

Information Seeking Behavior of Students in Tertiary Institutions in Osun State, Nigeria

Akindojutimi, B. F ; Isaniyi, J. T

Hezekiah Oluwasanmi Library Obafemi Awolowo University, Ile-Ife, Nigeria
(fola_akindojutimi@yahoo.com) (tunjoo2004@yahoo.com)

Abstract

The study investigates the information needs and information seeking behaviour of students of tertiary institutions in Osun State, Nigeria. Information seeking behaviour of two hundred and fifty students in five institutions, were studied using random sampling technique. Questionnaires were directly administered to the students. Results revealed that majority of students (63.2%) consulted textbooks daily while 51.4% used the internet daily. Students also rated books first in terms of usefulness. It was revealed that skill in ICT usage (32.1%), availability of functional libraries (30.2%) and attitude of information personnel (30.1%) ranked high among factors that affect students' information seeking behaviour. Among channels of information available to students, cyber café ranked highest (44.3%) followed by school libraries (40.1%) while personal collection and public libraries scored 25% each. Students rated internet highest (57.1%) as the most useful source of information, this was followed by books (53.8%). It is recommended that print and non-print materials as well as internet facilities be provided in all libraries in higher institutions in the state

Key-words: tertiary institutions, information, behaviour, cyber café, Osun state.

Introduction

Information seeking is one of the fundamental activities that students of higher institutions engage in the process of gathering information to build knowledge. Information seeking has been viewed as a cognitive exercise, discrete strategies applied when confronting uncertainty, in which all individuals exist (Kingrey, 2007).

Information seeking behaviour begins when information seekers realize that they lack some knowledge which will help them fulfill a higher level goal. College students seek information to fill the gap that exists basically as a result of information shortage regarding various and specific topics. They seek information either to answer questions regarding their examination, a project or for a research paper. This paper examines the information seeking behaviour of students of Obafemi Awolowo University, Ile-Ife, Osun State University, Osogbo, Osun State College of Education, Ilesa, Federal Polytechnic, Ede, Osun State Polytechnic, Iree and Osun State College of Technology, Esa-Oke, all tertiary institutions in Osun state. The study intends to identify the various sources of information that students consult/use. Furthermore, the findings of this study will help librarians and information professionals to identify the main problems students face when seeking information and provide better solutions to these problems.

Literature Review

Information seeking behavior is the purposive seeking for information as a consequence of a need to satisfy some goals. In the course of seeking, the individual may interact with manual information systems such as newspapers, books - print or electronic, and other physical facilities

in the library or with a computer based system such as the internet. Wilson (2000) defined information seeking behavior as the totality of human behavior in relation to sources and channels of information including active and passive information seeking.

A study conducted by Heinstorm (2005) on fast surfing, broad scanning and deep diving and study approach of student s' information seeking behaviour using 305 University students who were in the process of writing their master's thesis, revealed that psychological features have a stronger influence on the students' information behaviour than their discipline background. He further stated that personality traits and study approaches interacted in their influence on general information-seeking pattern, while some information seeking features solely could be explained by personality traits or approaches to studying. Similar research on information seeking behaviour of university students and factors that have positive impact on information seeking; awareness of resources, surrounding environment, student participation, educational and cultural background ability to use tools, and self evaluation were indentified.

Qureshi, *et al* (2008) carried out a research on information need and information seeking behaviour of university students in Pakistan and analyzed factors that have positive impact on information seeking. He revealed that awareness of resources, surrounding environment, student participation, educational and cultural background, ability to use tools and self evaluation have high positive impact on information seeking behaviour of students. Using Ellis model of six characteristic information seeking activities (Kaka, Ikoja-Ondongo and Kigongo-Bukenya, 2004) revealed that students seek information that relate to their studies and that they relied on

lecture notes and textbooks with little use of other information resources like journals and CD-ROMS. This could be as a result of not knowing their value and how to use them or not knowing their existence. Individual and organizational influences are identified as factors affecting student information seeking behaviour (Urgant and Powey, 2007). Individual factors are: information literacy, academic information behaviour, search strategies, discipline and curriculum, support and training, and pedagogy. Organizational factors are information resource design, information and learning technology infrastructure, availability and constraints to access, policies and funding, organizational leadership and culture.

Ajiboye and Tella (2007); Owolabi and Jimoh (2010) conducted descriptive surveys using questionnaires on University undergraduate and Polytechnic student's information seeking behaviour and found out that respondents had specific uses of information. Internet was rated the most crucial source of most of the academic information required and instructors notes . Gender, level of study and course of study significantly influence student information seeking behaviour. Fatima and Ahmad (2008) carried out a study to examine the information seeking behaviour of College students at Ajamal Khan Tibbiya College, Aligarh Muslim University. Data was collected from 60 students using questionnaire. 51.67% visited the library daily. The duo found that news papers were the most consulted documents followed by the use of books and journals.

Callinan J.E. (2005) in a study on information seeking behaviour of undergraduate biology students of first year and final year students in University College, Dublin, found that there

were differences in the extent to which sources of information were used by students in different years of their studies. It was discovered that lack of awareness was the primary reason why undergraduate biology students did not use the library's electronic data base.

Objectives of the study

The following are the objectives of this study:

- To investigate the methods and sources used by students to acquire required information.
- To identify the factors that influenced their information seeking behaviour.
- To determine information sources available to them.
- To study methods used by students in gathering information gathering.
- To consider ways by which information

provided could be improved.

To study the purposes for which information is sought by students.

To find out what problems are faced by students in seeking information.

To consider ways by which information provided would be improved.

Knowledge of the information seeking behaviour of Library users is a vital for developing library collections, upgrading facilities, and improving services to effectively meet the information needs of users.

Data Analysis

Objective 1: To investigate methods and sources used by students to acquire required information.

Table 1: Methods and Sources used by Students to acquire require Information.

Information Sources	Daily		Weekly		Monthly		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Books	134	63.2	29	13.7	12	5.7	13	6.1	24	11.3
Journal	19	9.0	33	15.6	22	10.4	72	34.0	66	31.1
Magazine	39	18.4	59	27.8	18	8.5	49	23.1	47	22.2
Newspapers	70	33.0	50	23.6	16	7.5	34	16.0	42	19.8
Workshop Papers	25	11.8	26	12.3	23	10.8	59	27.8	79	37.3
Seminar Papers	19	9.0	31	14.6	24	11.3	64	30.2	74	34.9
Conference Papers	23	10.8	34	16.0	20	9.4	60	28.3	75	35.4
Radio	89	42.0	29	13.7	12	5.7	36	17.0	46	21.7
Television Set	83	39.2	33	15.6	16	7.5	33	15.6	47	22.2
Internet	109	51.4	28	13.2	20	9.4	19	9.0	36	17.0
Consultation with colleagues	100	47.2	28	13.2	12	5.7	20	9.4	52	24.5
Theses/Dissertations	13	6.1	21	9.9	23	10.8	47	22.2	108	50.9

Table 1 shows methods and sources of information available to students in tertiary

institutions in Osun State and it can be observed that books seem to be most

popular source of information as 63.2% of the students indicated that they consulted books daily, 13.7% weekly, 5.7% monthly, 6.1% rarely consult book as source of information while 11.3% of the students indicated that they never consulted books while searching for information. Internet was ranked as the second main source of information by students, as 51.4% of the students indicated that they consult it daily, 13.2%, weekly, 9.4% monthly, 9.0% rarely while 17.0% indicated that they never use the internet. Another source of information available to students is consultation with colleagues. Result showed that 47.2% of the students consult colleagues daily, 13.2% did so weekly, 5.7%, monthly while 9.4% and 24.5% respectively rarely and never consult colleagues while searching for information. Radio as source of information gathering method was also seen to be one of the important sources of obtaining information by students. Among respondents, 42.0% indicated that they listen to radio daily, 13.7% listen to radio weekly, 5.7% listen to radio monthly, 17.0% rarely listen to radio while 21.7% of them never listen to radio to obtain information. This is closely followed by television (TV). Here, 39.2% of the students indicated that television served as a

source of information to them daily, 15.6% consult TV weekly, 7.5% consult TV monthly, 15.6% rarely do so and 22.2% never consult television. It was found that 33.0% of the students consult newspapers daily for information, 23.6% weekly, 7.5% monthly, 16% rarely have recourse to newspapers when in need of information while 19.8% of the students never consult newspaper for information. Magazines are considered next to newspapers in tertiary institutions students' quest for needed information. As it can be seen in the table, 18.4% of the students indicated that they consult magazines daily, 27.8% do so weekly, 8.5% monthly while 23.1% of the population rarely consult magazines. However, 22.2% of the students indicated that they never consult magazines in searching for their needed information. Next to magazines are workshop papers. The use of this source showed that 11.8% of the respondents consult it daily, 12.3% consult it weekly, 10.8% consult it monthly, 27.8% rarely consult it and 37.3% of the students never consult workshop papers. Conference papers use as source of information by students showed that 10.8% of the students use them daily, 16.0% weekly, 9.4% monthly, 28.3% rarely while 35.4% of the

students never consult conference papers. Journal and seminar papers seemed to be among the least popular sources of information available to students in higher institutions in Osun State. This is clearly indicated as only 9.0% of the students consult them daily, 15.6% and 14.6% respectively consult them weekly, 10.4% and 11.3% respectively consult them

monthly, 34.0% and 30.2% rarely use them while 31.1% and 34.9% respectively indicated that they never consult journal and seminar papers while searching for the needed information.

Objective 2: To identify factors that influence students' information seeking behaviour

Table 2: Factors that influence students' information seeking behaviour.

Factors	SA		A		U		D		Mean	Rank
	f	%	f	%	f	%	f	%		
Availability of functional Library	64	30.2	68	32.1	65	30.7	15	7.1	2.854	1
Proper documentation of materials	57	26.9	76	35.8	64	30.2	15	7.1	2.826	3
Searching time	43	20.3	72	34.0	80	37.7	17	8.0	2.665	5
Finance	46	21.7	71	33.5	75	35.4	20	9.4	2.675	4
Attitude of information personnel (e.g. Library personnel)	64	30.2	64	30.2	89	42.0	24	11.3	2.519	7
Skills in the use of ICT e.g. Computer	68	32.1	60	28.3	67	31.6	17	8.0	2.844	2
Power outage	46	21.7	71	33.5	70	33.0	25	11.8	2.651	6

Table 2 above shows factors influencing information seeking behaviour of students in tertiary institutions in Osun State. It can be seen that availability of functional library is considered as the most important factor that influenced their information seeking behaviour. As it can be observed in the table, this factor has the highest mean value of 2.854 and it ranked first among other factors. Statistics showed that 30.2% and 32.1% of the students respectively strongly

agreed and agreed while 30.7% and 7.1% were either undecided or disagreed with this statement. Skills in the use of ICT as a factor has the second highest mean value of 2.844 and ranked second. While 32.1% and 28.3% of the students respectively strongly agreed and agreed with this factor, 31.6% and 8.0% were undecided or disagreed. Proper documentation of materials was considered as the third most important factor influencing their information seeking

behaviour. This item has the third highest mean value of 2.826. In addition to this, 26.9% and 35.8% of the population strongly agreed/agreed with this factor while 30.2% and 7.1% of the students were undecided or disagreed with this statement. Finance is another factor influencing information seeking behaviour of students in tertiary institutions in Osun state. This factor ranked 4th as 21.7% and 33.5% of the students strongly agreed/ agreed with this factor while 35.4% and 9.4% of the students were undecided or disagreed on this factor. Searching time as one of the factors that influence students information seeking behaviour ranked fifth, 20.3% and strongly

agreed, 34.0% agreed on this point 37.7% undecided while 8.0% disagreed. Power outage and attitude of information personnel were the least factors that influence students' information seeking behaviour. As it can be seen, these factors were ranked sixth and seventh respectively. Result showed that 21.7% and 30.2% respectively strongly agreed, 33.5% and 30.2% respectively agreed, 33.0% and 42.0% of the students respectively were undecided while 11.8% and 11.3% disagreed.

Objective 3: To determine channels of information available to students in tertiary institutions.

Table 3: Channels of Information Available to Students in Tertiary Institutions

Channels of Information	Daily		Weekly		Monthly		Never	
	f	%	f	%	f	%	f	%
Personal Collection	53	25.0	27	12.7	32	15.1	100	47.2
Public Library	53	25.0	28	13.2	33	15.6	98	46.2
School Library	85	40.1	60	28.3	18	8.5	49	23.1
Cyber Café (Internet)	94	44.3	44	20.8	28	13.2	46	21.7
National Archive	20	9.4	21	9.9	47	22.2	124	58.5

Table 3 shows channels of information available to students in tertiary institutions in Osun State and it can be seen that Cyber Café (Internet) is the most important channel through which students obtain information.

This is attested to as 44.3% of the students indicated that they visit Cyber Café (Internet) daily, 20.8% visit it weekly while 13.2% visit it monthly. However, 21.7% of the students indicated that they never visit

Cyber Café (Internet) for information. School Library is also another important channel next to Cyber Café (Internet) as 40.1% of the students indicated that they visit the library daily, 28.3% visit it weekly, 8.5% visit it monthly while 23.1% of the students never visit the library for information. Public library and personal collection are other channels of information for students. The table shows that 25.0% of the students use both sources daily, 13.2% and 12.7% weekly while 15.6% and 15.1%

respectively use them monthly. However, 46.2% and 47.2% of the students respectively never use these two channels of information. National Archive seems to be the least patronized channel of information among tertiary institutions students as 58.5% of the students indicated that they never visit it, 22.2% visit it monthly, 9.9% visit it weekly while 9.4% of the students visit it daily.

Objective 4: To examine information gathering activities of students.

Table 4: First Place of call for Information gathering

	Frequency(f)	Percent (%)
Personal Collection	34	16.0
Public Library	6	2.8
School Library	29	13.7
Cyber Cafe (Internet)	136	64.2
No Response	7	3.3
Total	212	100.0

Table 4 shows that the first place of call for gathering information by students in tertiary institutions in Osun State is the cyber café (internet), it is the most popular place for students to gather needed information. It can

be seen from the table that 64.2% of the students were found in this category. Personal collection of students came second as 16.0% of them indicated that it was their first place of call for information while the



library was found in third position as 13.7% of the students regarded the library as their first place of call for information. Public library seems to be the least place as only 2.8% of the students indicated it as their first place of call for information. However, 3.3% of the students declined any specific response to this item and it was referred to in the table as no response.

Objective 5: To find out problems facing students in information seeking.

Table 5: Problems Encountered in the Use of Information

Problems encounter in the use of information	SA		A		U		D		Mean	Rank
	f	%	f	%	f	%	f	%		
Not aware of where to obtain information	27	12.7	33	15.6	67	31.6	85	40.1	2.009	8
Non-availability of functional library facilities	31	14.6	50	23.6	86	40.6	45	21.2	2.316	4
Lack of proper documentation of primary source	23	10.8	65	30.7	92	43.4	32	15.1	2.373	3
Searching is too time consuming	26	12.3	55	25.9	81	38.2	50	23.6	2.269	5
Lack of finance	42	19.8	58	27.4	66	31.1	46	21.7	2.453	1
Library personnel are not friendly	15	7.1	45	21.2	82	38.7	70	33.0	2.024	7
Lack of skill in the use of ICT e.g. Computer	29	13.7	48	22.6	65	30.7	70	33.0	2.169	6
Power outage	40	18.9	47	22.2	84	39.6	41	19.3	2.406	2

Table 5 shows problems encountered by students in the use of information and it can be observed from the table that finance ranked first among other problems with the highest mean value of 2.453. Result also showed that 19.8% and 27.4% of the students respectively strongly agreed/ agreed with this item while 31.1% were undecided, 21.7% disagreed. Power outage with a mean value of 2.406, was the second major problem they encountered in the use of information. Among respondents, 18.9% strongly agreed, 22.2% agreed while 39.6% was undecided and 19.3% disagreed that power outage was a problem. Another major problem encountered in the use of information is lack of proper documentation of primary source. This item has the third highest mean value of 2.373 and was ranked third. In addition to the ranking, 10.8% of the students strongly agreed, 30.7% agreed while 43.4% could not decide and 15.1%

disagreed. Non-availability of functional library facilities was considered as the fourth major problem encountered in the use of information with a mean value of 2.316 and was ranked fourth. While 14.6% of the population strongly agreed, 23.6% agreed, 40.6% undecided and 21.2% disagreed. The fifth identified problem in the use of information is searching which is considered as too time consuming with mean value of 2.269 and was ranked fifth. Data analysis showed that 12.3% of the students strongly agreed, 25.9% agreed while 38.2% were undecided and 23.6% disagreed.

Others problems encountered in the use of information by students with their respective mean values and ranks are lack of skill in the use of ICT e.g. Computer (2.169, 6); unfriendly library personnel, (2.024, 7); and non-awareness of where to obtain information (2.009, 8).

Table 6: Students Rating of Usefulness of Sources of Information

Sources of Information	Highly Useful		Useful		Undecided		Not Useful		Mean	Rating
	f	%	f	%	f	%	f	%		
Books	114	53.8	72	34.0	22	10.4	4	1.9	3.311	1
Journals	42	19.8	88	41.5	66	31.1	16	7.5	2.500	5
Internet	121	57.1	54	25.5	34	16.0	3	1.4	3.236	2
Workshop/Seminar/Conference papers	37	17.5	86	40.6	65	30.7	24	11.3	2.448	7
Colleague	60	28.3	94	44.3	47	22.2	11	5.2	2.788	4
Personal Contacts	72	34.0	81	38.2	52	24.5	7	3.3	2.816	3
Trade Literature	32	15.1	76	35.8	76	35.8	28	13.2	2.302	8
Professional magazines	41	19.3	88	41.5	64	30.2	19	9.0	2.500	5

Table 6 above shows students' rating of the usefulness of available sources of information, and book was rated first in terms of usefulness. Book rating has the highest mean value of 3.311 and 53.8% and 34.0% of the students rated it as very useful and useful respectively, 10.4% were undecided while 1.9% of them rated it as not useful. Book is closely followed by internet as far as students' rating was concerned. Internet has the second highest mean value of 3.236 and rated second. Also, 57.1% of the students rated it as very useful, 25.5% useful, 16.0%, undecided while 1.4% of them rated it as not useful. Personal contact is rated next to the internet in terms of usefulness of sources of information. This item has a mean value of 2.816 and was rated third. In addition, 34.0% and 38.2% of the students rated it as very useful and useful respectively, 24.5%, were undecided while 3.3% of them rated it as not useful. Students rated colleagues as fourth with a mean value of 2.788, while 28.3% and 44.3% considered colleagues as very useful and useful sources of information, 22.2% were undecided while 5.2% considered colleagues as not useful. Also, journals and professional magazines were rated fifth with a mean value of 2.5 each, while workshop/Seminar/Conference papers were rated 7th with mean value of 2.448. Trade Literature was rated eighth with the smallest mean value of 2.302.

Table 7: Students Rating of Problems/hindrances encountered in the use of information sources.

Problems/Hindrances encounter in the use of information	Very Serious		Serious		Undecided		Not Serious	
	f	%	f	%	f	%	f	%
Books	49	23.1	36	17.0	39	18.4	88	41.5
Journals	31	14.6	48	22.6	67	31.6	66	31.1
Internet	53	25.0	42	19.8	41	19.3	76	35.8
Workshop/Seminar/Conference papers	37	17.5	50	23.6	68	32.1	57	26.9
Colleague	30	14.2	40	18.9	53	25.0	89	42.0
Personal Contacts	27	12.7	39	18.4	65	30.7	81	38.2
Trade Literature	31	14.6	41	19.3	81	38.2	59	27.8
Professional magazines	32	15.1	53	25.0	69	32.5	58	27.4

Table 7 above shows students rating of problems/hindrances encountered in the use of information sources and it can be seen that 25.0% and 19.8% of the students respectively rated problems/hindrances encountered in the use of internet as very serious and serious, 19.3% of them were undecided while 35.8% of the students rated it as not serious. In a similar manner, 23.1% and 17.0% of the students respectively rated problems/hindrances encountered in the use of internet as very serious and serious, 18.4% of them were undecided while 41.5% of the students rated it as not serious. Problem in the use of workshop/seminar/conference papers was rated as very serious and serious by 17.5% and 23.6% of the students respectively, 32.1% of them were undecided while 26.9% rated it as not serious. Professional magazine was rated very serious and serious by 15.1% and 25.0% respectively, 32.5% of them were undecided while 27.4% of the students rated it as not serious. Students rating of problems encountered in assessing journals and trade literature were similar. As it can be seen in the table, 14.6% of the students each rated them as very serious, 22.6% and 19.3% respectively rated them as serious, 31.6% and 38.2% were undecided while 31.1% and 27.8% of the students rated them as not

serious. The table also shows that 14.2% of the students rated problems encountered in assessing colleagues as a source of information as very serious, 18.9% rated it as serious, 25.0 % of them were undecided while 42% of the students rated it as not serious. Finally, 12.7% of the students rated problems encountered in assessing personal contacts as very serious, 18.4% rated it as serious, 30.7 % were undecided while 38.2% of them rate it as not serious.

Table 8: Type of information required for studies

Information Needs	Frequency (f)	Percent (%)
Information relevant to my course of study only	59	27.8
Information relevant to my research	25	11.8
Information relevant for general knowledge	125	59.0
No Response	3	1.4
Total	212	100.0

The above table shows the type of information which students require for their studies and it is shown that 59.0% of the students indicated information relevant for general knowledge, 27.8% of them indicated information relevant to their course of study only while 11.8% of the students indicated information relevant to their research. However, 1.4% of the students declined specific response to this item.

Table 9: Additional information needs of the students

Information Needs	Frequency (f)	Percent (%)
Business and Economic matter	128	60.4
Social activities in and around your environment	129	60.8
Home matters	70	33.0
Politics	84	39.6

Information Needs	Frequency (f)	Percent (%)
Business and Economic matter	128	60.4
Social activities in and around your environment	129	60.8
Home matters	70	33.0
Politics	84	39.6
Health and Hygiene	111	52.4

Table 9 shows information needs of students apart from the information related to their course of studies, and it is shown in the table that 60.8% and 60.4% of the students respectively indicated social activities in and around the environment and business and economic matters. Also, 52.4% of the students sought information related to health and hygiene, 39.6% wanted information related to politics while 33.0% of the students sought information related to home matters as additional information needed apart from those related to their respective course of study.

Table10: List of institutions used for the study:

Name of Institutions	Frequency(f)	Percent(%)
College of Education Ilesa	29	13.7
Federal Polytechnic, Ede	9	4.3
Joseph Ayo Babalola University	30	14.2
Obafemi Awolowo University, Ile-Ife	86	40.6
Osun State Polytechnic Iree	28	13.2
Osun State University	30	14.2
Total	212	100.0

Year of Establishment	Institutions	Frequency(f)	Percent (%)
1962.	OAU	86	40.6
1977	College of Ed. Ilesa	29	13.7
1992	Osun State Poly Iree &Federal Polytechnic Ede	37	17.5
2006	JABU	30	14.2
2007	UNIOSUN	30	14.2
Total		212	100.0

Table 11: Respondents' distribution by gender.

Sex	Frequency (f)	Percent (%)
Male	104	49.1
Female	106	50.0
No Response	2	.9
Total	212	100.0

Table 12: Respondents' distribution by class.

Present Part	Frequency(f)	Percent (%)
ND 1	40	18.9
ND2	3	1.4
HND1	1	.5
HND2	5	2.4
100 Level	50	23.6
200 Level	22	10.4
300 Level	43	20.3
400 Level	24	11.3
500 Level	4	1.9
No Response	20	9.4
Total	212	100.0

Table 13: Respondents distribution by course of study

Course of Study	Frequency(f)	Percent(%)
Accounting	16	7.5
Accounting Education	3	1.4
Agric Economics	1	.5
Agric. Economics. & Extension	1	.5
Arch/Agric Engineering	1	.5
Architecture	2	.9
Biochemistry	10	4.7
Business Administration	4	1.9
Chemistry/Integrated Science	1	.5
Chemistry/Physics	5	2.4
Chemical Engineering	1	.5
Chemistry	1	.5
Civil Engineering	2	.9
Computer Engineering	21	12.7
Computer Science	8	3.8
Dramatic Arts	1	.5
Economics/Mathematics	3	1.4
Economics	4	1.9
Educational Management	1	.5
Electrical/ Electronics	1	.5

Course of Study	Frequency(f)	Percent(%)
English/CRS	3	1.4
English Studies	2	.9
Fine and Applied Arts	2	.9
Geography	2	.9
Geography and Geo-science	1	.5
Geology	1	.5
History/CRS	1	.5
Industrial Chemistry	10	4.7
International Relations	2	.9
Law	3	1.4
Library & Information Science	1	.5
Literature in English	2	1.0
Mathematics	5	2.4
Mathematics & Statistics	1	.5
Microbiology	3	1.4
Office Tech and Management	1	.5
PCH	1	.5
PES/Social Studies	2	.9
Pharmacy	2	.9
Philosophy	3	1.4
Physics/Integrated Science	1	.5

Course of Study	Frequency(f)	Percent(%)
Physics/Mathematics	1	.5
Physics Electronics	4	1.9
Political Science	11	5.2
Psychology	27	12.7
Public Administration	3	1.4
Religious Studies	1	.5
Secretarial Study	1	.5
Social Studies	2	.9
Sociology and Anthropology	19	9.0
Zoology	1	.5
Total	212	100.0

Table 14: Age distribution of respondents

Age	Frequency (f)	Percent(%)
Below 18yrs	49	23.1
18-25yrs	135	63.7
26-30yrs	17	8.0
31yrs and above	11	5.2
Total	212	100.0

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