

THE INFORMATION NEEDS AND INFORMATION SEEKING BEHAVIOUR AMONG THE STUDENTS OF ONDO STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY, OKITIPUPA

Oyadeyi, Adekunle E.

Ondo State University of Science and Technology Library,
Okitipupa, Ondo State-Nigeria
oyasde@yahoo.com

The study investigated the information needs and information seeking behaviour among the students of Ondo State University of Science and Technology, Okitipupa, Nigeria. The sample consisted of 89 students selected from the four existing Departments in their first year (100 Level) and third year (300 Level) of study. However, questionnaire was used to gather relevant data while percentage count and frequencies were used for the presentation and analysis of data. The findings revealed that course work and assignment, examination and Text, General reading, Seminars and Workshops were factors that influence students' information seeking behavior. The findings further revealed that Internet, Lecture Notes, Test Books, and Handout were the preferred and most used information sources. While complexity and lack of basic understanding of academic database were the major problems associated with the students' information seeking process in the library. Hence, the study concluded that it would be appropriate for the undergraduate students to take advantage of the services provided by the library to enhance their information seeking behavior in this ever dynamic information technology driven era and recommended that the library should organize user education/workshop at the beginning of every semester or session for all categories of students.

Key Words: Information; Information Seeking Behaviour; Undergraduate Students; Ondo State; University; Science; Technology; Nigeria.

INTRODUCTION

The importance of information to the academic success of undergraduate students cannot not be over emphasized, especially, in this information age. Over time, Students have exhibited one form of behaviour or the other associated with finding information mostly related to their academic activities. However, one of the most organized store houses of information where the students exhibit their information seeking behaviour is the library. That is why academic Librarians who have over the years developed interest in the area of user information seeking

behaviour have been doing well in developing access points that best suits the language of different categories of users.

Information needs (need for information) is a factual situation in which there exists an inseparable inter connection with ‘*information*’ and ‘*need*’; information originates and generated because there exists a need or an interest. (Prasad, 2000). According to Amin and Shima (2007) information seeking is a basic activity indulged in by all people and manifested through a particular behaviour. It is also an aspect of scholarly work of most interest to academic librarians who strive to develop collections, services and all structures that facilitate information seeking.

Miriam, et al (2004) noted that most researchers, even with computers, find only a fraction of the sources available to them. They explain that researchers tend to work within one or another’s mental framework that limits their basic perception of the universe knowledge available to them. While Students use a subject disciplinary method that leads them to a specific list of sources on a particular subject. They further posited that while this method allows students and researchers to find more specific sources, it is limiting in that they may not realize that other work of interest to their own subject appears within the literature of many other disciplines.

In the words of Aina (2004) the information seeking behaviour of users depends on education, access to library and the length of time a user devote to information seeking. He went further to say that no matter how comprehensive the resources and services of a library are, it is important that the services are publicized widely so that users could seek information from the libraries.

BRIEF HISTORY OF ONDO STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY (OSUTECH) OKITIPUPA – NIGERIA.

Ondo State University of Science and Technology is one of the state Universities in Nigeria, established in 2007. However, Out of all the Universities of technology in Nigeria, this university is highly committed to be technology driven. The University is aimed at providing a world class institution of higher learning that will attract and prepare intelligent and talented young men and women from diverse backgrounds within the State, Nigeria and beyond for all round training and development in science and technology, to position them for scientific discovery and innovations that will positively impact on the society and influence the decision-making processes of the State and the country at large.

However, academic activities in the institution took off fully in January 2011 with the mission of providing sound scientific, technological and professional training, identify technological needs and problems, solve them within the context of community, national needs, and sustainable development. The University presently operates a single Faculty covering the science oriented programs under four different departments namely, Biology, Chemical, Mathematical and Physical Sciences with the University’s first set of students now in their 400 level of study.

PROBLEM STATEMENT

Undergraduate students in any higher institution of learning are expected to maximally utilize the academic library as one of their major sources of information. However, it has been observed that they do not use most of the library information resources. This may be unconnected with technical problems undergraduate experienced by the multitude of information resources as available in the library. It is against this backdrop that the study investigated the information needs and information seeking behaviour among the students of Ondo State University of Science and Technology, Okitipupa - Nigeria.

LITERATURE REVIEW

Over the years, several academic authors have written on and carry out investigation on the information needs and information seeking behaviour of various categories of users especially in the academic environment with reference to the meaning and importance of information. However, information has become the most important element for progress in the society as it plays a significant role in our professional and personal lives.

There is no field of human activity where information is not a component. Whether it is research and development, business and industry, the information has to be acquired, processed, stored, retrieved and disseminated for communication. (Prasad, 2000). Olabisi (2002) defined information as an assemblage of data in a comprehensible form capable of communication and use facts to which a meaning has been attached. Also, Reitz (2004) defined information as "Data presented in readily comprehensible form to which meaning has been attributed within the context of its use". According to Faibisoff, and Ely, (1974) information is that which reduces uncertainty, assists in decision-making, which may exist as data in books, computers, people, files and thousands of other sources.

Information Needs

The information field has developed a deepening understanding of the concept of information need and its role in information seeking and use. The view that information need motivates information behaviour is an embedded assumption of the user-oriented paradigm which focuses upon what people think, do and feel when they seek and use information (Case, 2002).

In the words of Bruse (2005) information need is a personal, psychological, sometimes inexpressible, vague and unconscious condition. He articulated four levels of information need that an individual passes through before he or she makes formal encounters with an information system or the services of information professional. These levels are: visceral need, conscious need, formalized need, and compromised need.

According to Birger (2007) the purpose of a library or an information system is to fulfill some needs for documents and information for users or potential users. Such needs may, for example,

be related to educational, research and professional, recreation, cultural or to personal development.

Over time, the term information need has been used in a variety of ways. Aina (2004) opined that “every individual whether literate or not, has information needs, which... are critical to survival. However, 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. In the same vein, Fatima and Ahmad (2008) surveyed the information seeking behaviour of an Indian College Students. The survey findings revealed that 30 (50%) out of the 60 respondents seek for information purposely for career development followed by those who seek for information to solve problems, keep-up-to-date and to write an article or research paper. Also, Ilasariya and Parmar (2012) studied the information need and information seeking behavior of faculty members and reported that most faculty members needed information for academic work 100, writing papers 50, updating knowledge 30 and research works 20.

Information Seeking Behaviour

Whether or not information needs are pursued depends on the individual’s ability to identify their need and then to express the need in terms that are searchable by themselves or a third party. (Davies, 2007).

Chen (1980) remarked that the information seeking pattern of an individual is determined by the individual information environment, which consist of: background and characteristics of the individual; the nature and type of information need with which he/she is confronted; the type of availability of information providers; information providers capability in responding to a request and the degree and satisfaction perceived by an individual with the ability of one or more information providers to respond to his/her information needs.

Information seeking According to Amin and Shima (2007) is a basic activity indulged in by all people and manifested through a particular behaviour. It is also an aspect of scholarly work of most interest to academic librarians who strive to develop collections, services and structures that facilitate information seeking. In the words of Aina, (2004) the information seeking behaviour of users depends on education, access to library and the length of time a user devote to information seeking. He went further to say that no matter how comprehensive the resources and services of a library are, it is important that the services are publicized widely so that users could seek information from the libraries. Baro, et al (2010) also revealed in their study that undergraduate

students used the following search strategies when seeking information: starting (using lecturers or colleagues), browsing library collections on the shelves, chaining (using references at the end of books), differentiating, monitoring and extracting (using the card catalogue).

Information Literacy

According to Adesoye, (2009). Library resources are for users use; however, effective utilization of the resources depends on how educated and skillful the users are on library resources and organization. Aina, (2004) posit that, the user is very critical to the services of a library...No matter how large the stock of a library is if the services and resources are not used, the library will end up been a white Elephant. In the words of Adesoye (2009) instruction in library use is referred to as reader education, user education, bibliographic instruction, reader instruction, library instruction and information literacy. Abolaji (2009) said user education is designed to teach freshmen the rudiment of library science to facilitate a more meaningful and effective use of library resources.

Aina (2011) argued that library literacy involves teaching users to find information from the library's print resources and other electronic resources, evaluating and using the information appropriately. And that Librarians need to build solid partnerships with faculty to be able to integrate information literacy into course disciplines. However, Amer and Iman (2008) succinctly put it thus, "an information literate person is the one who, recognizes the need for information, identifies potential sources of information, develops successful search strategies, accesses sources of information, including computer based and other technologies, evaluates information, integrates new information into an existing body of knowledge, uses information in critical thinking and problem solving and knows how to communicate information in an ethical manner".

It can therefore be inferred from the above that at the heart of user training lays the significant roles of Librarians and information professionals in helping the library users search and get the information at the right time and in the right format as well as ensure that information resources are better appreciated by users.

In line with this therefore, Adeyinka, (2007) Egberongbe, (2011) and LaMarca, et al (2012) concluded in their studies that user training and guidance are essential for the better use of electronic resources and other library information materials and as such should be offered to both academic staff and Students. Besides, information literacy as a course should be made compulsory for all students irrespective of their discipline.

OBJECTIVES OF THE STUDY

- To ascertain the students information needs
- To determine the students' information seeking behaviour
- To identify the students' most preferred information sources

- To find out the students' awareness and use of library resources
- And to establish the problems that the students encounter in the process of seeking information

METHODOLOGY

The study investigated the information needs and information seeking behaviour among the students of the Ondo State University of Science and Technology, Okitipupa, Nigeria.

Questionnaire was the main instrument for collecting data while personal observation was used as a follow-up to verify the information given in the questionnaire.

However, the questionnaire was distributed to the respondents by hand. Direct observation of the students' information seeking processes was done in the University library reading room and the electronic section of the library. Observation focused at particular points in the University library where students interact with the library system.

Hence, statistical method of analyzing collected data was used with the aid of percentage count and tables of frequencies.

POPULATION AND SAMPLE OF THE STUDY

The population of the study consists of the students of Ondo State University of Science and Technology, Okitipupa, Nigeria. The University has four Departments with ten programs: Biological Sciences, Chemical Sciences, Mathematical Sciences and Physical Sciences all in the Faculty of Sciences. The sample was drawn from 100 and 300 level students across the four programs selected from each department. This is to ascertain the students' information seeking behaviour while they came in newly as well as when they must have been familiar with the library setting. The computed sample of Students by level of study from the study's population is presented in table 1 below:

Level	Computer Science	Chemistry	Geophysics	Microbiology	Total
100 Level Population	35	27	25	33	120
100 Level Sample	$[35/120]*27$ = 18	$[27/120]*20$ = 14	$[25/120]*15$ = 13	$[33/120]*27$ = 17	62
300 Level Population	18	12	5	20	55
300 Level Sample	$[18/55]*27$ = 9	$[12/55]*20$ = 6	$[5/55]*15$ = 3	$[20/55]*27$ = 10	28
Total Population	53	39	30	53	175
Total Sample	$[53/175]*88$ = 27	$[39/175]*88$ = 20	$[30/175]*88$ = 15	$[53/175]*88$ = 27	89

To get the sample of a level in each of the selected program, the total population of each level is divided by the total population of the two levels selected in a program (100Level & 300Level).

The result is multiplied by 50% (the adopted percentage for the determination of sample)

Example: $[35/53]*27 = 18$

Where **35** = the population of 100 level students in Computer Science program

53 = the total population of the selected levels (100L & 300L) in Computer Science program

27 = the adopted percentage (50%) across board for the determination of sample

Total Sample:

= Total population of each program / Total population of the study *(50%) of the total population

RESEARCH PROCEDURE

A total of 89 questionnaire was distributed to the students by hand, The 89 questionnaire were returned. Seven (7) of the returned questionnaire were rejected because they were not satisfactorily filled. Only 82 questionnaire (92%) were analyzed for the study. The breakdown of participation is shown in Table 2 below:

Table 2: The Breakdown of Respondents' Participation in the Questionnaire Distributed

Level	Programmes									
	Computer Science		Chemistry		Geophysics		Microbiology		Total	
	Distributed	Usable	Distributed	Usable	Distributed	Usable	Distributed	Usable	Distributed	Usable
100	18	16	14	13	13	11	17	16	62	56
300	9	9	6	6	3	3	10	8	28	26
Total									89	82

PRESENTATION, INTERPRETATION AND DISCUSSION OF DATA

Table 3: Undergraduate Reasons for Seeking Information

Course work and Assignment		Examination and Text		General reading		Seminars and Workshops		Tutorial presentation		group discussion		Total
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
51 (62.2)	31 (37.8)	37 (45.1)	45 (54.9)	50 (61.0)	32 (39.0)	6 (7.3)	76 (92.7)	20 (24.4)	62 (75.6)	6 (7.3)	76 (92.7)	82

Table 3 above revealed that variables such as: course works and assignments 51 (62.2%), general reading to enhance lecture notes 50 (61.0%), preparation for examinations and tests 37 (45.1%) which recorded high response rate, preparation for tutorial presentations 20 (24.4) have low response rate followed by preparation for Seminars and workshops 6 (7.3%) and class–group discussions 6 (7.3%) led undergraduate students towards seeking information.

Table 4: Undergraduate Preferred Information Sources

Variables	Yes	No	Total
Lecture Notes	47 (57.3%)	35 (42.7%)	82 (100%)
Internet	46 (56.1%)	36 (43.9%)	82 (100%)
Test Books	40 (48.8%)	42 (51.2%)	82 (100%)
Reference Materials	23 (28.0%)	59 (72.0%)	82 (100%)
E-books	12 (14.6%)	70 (85.4%)	82 (100%)
E-journals	5 (6.1%)	77 (93.9%)	82 (100%)
Handout	30 (36.6%)	52 (63.4%)	82 (100%)
Newspapers	8 (9.8%)	74 (90.2%)	82 (100%)
Print Journals	3 (3.7%)	79 (96.3%)	82 (100%)

It was discovered from table 4 above, that lecture notes 47 (57.3%), internet 46 (56.1%) Test Books 40 (48.8%), and Handout 30 (36.6%) constitute the most undergraduate most preferred information sources, while Reference Materials, e-books, newspapers, print and e-journals were the least preferred with (23.2, 9.8, 8.5, 6.1 and 3.7%) respectively.

Table 5: Undergraduate Frequently Used Information Sources

Variables	Yes	No	Total
Lecture Notes	46 (51.1%)	36 (43.9%)	82 (100%)
Internet	55 (67.1%)	27 (32%)	82 (100%)
Test Books	38 (46.3%)	44 (53.7%)	82 (100%)
Reference Materials	8 (9.8%)	74 (90.2%)	82 (100%)
E-books	19 (23.2%)	63 (76.8%)	82 (100%)
E-journals	3 (3.7%)	79 (96.3%)	82 (100%)
Handout	32 (39.0%)	50 (61.0%)	82 (100%)
Newspapers	7 (8.5%)	75 (91.5%)	82 (100%)
Print Journals	5 (6.1%)	77 (93.9%)	82 (100%)

To establish what information Sources the students frequently use, the findings shows that internet (67.1%) lecture notes (51.1%), Test Books (46.3%), and Handout (39.0%) were frequently used, while e-books, Reference Materials, newspapers, print and e-journals were the least used with (23.2, 9.8, 8.5, 6.1 and 3.7%) respectively.

Students' Information Seeking Behaviour

Table 6: How Undergraduate students Begins their Information Search

Variables	Yes	No	Total
Using the Shelf Guide to Locate Books	59 (72.0)	23 (28.0)	82 (100)
Browsing the Internet	66 (80.5)	16 (19.5)	82 (100)
Searching the Electronic Database	29 (35.4)	53 (64.6)	82 (100)
Searching the CD-ROM Database	4 (4.9)	78 (95.1)	82 (100)
Inquiring from Lecturers	32 (39.0)	50 (61.0)	82 (100)
Inquiring from fellow Students	32 (39.0)	50 (61.0)	82 (100)
Seeking Assistance from Librarians	18 (22.0)	64 (78.0)	82 (100)

table 6 above, indicated that 'browsing the internet' 66 (80.5%), 'using the shelf guide on the library shelves to locate books 59 (72.0%), 'inquiring from lecturers and fellow students (39.0%) and searching the electronic database 29 (35.4%) were the first point of call when they (students) want to start searching for information. Others with low response rates include 'seeking assistance from Librarians' 18 (22.0%) and 'searching the CD-ROM database' 4 (4.9).

Table 7: How Students Locate the Exact Information Needed from the Information Materials

Variables	Yes	No	Total
Book Index	62 (75.6)	20 (24.4)	82 (100)
References at the back of the book consulted	24 (29.3)	58 (70.7)	82 (100)
The Advanced Search platform on the Electronic Database	17 (20.7)	65 (79.3)	82 (100)

Table 7 shows how students locate the exact information they need from the information sources. Checking the ‘index at the back of the books’ has the highest response rate of 62 (75.6%) while using ‘references at the back of the books consulted’ as cross-referencing and the ‘advanced search mode on the academic database’ have response rates of 24 (29.3%) and 17 (20.7%) respectively.

Table 9: User Education

Yes	54 (65.9%)
No	24 (29.3%)
Nothing Like That	4 (4.9%)
Total	85 (100%)

Undergraduate Students were asked to indicate their participation/attendance in the user education workshop organized by the library during the fresher’s orientation week; this is to measure the effect of the user education on the students’ information seeking behaviour. Table 9 shows that 54 (65.9%) of the respondents attended the workshop, 24 (29.3%) do not attend while 4 (4.9%) said there was nothing like user education workshop. However, the last category of respondents in table 9 who never witness the user education workshop may be as a result of their late resumption for academic activities.

Table 10: Use of Electronic Database

Yes	46 (56.1%)
No	36 (43.9%)
Total	82 (100%)

The library subscribes to electronic database in addition to the print information materials and CD-ROM database in the Library's holding. The students were asked to indicate whether or not they use the academic database. Table 10 shows that 46 (56.1%) of the respondents are using the academic database while 36 (43.9%) are not

Table 11: The Use of Academic Database

Variables	Yes	No	Total
EBSCOHOST	13 (15.9%)	69 (84.1%)	82 (100%)
AGORA	8 (9.8%)	74 (90.2%)	82 (100%)
OARE	6 (7.3%)	72 (87.8%)	82 (100%)
HINARY	7 (8.5%)	75 (91.5%)	82 (100%)
JSTOR	14 (17.1%)	68 (82.9%)	82 (100%)
JSTOR PLANT SCIENCE	2 (2.4%)	80 (97.6%)	82 (100%)
HEPSEU	5 (6.1%)	77 (93.9%)	82 (100%)
EBMCENTER	2 (2.4%)	80 (97.6%)	82 (100%)
OXFORD JOURNALS	7 (8.5%)	75 (91.5%)	82 (100%)
E-LIBRARY USA	9 (11.0%)	73 (89.0%)	82 (100%)
NUC VIRTUAL LIBRARY	4 (4.9%)	78 (95.1%)	82 (100%)

The students were asked to identify which of the academic database/e-resources they used; this is to determine whether or not the students extend their information search to other sophisticated information sources. It is indicated in table 11 above that all the e-resources listed above have a very low usage level below average, as they all have a higher response rate of non-usage (NO).

Table 12: Reasons for the Low Usage of the E-resources

Variables	Yes	No	Total
I don't understand Operation very well	43 (52.4)	39 (47.6)	82 (100%)
The Advanced Search Mode is Complicated	45 (54.9)	37 (44.1)	82 (100%)

Table 12 revealed the factors that hinder the effective usage of the listed academic database in table 11 above by undergraduate Students. They (students) indicated that 'the advanced search mode' of the academic database is complex 45 (54.9%) followed by those who 'do not understands the operation very well' 43 (52.4)

Table 13: E-resources preference

Variables	Yes	No	Total
Academic Database	17 (20.7)	65 (79.3)	82 (100%)
Google	71 (86.6)	11 (13.4)	82 (100%)
Ask.com	32 (39.0)	50 (61.0)	

Students tends to prefer search engines like Google, ask.com, yahoo, Wikipedia, and Bing, to academic database like EBSCOHOST, JSTOR, HINARY and OARE. However, Google and ask.com were selected for this study as the most popular especially among undergraduate student. Students were asked to indicate which of the e-resources they prefer using. Google has the highest usage level with 71(86.6%) response rate followed by ask.com 32 (39.0) while a very low preference was indicated for the use of academic database 17(20.7%). However, the reason given for the usage of academic database was as a result of its complexity 43(52.4), while Google and ask.com had high preference because they are very easy to use 45 (54.9). Meanwhile, the students were asked whether or not they are always satisfied with the information they retrieved from the sources. 69 (84.1) respondents indicated that they are always satisfied with the information they gets while 13 (15.9) of the respondents are not always satisfied with what they get. The tabulated results of the reason for the preference and information satisfaction are presented in table 14 and 15 below:

Table 14: Why Respondents Prefer Search Engines to Academic Database

Variables	Yes	No	Total
The Academic Database is too Complex	43 (52.4)	39 (47.6)	82 (100)
Google and ask.com is easy to Use	45 (54.9)	37 (44.1)	82 (100)

Table 15: Does Respondents Get Satisfied with the information Retrieved from Information Sources?

Yes	69 (84.1)
No	13 (15.9)
Total	82 (100)

Table 16: How Do Students Monitor or Keep Up-to-date with Latest Development in their Subject Areas

Variables	Rating Frequencies			Total
	Highly used	Moderately Used	Least used	
Library display	26 (31.7%)	44 (53.7%)	12 (14.6%)	82 (100%)
Librarians	8 (9.8%)	65 (79.2 %)	9 (11.0%)	82 (100%)
Lecturers	29 (35.4%)	39 (47.6%)	14 (17.1%)	82 (100%)
Reading list	8 (9.8%)	54 (55.9%)	20 (24.4%)	82 (100%)
Internet	65 (79.2%)	11(13.4%)	6 (7.4%)	82 (100%)
Seminars	8 (9.8%)	61 (74.4%)	13 (15.9%)	82 (100%)
Mailing List	15 (18.3%)	55 (67.1%)	12 (14.6%)	82 (100%)

Table 16 shows how undergraduate students monitors or keep abreast of latest information in their subject areas. The findings revealed that 'internet' 65 (79.2%), higher percentage as means of monitoring latest development in their subject areas. This was Followed by 'Librarians' 65 (97.3%), 'Seminars' 61 (74.4%), 'Mailing List' 55 (67.1%), 'Reading list' 54 (55.9%), 'Library display' 44 (53.7%) as well as 'Lecturers' 39 (47.6%) which are all moderately used to follow latest development.

Table 17: Does Students Seek Assistance from Librarians when faced with Information Challenge?

Yes	23 (28.0%)
No	59 (72.0%)
Total	82 (100%)

Table 17 shows that 59 (72.0%) of the respondents do not seek help from Librarians when confronted with any information challenge. While 23 (28.0%) of them sought for help.

However, respondents were further asked to indicate how often they seek help from Librarians for their information needs, 34 (41.5%) rarely seek for help while 25 (30.5%) do not seek help at all. Followed by those who seek help ‘sometimes’ 17 (20.7%), always 4 (4.9%) and ‘most times’ 2 (2.4%). The tabulated result is presented in table 18 below: this corroborated the result in table 17 which shows that the respondents hardly seek for assistance from librarians

Table 18: How often do users seek help?

Variables	Frequency
Always	4 (4.9%)
Most times	2 (2.4%)
Some times	17 (20.7%)
Rarely	34 (41.5%)
Not at all	25 (30.5%)
Total	82 (100)

Discussion of findings

From the study’s findings, it was established that the students have information needs that is related to their academic activities. These are course works, assignment, preparation for exams and test, general reading, seminars, tutorial presentation and group discussion. However, these findings tallies with similar studies conducted by Baro, et al (2010) and Fatima and Ahmad (2008)

Also, it was discovered and established that lecture notes, internet, Test Books, and Handout were the most preferred and frequently used information sources followed by Reference Materials, e-books, newspapers, print and e-journals. The high preference for internet as an information institution in **table 4** and **5** may be unconnected with the free and easy access to the

internet provided by the university library as well as direct answers to information queries retrieved from search engines like Google and ask.com as reported in **table 13**.

The findings further revealed that majority of the students visit the library to study and make use of the information materials in the library. Although, a large percentage 72.0% of the respondents do not seek for help from the library staff when faced with any challenge in the process of interacting with the information systems, while the few that sought for help rarely do so. This may have been instrumental to the attitude shown towards the used of academic database and the consequent reasons for the low usage level of the academic database as reported in **table 11** and **12**. Meanwhile, observation at the electronic section of the University library revealed that majority of the students are not using the academic database as most students seen on the workstations were either using Google or ask.com search engines. However, the observation tallies with the tabulated result of the students' response in **table 11** and **13**. Besides, usage statistics report gotten from one of the academic databases (EBSCOHOST Academic Search Complete) indicated that 1721 searches were conducted out of 465 sessions from January, 2012 to February, 2014. This is low when compared to the numbers of students, lecturers and non teaching staff who are using the database.

No doubt the students exhibit some forms of behavior in the bid to satisfy their information needs. However, students approached the most familiar sources whenever the need to search for information arises. The study's findings revealed that, the internet, shelf guide, lecturers, academic database, fellow students as well as librarians were the first point of call whenever there is need for information. While they equally use the index and references at the back of the documents to locate the exact information. However, the students use the internet, library display, lecturers and library mailing list to monitor new development in their subject areas. This is a good development which the library can consolidate by tailoring their services to improve the media which the students used most to monitor new development in their area of interest.

Conclusion and Recommendations

The library as an information institution and Librarians as educators have important role to play in influencing the standard of education. The personal traits, professional and academic abilities coupled with the public relations skills of Librarians are some of the factors that contribute to the success of any educational efforts. Librarians should work continuously on improving service delivery by integrating information technology in all aspect of library services; by this, students would take advantage of the services provided by the library to enhance their information seeking behavior in this ever dynamic information technology driven era.

The study therefore recommends that the library should organize user education/workshop at the beginning of every semester or session for all categories of students. The workshop should focus more on the use of academic database and other electronic information resources with major

emphasis on advanced search mode by exposing the students to Boolean Search Operators to enable the students broaden their search and narrow their search results. The library staff should also modify their public relations and ensure good rapport between them and the students so as to encourage the students in seeking necessary assistance. If possible, the library staff should be encouraged to go for a refresher course in public relations.

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