical Engineering	11	10	20	20	31	30	96.8
Physics	17	16	7	7	24	23	95.8
Soil science	8	8	24	22	32	30	93.7
<b>Total</b>	<b>107</b>	<b>103</b>	<b>114</b>	<b>110</b>	<b>221</b>	<b>213</b>	<b>96.3</b>

**KEY:** FUNAAB= Federal University of Agriculture, Abeokuta,; OAU= Obafemi Awolowo University, Ile-Ife.

It could be observed from Table 3 that Department of Mathematics had highest return rate of 100% followed by Department of Economics which had 98.1%. The least response rate was however, recorded among undergraduates in the Department of Soil Science with 93.7%. The overall response rate was 96.3% which was representative enough for the sample size.

### Demographic profiles of respondents

This section presents information on demographic profiles such as name of institution,

**Table 4: Demographic profiles of respondents**

S/N	Demographic Variables	Frequency	Percentage (%)
<b>1</b>	<b>Name of Institution</b>		
	FUNAAB	103	48.4
	OAU	110	51.6
	<b>Total</b>	213	100.0

<b>2</b>	<b>Department</b>		
	Crop Protection	29	13.6
	Civil Engineering	25	11.7
	Economics	53	24.9
	Mathematics	23	10.8
	Mechanical Engineering	30	14.1
	Physics	23	10.8
	Soil Science	30	14.1
	<b>Total</b>	<b>213</b>	<b>100.0</b>
<b>2</b>	<b>Gender</b>		
	Male	142	66.7
	Female	71	33.7
	<b>Total</b>	<b>213</b>	<b>100.0</b>
<b>3</b>	<b>Level of study</b>		
	200	63	29.6
	300	62	29.1
	400	50	23.5
	500	38	17.8
	<b>Total</b>	<b>213</b>	<b>100.0</b>

**KEY:** FUNAAB= Federal University of Agriculture, Abeokuta,; OAU= Obafemi Awolowo University, Ile-Ife.

The distribution of respondents according to institution revealed 103(48.4%) respondents were from Federal University of Agriculture, Abeokuta while 110(51.6%) were from Obafemi Awolowo University, Ile-Ife. This means that distribution according institution was fair as the number of participants from the two institutions was almost close. In terms of academic department of respondents, 53(24.9%) which constituted majority were from Economics Department while the least 23(10.8%) were from Departments of Physics and Mathematics. Moreover, the distribution according to gender showed that 142(66.7%) of the respondents were male while the remaining 71(33.7%) were female. This means that there were more male undergraduates in the selected academic departments than their female counterparts. Finally, results on distribution of respondents in terms of level of study revealed that 63(29.6%) were in 200 level, 62(29.1%) were in 300 level, 50(23.5%) were in 400 level and 38(17.8%) of the respondents were in 500 level. It could be observed that more participants were from 200 and 300 levels respectively. This is due to the fact that some of the departments such as Economics, Physics and Mathematics do not have 500 level students because these are 4-year programmes.

The implication of the findings on demographic profiles of respondents alludes to the fact that the undergraduates who participated in the study were well informed to respond appropriately to the questions relating to information needs, information-seeking behaviour and use as factors affecting their academic performance.

## Answers to research questions

**Research question one:** What are the information needs of undergraduates in the two universities?

**Table 5: Information needs of undergraduates in the two universities according to each university**

S/N	INFORMATION N E E D S	Federal University of Agriculture Abeokuta (FUNAAB)										Obafemi Awolowo University (OAU)									
		S		A		D		S		Mean	ST.D	S		A		D		S		Mean	ST.D
		N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%		
1 .	I need information mainly for research activities	8	7 . 8	3 6	35.0	4 9	47.6	1 0	9.7	2.812	0.785	25	18.2	37	27.0	50	36.5	25	18.2	3.183	0.885
2 .	I need information to update my knowledge	4 0	38.8	3 9	37.9	2 4	23.3	0	0.0	2.817	0.863	24	40.9	43	39.1	13	11.8	9		3.188	0.675
3 .	I need information mainly for assignment	4 3	41.7	4 0	38.8	4	3.9	1 6	15.5	2.845	0.801	14	12.7	36	32.7	40	36.4	20	18.2	3.202	0.667
4 .	I need information on academic development and scholarship	3 0	29.1	5 1	23.9	1 6	15.5	6	5.8	3.132	0.870	21	19.1	46	41.8	36	32.7	7	6 . 4	2.995	0.69
5 .	I need information mainly to prepare for examination	4 8	46.6	3 6	35.0	1 5	14.6	4	3.9	3.404	0.763	67	60.9	20	18.2	18	6.4	5	4 . 5	3.683	0.858
6 .	I need information mainly for class tests	3 2	31.1	4 1	39.8	1 5	14.6	1 5	14.6	3.197	0.706	19	17.3	49	44.5	19	17.3	11	10.0	2.587	0.829
7 .	I need information to write articles for publications	1 0	9 . 7	2 0	19.4	3 8	36.9	3 5	34.0	3.080	0.726	20	18.2	19	17.3	58	52.7	13	11.8	2.892	0.876
8 .	I need information to prepare for seminar presentation	2 2	21.4	3 2	31.1	4 3	41.7	6	5.8	3.099	0.697	19	17.3	35	31.8	44	40.0	12	10.9	2.681	0.896
9 .	I need information For personal Development	2 0	19.4	2 4	23.3	4 9	47.6	1 0	9.7	3.127	0 . 8	13	11.8	29	26.4	48	43.6	13	11.8	2.784	0.858

The result on information needs of respondents as shown in Table 5 compared both universities, the results of respondents in Federal University of Agriculture, Abeokuta revealed

that 30(13.4%) of the students' most information need is for personal development and problem solving. Similarly, 20(12%) of the respondents strongly agreed that they need information to update their knowledge. Preparation for examinations 20(12.4%) is another prominent information need of the students. In Obafemi Awolowo University, Ile-Ife, the results of respondents revealed that 42(21.1%) of the students' most information need is for personal development and problem solving. Similarly, 25(18.4%) of the respondents strongly agreed that they need information to update their knowledge, while 43(22.4) indicated preparations for examinations is another major information needs.

The conclusion that could be drawn from this result is that undergraduates in both universities most important information needs are for personal development, knowledge update and to prepare for examinations. Other needs included information for research activities, academic development and scholarship and to do assignments.

**Research question two:** What is the information-seeking behaviour of the undergraduates?

**Table 6: Information seeking behaviour of undergraduates according to each university**  
(Information sources)

SN	SOURCES OF INFORMATION	Federal University of Agriculture Abeokuta (FUNAAB)										Obafemi Awolowo University (OAU)									
		S		A		D		S		Mean	ST.D	S		A		D		S		Mean	ST.D
		N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%		
1.	Newspapers / Magazines	7	6.4	18	16.4	65	59.1	20	18.2	2.573	0.812	6	5.5	15	13.6	61	55.5	28	25.5	2.631	0.792
2.	Electronic resources	6	5.8	30	29.1	53	51.5	41	13.6	2.592	0.834	5	4.5	15	13.6	60	54.5	30	27.3	2.660	0.823
3.	E - journal	4	3.9	30	29.1	54	52.4	15	14.6	2.534	0.739	5	4.5	15	13.6	54	49.1	36	32.7	2.641	0.850
4.	Print Journal	4	3.9	30	29.1	51	49.5	18	17.5	2.854	0.845	6	5.5	14	12.7	44	42.7	39	37.9	2.689	0.841
5.	Textbooks			51	23.9	16	15.5	6	5.8	3.132	0.870	21	19.1	46	41.8	36	32.7	7	6.4	3.456	1.203
6.	Government publications	6	5.8	24	23.3	48	46.6	25	24.3	1.893	0.938	6	5.5	12	10.9	50	45.5	42	38.8	2.718	0.720
7.	Radio and television programs	8	7.8	20	19.4	59	57.3	16	15.5	2.165	0.930	7	6.4	10	9.1	61	55.5	32	29.1	2.796	0.719
8.	Database	8	7.8	22	21.4	53	51.5	20	19.4	2.320	0.770	22	20.0	49	44.5	17	15.5	22	20.0	2.534	0.826
9	Thesis and dissertations	10	9.7	55	53.4	16	15.5	22	21.4	2.893	0.766	19	17.3	20	18.2	32	29.1	39	34.5	2.641	0.790
10	Reference Materials	28	27.2	17	16.5	18	17.5	40	38.8	2.767	0.899	17	15.5	27	24.5	36	32.7	30	27.3	2.573	0.836
11	Seminar / conference	6	5.8	40	38.8	42	40.8	15	14.6	2.078	0.825	5	5.5	20	18.2	54	49.1	30	27.3	2.379	0.919
12	Internet Sources	39	30.7	32	31.1	28	27.2	4	3.9	3.553	0.849	40	36.4	29	26.4	22	20.0	19	17.3	3.595	0.814
13	Library	2	1.9	38	36.8	45	43.7	18	17.5	3.273	0.812	2	1.8	21	19.1	51	46.4	36	32.7	2.553	0.763

An observation of the result in Table 6 revealed respondents in Federal University of Agriculture, Abeokuta sourced information most through the internet 39(30.7%). Another source of information was textbook as indicted by 30(29.1%) of the respondents who strongly agreed that they sourced their information through textbooks. Library 30(29.1%) is another main source of information for the undergraduates.

In Obafemi Awolowo University, Ile-Ife, Internet 40(36.4%), followed by textbooks 21(19.1%), and library 21(19.1%) are also the major information sources of undergraduates in both universities. The inference that could be drawn from these results is that although there were several sources through which undergraduates in the two universities could access information, the three most preferred sources were the internet, textbooks and library sources. Other information sources were newspapers and magazines, and reference sources.

**Table 7: Information seeking behaviour of the Respondents**

SN	MODE OF ACCESS	Federal University of Agriculture Abeokuta (FUNAAB)										Obafemi Awolowo University (OAU)									
		S		A		D		S		D		S		A		D		S		D	
		N	%	N	%	N	%	N	%	Mean	ST.D	N	%	N	%	N	%	N	%	Mean	ST.D
1.	I a c c e s s information through institutional wifi	24	17.5	24	17.5	25	18.2	53	38.7	2.445	0.985	5	4.5	22	20.0	47	42.7	36	32.7	1.683	.778
2.	I a c c e s s information through personal internet subscription	35	25.5	12	8.8	65	47.4	25	18.2	3.533	0.892	43	39.1	32	29.1	26	23.6	9	8.2	3.496	.766
3.	I a c c e s s information through electronic database	11	8.0	31	22.6	54	39.4	41	29.9	2.672	0.916	7	6.4	22	20.0	57	51.8	24	21.8	2.637	.768
4.	I a c c e s s information through reference services	17	12.4	58	42.3	42	30.7	20	14.6	2.475	0.892	2	1.8	27	24.5	51	46.4	30	27.3	2.553	.836
5.	I a c c e s s information through electronic journal	35	25.5	53	38.7	11	8.0	38	27.7	2.830	0.959	25	22.7	36	32.7	44	40.0	5	4.5	2.776	.843
6.	I a c c e s s information through print journal	59	43.1	42	30.7	5	3.6	31	22.6	2.686	0.872	10	9.7	21	19.6	43	39.1	36	32.7	2.229	1.077

In Table 7, findings indicated that the mode of access of information of students in Federal University of Technology, Abeokuta access information mostly through personal

internet subscription 45(39.2%). Electronic databases 35(25.5%) and electronic journal 30(22.5%) constituted another mode of access of information by the undergraduates.

In Obafemi Awolowo University, Ile-Ife, the students' access information mostly through personal internet subscription 43(35.5%), followed by electronic databases 28(22.9%) and electronic journal 25(21.1%). However, this means that most of the undergraduates do not access information through institutional wifi and print journal.

**Research question three:** What is the frequency of use of information by the undergraduates?

**Table 8: Frequency of use of information by undergraduates according to each university**

SN	I U S E INFORMATION O N :	Federal University of Agriculture Abeokuta (FUNAAB)										Obafemi Awolowo University (OAU)									
		D		W		O		R		Mean	ST.D	D		W		O		R		Mean	ST.D
		N	%	N	%	N	%	N	%			N	%	N	%	N	%	N	%		
1.	Internet	50	48.5	31	30.1	18	17.5	4	3.95	3.735	0.875	44	40.0	36	32.7	25	22.7	5	4.5	3.623	0.875
2.	Newspapers/ Magazines	28	27.2	29	28.2	18	17.5	28	27.2	2.563	0.917	10	9.7	43	39.1	36	32.7	21	19.1	2.563	0.917
3.	Textbooks	18	7.5	14	13.6	45	43.7	26	25.2	3.239	0.913	21	19.1	42	38.2	35	31.8	12	10.9	3.239	0.913
4.	Reference Materials	5	4.9	28	27.2	42	40.8	28	27.2	2.465	0.919	25	22.7	62	56.4	15	13.6	8	7.3	2.465	0.919
5.	Radio / Television	6	5.8	50	48.5	22	21.4	25	24.3	2.516	0.856	6	5.5	60	54.5	22	20.0	22	20.0	2.516	0.856
6	Thesis / Dissertation	4	3.9	21	20.1	58	56.3	20	19.4	2.836	0.965	36	32.7	55	50.0	13	11.8	6	5.5	2.836	0.965
7	Electronic Journal	4	3.9	10	9.7	71	68.9	18	17.5	3.070	0.863	5	4.5	5	4.5	64	58.2	36	32.7	3.107	0.863
8.	Print Journals	5	4.9	5	4.9	55	53.4	38	36.9	2.630	0.800	6	5.5	18	16.4	52	47.3	34	30.9	2.110	0.800

The result presented in Table 8 revealed the internet 50(48.5%) is mostly used by the respondents in federal university of agriculture, Abeokuta. Textbooks 38(35.9%) are the second most used information sources followed by newspapers/magazines 35(33.3%). Respondents in Obafemi Awolowo University, Ile-Ife too mostly used the internet 44(40.0%), textbooks 40(37.2%) and newspaper and magazines 38(35.9%).

It could therefore be concluded from the result that the three most frequently used information sources by undergraduates in the two universities were the internet textbooks and also newspapers and magazines, while the three least frequently used information sources were reference materials, dissertations and print journals.

**Research question four:** What are the challenges encountered by the undergraduates in using information?

**Table 10: Challenges encountered in meeting information needs of undergraduates according to each university**

S/N	CHALLENGES	Federal University of Agriculture Abeokuta (FUNAAB)										Obafemi Awolowo University (OAU)									
		S		A		D		S		D		S		A		D		S		D	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Non-availability of information materials	35	34.0	30	29.1	10	9.7	28	27.2			19	17.3	10	9.1	22	20.0	59	53.6		
										2.742	0.773									2.901	0.988
2	Uncooperative attitude of library staff	10	9.7	37	35.9	30	29.1	26	25.2			4	3.6	20	18.2	44	40.0	42	38.2		
										2.540	0.893									2.897	0.800
3	Incompleteness of records	26	25.2	20	19.4	40	38.8	17	16.5			5	4.5	15	13.6	48	43.6	42	38.2		
										2.761	0.913									2.953	0.757
4	Inadequate qualified librarians	0	0	20	19.4	65	63.1	18	17.5			4	3.6	19	7.3	59	53.6	28	25.5		
										2.634	1.003									2.836	0.793
5	Lack of time to access the information resources	6	5.8	35	34.0	52	50.5	10	9.7			19	17.3	25	22.7	54	49.1	12	10.9		
										2.615	0.897									3.311	0.819
6	Inadequate knowledge of use of catalogue	21	20.4	37	35.9	24	23.3	21	20.4			21	19.1	42	38.2	35	31.8	12	10.9		
										3.557	0.816									3.341	0.816
7	Information materials are not properly shelf	4	3.9	37	35.9	46	44.7	16	15.5			18	16.4	27	24.5	41	37.3	24	21.8		
										3.277	0.753									2.644	0.845
8	Inadequate knowledge about library system	28	27.2	54	52.4	16	15.5	5	4.9			12	10.9	27	24.5	44	40.0	27	24.5		
										3.066	0.822									2.948	0.842
9	Inadequate knowledge about using the computer	4	3.9	10	9.7	56	54.4	33	32.0			6	5.5	23	20.9	35	31.8	46	41.8		
										1.221	0.809									1.743	0.790
10	Lack of information retrieval tools in the library	44	42.7	30	29.1	10	9.7	19	18.4			27	24.5	62	56.4	19	17.3	2	1.8		
										2.916	0.791									2.836	0.793

1 1	Lack of recent/updated information materials	38	36.9	38	36.9	17	16.5	10	9.7			36	32.7	55	50.0	13	11.8	6	5.5		
										3.406	0.880									2.906	0.819
1 2	Lack of awareness of availability of information materials	22	21.4	46	44.7	6	5.8	29	28.2			51	46.4	42	38.2	12	10.9	5	4.5		
										2.962	0.732									2.887	0.816
1 3	Interrupted power supply	52	50.5	24	23.3	17	16.5	10	9.7			25	22.7	62	56.4	15	13.6	8	7.3		
										3.319	0.739									2.644	0.845
1 4	Deterioration of Information materials	6	5.8	10	9.7	22	21.4	65	63.1			19	17.3	26	23.6	60	54.5	5	4.5		
										2.234	0.810									2.556	0.842
1 5	Lack of access to internet	55	53.4	20	19.4	23	22.3	5	4.9			48	43.6	42	38.2	16	14.5	4	3.6		
										3.567	0.761									3.647	0.790

It could be observed from Table 9 that respondents in Federal University of Agriculture, Abeokuta ranked interrupted power supply 59(55.3%) as highest among the list of challenges they faced in meeting their information needs. Non-availability of information materials 38(36.9%) and lack of recent/updated information materials 35(34.0%) were another major challenge faced by respondents in meeting their information needs. Similarly, in Obafemi Awolowo University, Ile-Ife, power supply 25(22.7%) has the highest among the list of challenges they faced in meeting their information needs. Non-availability of information materials 23(21.4%) and lack of recent/updated information materials 36(32.7%) were another major challenge faced by respondents in meeting their information needs.

Conclusion that could be deduced from the foregoing results is the topmost three challenges were epileptic power supply, non-availability of information materials and lack of recent and updated materials.

## Conclusion

The importance of information to humanity cannot be overemphasized. It is also worthy of note that a person's worth is a function of the quality and quantity of the information possessed. It is therefore submitted that academic performance of undergraduates will be improved upon if the right information is sought, obtained and properly utilized for the purpose for which it is needed. This could be achieved if information needs of undergraduates are adequately met through the provision of functional libraries which are able to meet the twenty first century library and information services.

## Recommendations

Arising from the findings of this study the following recommendations are hereby made:

1. Adequate library information sources such as print and electronic information resources should be acquired such that it will meet the needs of undergraduates who constitute a major part of library users in the universities.
2. Adequate awareness and orientation should be given to undergraduates on the need to expand the scope of their information utilization beyond examination and assignment purposes.
3. The challenges encountered by undergraduates regarding their information needs could be nipped in the bud through the provision of uninterrupted power supply and adequate provision of current and up-to-date information materials.
4. The level of academic performance of undergraduates can be improved upon if information materials are made available to students as at when needed.

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