



INFORMATION SEEKING BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN NSUKKA EDUCATION ZONE, ENUGU STATE

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ABSTRACT

The study examined the information seeking behavior of secondary School students in Nsukka Education Zone. Five (5) objectives with corresponding research questions were formulated to guide the study. The population consists of all the students in the Nsukka Education zone which is 22,064(Twenty-Two Thousand, Six Hundred and Four) with a sample size of 393(three hundred and ninety-three). The study adopted survey research design, However, a sample sized of 393 were drawn using simple random sampling and Taro Yamene's formula was used to determine the sample size from the population. The instrument for data collection was questionnaire developed by the researcher and validated by three experts who are professionals in measurement and evaluation and librarians. Data collected for the study was analyzed using descriptive statistics of frequency counts and mean scores to answer the research questions. Findings of the study further revealed that lack of awareness/ orientation programme, inadequate search skills, lack of information literacy programme, among others were the challenges hindering children from accessing and utilizing library resources in libraries in Nsukka Education zone. Recommendations were made based on the findings of the study; There is need for the establishment of well-equipped libraries to enhance effective learning activities in the secondary schools in Nsukka Education Zone.

Keywords: Measurement, Evaluation, Random Sampling, Information, Behaviour, Library

INTRODUCTION

One of the most essential elements that all forms of life need is undoubtedly information. Information is a term difficult to describe because it has several dimensions. For example, Bitagi (2013) disclosed that information are news that

come to the receiver for the first time which enables the receiver to take action according to expectation. Hence, it also helps to achieve religious and political stability, socio-economic development, scientific development, industrial, and technological advancement as well as

cultural change and well-being of a nation.

Information contributes towards the development of a nation and it provides the core for the development of knowledge, the basis for innovations, and the resource for informed citizenry, and as a result, becomes a key commodity which is germane or crucial for the progress of a society. Supporting these views, Ahiauzu (2016) saw information as data that is structured capable of causing the human mind to have a change of opinion about the status quo of the real world and contributions to a reduction in the uncertainty of the state of the system. Information therefore is a priority for the development of any group of people as information is needed or required for day to day activities which constitutes or creates a gap or need which only the right information can fill. Information need is the balance existing between what a person knows and what the person is supposed to know (Ozioko, 2017). This entails that there is a gap existing between the present situation and the more desirable situation. We need information in our daily activities for working, schooling and handling day to day problems. Information needs are at the centre of all areas of life because human wants are insatiable.

The need for information cannot be neglected because human beings in their different areas of specialization require information to function effectively, reduce the ambiguity in their work environment, to define and solve

problems and to correct some structure and unstructured events of the world (Aina, 2014). This goes to validate the saying that goes thus “if you’re not informed, you are deformed” hence the quest for individuals to develop certain behavioural patterns aimed at seeking appropriate information to meet their information needs. Information-seeking behaviour is a fundamental human process closely related to learning and problem solving (Igbeka and Atinmo, 2011). Information seeking behaviour is a broad term, which involves a set of actions that an individual, such as a teacher for instance, 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, 2018).

The initiation of the internet and other technology has speed up the entire information-gathering process (Singh, Kumar, Khanchandani, 2015; Silva & Chandrawamsa, 2016). Today, every individual needs information for personal use as well as for professional development and social survival. However, the information needs of these individuals are different from each other. For investigating, searching, selecting using, and sharing purposes the information-seekers use multiple ways. Such approaches, methods, and ways are called information-seeking behavior. Since the mid-twentieth century, the word “information-seeking behavior” has been used in professional literature (Manjunath & Babu, 2018). When an



investigator or information-seeker realizes that their current knowledge is insufficient for making decisions or conducting research, they engage in information-seeking behavior (Kumar, 2013). As a result, investigators or information-seekers seek information from a variety of sources, including libraries to fulfill their information need. Books, journals, encyclopedias, theses, dissertations, and online academic databases are all examples of information sources found in libraries (Khan & Khan, 2020). In the literature society, now the libraries are the most commonly used sources of knowledge and information. The information sources in libraries are reliable, applicable, and easy to use, and they have greatly aided students in their ongoing research. Therefore, most times information seekers prefer libraries for searching their needed information). The need for information at that time arises when the researcher feels that something is missing and he or she tries to fulfill that research gap. For this purpose, the information seekers use a variety of sources for information seeking including the internet, teaching faculty, supervisors, and libraries. Among these all, libraries are considered to be the most important source of information.

As libraries provide both types of resources electronic and traditional in a wide range to meet the information needs of the users. Moreover, in the digital age, digital libraries are playing a very important role to meet information seekers' information needs and promoting study, learning, and teaching.

Furthermore, the undergraduate need research information like topic selection, literature review, databases searching, data analysis techniques, learning of information searching skills, information literacy, publishing, citation analysis, and writing of theses for this purpose they visit the library frequently (Khan and Khan, 2020). The information seekers while searching for information face several problems also. These problems are may be internal or external for the information seeker. The external problems or barriers are placed on a person from without. This type of barrier can be spatial (e.g., a long-distance to a library), temporal (not enough time available for information seeking), or socio-cultural (e.g., bureaucratic inertia). Internal obstacles, on the other hand, arise from within a person and are divided into two categories: cognitive and affective. Unawareness of appropriate information sources and poor search abilities are cognitive obstacles. Negative feelings, such as the fear of discovering negative facts when finding medical information, are common affective barriers. Sani (2017) also expressed that the majority of information seekers, particularly in digital format, are unable to accurately use library information retrieval tools. Therefore, they are unable to fulfill their information need on time.

It is therefore described as an individual's way of gathering and obtaining information for personal use, knowledge, update and development.

Information seeking behaviour has been defined as the way, and manner people search for and utilize the information for their own pre-determined purposes (Case, 2012). The term information-seeking behaviour is attributed to Wilson who coined the term in his 1981 paper (Whitmire, 2012). The relevance of the term 'information-seeking behaviour' lies on the grounds that 'information needs', a term which has dominated research agenda was unhelpful as a basis for research, since 'need' could not be directly observed while how people behaved could be easily observed (Whitmire, 2012).

Since Wilson (2018), there was a steadily increase in research on the information searching field that is relating behaviours to underlying needs. Wilson (2020) thus defined information behaviour as the sum total of all human behaviour in relation to the sources and channels of information, including both active and passive information-seeking, and information use. He described information-seeking behaviour as purposive seeking information as a consequence of a need to satisfy some goal.

At the turn of the 21st century, technological advancement led to an overwhelming increase in sources of information. The sporadic increase in information sources has also caused a change in the information-seeking behaviours of individuals (Weiler, 2015). Among students for instance, information-seeking behaviours have changed dramatically from days of

depending only on library books to a digital source of information on the go (Whitmire, 2012).

This diverse information source also comes with information overload, which if not managed properly, can be counterproductive (Belkin, 2013). In relation to students, information overload is a situation where students are exposed to too much information in a way that impedes their academic performance mainly due to inadequate information interfering with useful information (Blair, 2013).

The problem of negative consequences of information overload is found to be very severe among adolescents, especially those in high school. Per the stage of their development, adolescents become curious by nature and so are easily consumed by information sources which affect their lives negatively, especially their academic life. It is therefore important that information-seeking behaviours among are investigated and understood so as to provide the right help (Case, 2012).

Statement of the Problem

For students in secondary schools in Nigeria, wrong information-seeking behaviours can be very detrimental. This is because apart from negatively affecting their daily life, wrong information-seeking behaviour can affect their academic performance negatively which can cut short their career plans (Gordon & Steele, 2015).



In Nigeria, passing final year examination at senior high school level (i.e. West African Senior Secondary Certificate Examination, WASSCE) is the main route to any tertiary education (Okoro, 2016). Therefore, if such students fail, the cost becomes too much to bear by the student him/herself and the family as a whole. Therefore, something needs to be done fast to ensure that students in senior high schools cultivate the right information-seeking behaviours. This study, therefore, aims to investigate the information-seeking behaviours among secondary school students in Nsukka Education Zone. Among other things, the study probed into the sources of information, how they evaluate information sources, how they affect their academic lives and other relevant issues.

The Importance and the Arising Questions

The study would have huge benefits to secondary school students and library as I would break the barrier on reason why students don't search for information. The result of the study would provide solution on the problem students encounter while searching for information. Students tend to benefit from various sources of information provided by the library such as books, journals, E-books, Newspaper etc. Again, the findings from the study also contribute to building the literature on information seeking in general and for academic purposes in particular, especially among adolescents

The following research question will guide the study:

What are the information needs of students in Nsukka Education Zone?

What are the various sources that students of Nsukka Education Zone consult when they are searching for information?

What are the various strategies that the secondary school students in Nsukka Education zone use in searching for information?

What are the difficulties secondary school students in Nsukka Education Zone face when searching for information from certain sources?

What are the measures to be adopted to overcome the difficulties faced by students in Nsukka Education Zone face when searching for information?

Assessing Literatures: Conceptual framework

Information: Information as a concept has a diversity of meanings to individuals in different walks of life. One thing that is very fundamental is that it is a resource which individuals in every society should aspire to get. As the world is evolving, new ideas, knowledge and understanding are emerging and information is the veritable instrument to achieve all. Information is used interchangeably as news, facts, data and knowledge. Some of the concepts of information, according to Aina (2014), are: resolving decision making, a physical surrogate of knowledge, all published and unpublished knowledge about any given

subject, body of knowledge. Information when adequately disseminated and utilized assist the user to fill in the gap of what he had known and that which he needs to know in order to improve upon his performance in his area of specialization. According to Ifukor (2011), information is any message or news either read, viewed or told verbally which adds to our awareness or understanding of some topics, problems or events. To Aina (2014), information touches all aspects of life, knowledge and understanding as well as keeping one abreast of events. In line with this Afolabi, (2013) reasoned that information is a conveyor, a change agent, a reinforcement of ideas, and opinions. This means that with useful information, someone's behaviour can change for good or bad.

Secondary Education: Education is a process for acquiring knowledge and experience formally or informally. Different people have viewed education in different ways and also from different perspectives. Achumugu (2010) saw education as the process by which the community seeks to open its life to all the individuals within it and enable them to take part in it. In this view education is a process for transmitting the culture of a society from one generation to another. Education is a deliberate effort directed towards the transmission of accumulated wisdom, knowledge and skills from generation to generation, impacted in the four walls of the school formally or outside the classroom informally. This goes to support that every human being

should be educated in order to eradicate literacy at all levels of human development including the secondary school level.

Information Needs of Secondary School students: When people require information to solve certain problems, the issue of information needs arises. Information need, as Miranda and Tarapanof (2012) put it, is defined as a state or process started when one perceives that there is a gap between the information and knowledge available to solve a problem and the actual solution of the problem. Thus, an individual needs information to satisfy or to achieve a particular objective. An individual may require information to satisfy a variety of needs ranging from educational to just recreational and even spiritual/religious needs. The concept of information needs is born out of an individual's capacity to identify a missing gap in knowledge and make pragmatic efforts to satisfy such need. A burning desire to know the known and the unknown that overrides one's state of uncertainty. Thellessfen (2013) observed that information needs are a core concept in library and information science that describes the state of uncertainty or anomalous knowledge state that precedes a user's information seeking behaviour.

Information Seeking Behaviour of Secondary School students: According to Uhegbu and Ajboye and Tella (2017) as cited in Devi and Dlamini (2013), information-seeking involves the search, retrieval, recognition and application of



meaningful content and it can be described as the way in which information users conduct themselves when searching for information or as the way and manner people gather and seek for information for their personal use, knowledge updating and development. Secondary school teachers constitute a vital organ in the academic sector and should seek information for its populace. Knowledge acquired through seeking of information may be used for role task, addressing current issues as well as future occurrences.

The importance of knowing the information needs and the way clients go about seeking for such information to satisfy their need and search should never be overlooked. Information seekers should endeavour to seek and use available sources to satisfy themselves as well as direct and lead others.

Students' Approaches and Strategies for Searching Academic Information:

The literature has mostly shown that information-seeking behaviour, especially among high school students, are influenced by several factors. Most of the students also indicated that teachers' recommendation of information sources served an important role in their information search practices and that majority also preferred using the internet. Moskina (2013) also examined information-seeking behaviours among national minority secondary school students in Latvia. She reported among 119 secondary school students that the majority of them take information

searching very seriously. Their strategies for searching information mainly depend on the project topic they are working on and used different information channels (i.e. traditional and electronic) and also used school and non-school resources. Similar findings have also been reported in an earlier study by Chung and Neuman (2007) among high school students in the USA where students' information search behaviours depended on the topic they were working on.

Julien and Barker (2009) have also reported in Canada that most high school students are unable to critically evaluate the sources of information they search in order to ascertain the information they get from the sources. Ajiboye and Tella (2007) have also studied information-seeking behaviours among 2000 undergraduate students in Botswana and reported that information-seeking practices were significantly different between male and female students as well as different based on course of study and level of study.

In Ghana, research on information seeking behaviours, especially among adolescents in senior high school is very scanty. The few studies which have been conducted in Ghana have focused mainly on areas such as access to and use of information communication technology (e.g. Sarfo & Ansong-Gyimah, 2011) and health information seeking, explicitly sexual and reproductive health (e.g. Quaye, 2013).

Content of Students Academic Information Search: This sub-section of the literature review looks at what literature says about the specific academic information that the students search for. This part of the research is conspicuously missing in the literature. For some reason, most studies assume that when students engage in academic search, they are basically looking for the same thing. Because of this, studies do not empirically examine the specific academic information students usually search for and the approach they use in searching for such information.

According to Lacovic (2015) found that majority of the respondents needed the information for academic purposes which included writing term papers, assignments and or writing end of semester examinations. Majority of them frequently used information sources like books, journal articles, online sources etc. However, the internet was judged as the most important source in finding academic materials. Apart from that, most of the students also indicated that they received advice in finding relevant information sources from their lecturers, peers, and librarians.

Factors affecting Secondary School students when Seeking Information: The degree of success in any given role related activities depend to a large extent on the availability of facts, comprehensive and authentic information that meet the task of specific knowledge gap. Barriers are tremendous, insurmountable obstacles

that prevent free flow and access to information. The system is fraught with errors such as diverse search languages, exorbitant cost of materials, endless cumbersome procedures, proliferation and uncertainty or GIGO that is, garbage in garbage out. Barriers to information can be natural or artificial. Natural information barriers that affect the flow of information according to Kemi (2014) include geographical barriers. Information seekers encounter various challenges. Artificial barriers against information include finance, inadequate provision of materials, nature of service provision, professional ethics, etc. Apart from the barriers mentioned above, Leckis and Pettigrew (2016) noted that many studies of diverse professional groups are frustrated in their search for information for such reasons and such factors as corporate culture, which entails the acceptable norms and behaviours obtained within a corporate entity or organization.

Likewise, Marouf and Anwar (2010) said Social Sciences faculty members at Kuwait University faced a challenge of lack of time when seeking information and according to their research this was because of the academic and related activities which they had. However, they included inadequate experienced library staff and ranked it at the top and further mentioned difficulties in accessing international resources as one of the obstacles they faced.



Strategies for Meeting the Information Needs of Secondary School Students:

A check should be made from the Federal level to see that their well desired aim of placing education on the priority list should not be frustrated. The teachers that should pilot these educational affairs of the schools should be adequately provided. Teacher's welfare packages should be enhanced. Days are gone when teachers reward will be in heaven, for a hungry man is an angry man. Productivity goes with motivation, therefore good welfare packages and remuneration will encourage teachers to put in their best for effective teaching and learning process. Opportunities should be offered to teachers for their regular update and enhance their academic qualification, by reading higher degrees and professional careers.

This will help to widen their horizon, be more knowledgeable and more informed and be able to impact their new knowledge to their recipients and the society at large. There is urgent need for training and retraining of secondary school students. Promoting, organizing, conducting and participating in conferences, seminars, workshops and other meetings related to the teaching profession would be a good venture that will positively motivate secondary school students and help them to be acquainted with new trends and gather information that will be useful to them. To this, Dike and Umunnakwe (2010) opined that seminars, conferences and workshops allow the student to present an interpretation of a subject and thus bring

a carefully considered and articulate opinion to the session.

Theoretical Framework

Foster (2004) nonlinear model of information seeking. The study will be backed by using Foster's (2004) nonlinear model of information seeking as a framework for examining information-seeking behaviors among secondary school students in Nsukka Education Zone. The model was developed from findings from different interdisciplinary studies on information-seeking behaviors from different scholars in the field of information seeking research and practice. The model proposes that individuals' information-seeking behaviours are made up of different processes and levels that interact in a very dynamic and nonlinear manner.

The model further assumes that information-seeking behaviours are largely made up of different components that include: an approach to information seeking, the content of information sought, practices associated with information seeking, knowledge about information seeking, strategies for searching information, the scope of information search and outcome of information seeking. These components form the model will be utilized to research information seeking behaviours among secondary school student in Nsukka Education Zone. Other models of information seeking behaviours.

Wilson (1981) nonlinear model of information seeking Wilson's model of

information seeking behavior Wilson's various models of information behavior were developed over a considerable period of time. The first set of models was published in 1981 which has their origin in a doctoral seminar presentation at the university of Maryland in 1971, when an attempt was made to amp the processes involved in what was known at that time as 'users' needs research'. Wilson presented a series of interrelated models in his 1981 paper which became one of the most cited paper in the field. The review of the models presented by Wilson makes it clear that Wilson has proposed a threefold view of information seeking: the context of the seeker, the system employed and the information sources that might be drawn up. Wilson's model is not derived from any theory but from an analysis of detailed human information behaviour.

Wilson pointed out that information search behavior is a subset of information seeking behavior and that information seeking behavior is in turn only a subject of all possible information behavior. As such the existence of modes of information behavior, other than information seeking is implied, consequent upon analysis of various models, Wilson has suggested that various areas of research within the general field of information behavior may be seen as a series of nested fields.

Empirical review of related literature
Igbinoia and Ikenwe (2014) engaged in academic research on the information-seeking behaviour of academic librarians

for effective performance: A study of UNIBEN, AAU and AUCHI Polytechnic, EDO State, Nigeria. The overarching goal of the study was to examine the information-seeking behaviour of academic librarians in John Harris Library, UNIBEN (Federal), Ambrose Alli University library (State), and Auchu Polytechnic library, Edo state, Nigeria. Five specific objectives and research questions were stated in the study. A descriptive survey research method was used to collate information from the population of the librarians in the libraries, while a purposive sampling technique was deployed to sample the respondents. A questionnaire was used to collect data from 48 academic librarians out of which, 42 were retrieved and found useable for the study. Frequency counts and the simple percentage were used to analyze the obtained data. Findings reveal that the internet was the major source of obtaining information in this 21st century and this consulted source is very rich as the academic librarians get what they wanted from the internet source. To this end, the librarians rated the general availability and access to information as highly accessible. It was therefore recommended that academic libraries should provide 24/7 internet facilities in the library accessible to all librarians to enhance effective feat and information service delivery to users. Management should support state training and capacity building to facilitate their skills and the adequate fund should be provided by the government for effective management of the libraries. This empirical work is



related to this study because it underscores how academic librarians identify information needs that are used to enhance research output. However, the dissimilarity between this empirical work and this study is the fact that the work by Igbinoia and Ikenwe (2014) did not focus on skill usage but information behaviour and its influence on the performance of academic librarians. Similarly, Ogunbodede and Oniovosa (2019) carried out a study on the information-seeking behaviour of academic state in three Universities in Bayelsa State. The main objective was to investigate the information needs and seeking behaviour of academic state in three universities in Bayelsa State, Nigeria. The study used a descriptive research design and the population of the study was composed of 200 academic state members from the University of Africa, Niger Delta University and Federal University, Otuoke, all in Bayelsa State out of which 120 were randomly selected using the simple random technique. Five research questions guided the study and data were collected using a structured questionnaire.

The validity of the instrument was ascertained by checking the face and content validity and the instrument proved valid because the items in the instrument are appropriate in terms of subject contents. Cronbach Alpha technique of SPSS was adopted to determine the reliability coefficient of the instrument and an index of 0.87 was obtained. This indicates that the internal

consistency of the instrument is high and good. Data were analysed with descriptive statistics such as frequency counts and simple percentages. The findings showed that the majority of the respondents need information 86(72%) for teaching, research and supervision, and information on self and professional development 74(62%). On the purposes of seeking information, it was observed that most of the respondents 100(83%) seek information for teaching and research and to develop competence 86(72%). It was also noted that most academics largely depend on both e-resources and the internet. The internet and electronic sources are the most vital and preferred sources of information used by academic state. The findings revealed that work experience and age significantly influence the information-seeking of academic state. Some of the problems encountered when searching for information include poor internet connectivity and lack of regular power supply. Based on the findings, it was recommended that the school management should provide adequate internet facilities, and improve on electricity supply so that academic state can enjoy more access to the internet while they are in school and especially within the confines of their offices. This empirical work is related to this study because it identified information needs, uses, and seeking behaviour of academics. The results also described as lack of information search and identification skills. However, it is different from this study because it does not seek to predict the research output of

the academics as a focus but rather on the general information search and identification for teaching, learning, and research of academics. Abdullahi, et al., (2015) engaged in research titled: "Assessment of information needs and seeking behaviour of undergraduates in the University of Ilorin, Ilorin, Nigeria". The primary objective of the study was an assessment of how to identify information needs and seeking behaviour of undergraduate students at the University of Ilorin. A survey design was adopted using a questionnaire as an instrument for data collection, while a simple random sampling technique was employed to sample 20 respondents each from 12 faculties in the university. Moreover, to achieve these have specific objectives of the study, and have research questions were developed to guide the study. Descriptive statistics were used for data analysis.

The results of the study indicate that undergraduate students use the information identified to prepare for the examination, tests, and assignments while the identified information major sources from the respondents seek information are books, journals, and the internet. In conclusion, it is therefore recommended that adequate and relevant information materials should be acquired by the library management to meet undergraduate information needed. This empirical work is different from this study because the population of the study is students. But this study's population is academic librarians. The empirical work is related to this study because it

investigated the use of information identification skills by identifying information needs and seeking behaviour of students.

The review was therefore centered on the conceptual framework, theoretical framework and empirical studies. The conceptual framework discussed about information, the Secondary Education, information needs of secondary school students, information seeking behaviour of secondary school students, students approaches and strategies for searching Academic Information.

The theoretical framework of this study was hinged on models of information seeking. The models proposes that individuals information seeking behaviours are made up of different processes and levels that interact in a very dynamic manner. In sum, information seeking behaviours among students have been reported in many studies to be involved and multi-faceted. Most of the studies however, have focused on school students. Knowledge of information-seeking behaviours among tertiary students is very limited which require broadening of the scope of literature on information seeking among young people in tertiary schools.

This study, therefore fills a significant gap by focusing on information search practices for academic purposes among schools students in Nsukka Education Zone.



METHODOLOGY

This chapter discussed the method used for the study which focuses on the following: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validation of Instrument, Method of Data Collection, Method of Data Analysis and Decision Rule.

Design of the Study

The research design adopted for this study was a survey design. Survey design according to Iketaku (2011), is one in which a group of people or items considered to be representatives of the entire group. This design is used to elicit different opinions of people on an issue of wide concern. It is a design that enables to describe a number of decisions which need to be taken regarding the collection of data before ever the data are collected.

Area of the Study

The study was carried out in Nsukka Education Zone of Enugu State. Nsukka Education zone is made up of three Local Government Areas namely: Nsukka, Igbo-Etiti and Uzo-Uwani local government areas. Nsukka zone shares a boundary with Edem, Opi, Ede-Oballa and Obimo. Its activities include Agriculture, Trading and business. The secondary school students in Nsukka Education do not take their educational work serious as they are always interested in trading and business making it an area of focus in my research.

Population of the Study

The population of the study includes all the students in sixty-one (61) public secondary schools in Nsukka Education Zone with total number of 22,064 students. (See Appendix B for the list of the schools). Source of data: Post Primary School Management Board, (PPSMB) 2022, (Statistic and Record Unit), Enugu Zonal Office. -0

Sample and Sampling Technique

The researcher first sampled 4 schools each from the three local governments areas in the zone, making it a total of 12 schools used for the study. Using simple random sampling technique, the researcher later sampled 32 students each from 11 of the 12 sampled and also sampled 43 in the remaining school due to it being the most populated in the study area.

The Taro-yamene technique was adopted for this research work

$$\text{Thus; } n = \frac{N}{1+N(3)} 2$$

Where; N = Population
n = Sample size
(e) = Level of Significance
1 = Unit of a Constant

$$\begin{aligned} \text{Note (e) = 0.05} \\ &= \frac{22,064}{1+22,064(0.05)} 2 \\ &= \frac{22,064}{1+22,064(0.0025)} \\ &= \frac{22,064}{56.16} \\ &= 393 \end{aligned}$$

Instrument for Data Collection

The instrument for data collection was a structured questionnaire and 4 point

likert scale structured questionnaire containing 31 items in all. The items of the questionnaire were scored as follow: SA for Strongly Agree, A for Agree, D for Disagree, SA for Strongly Disagree

Validation of the Instrument

The instrument was face-validated by three experts one in Measurement and Evaluation and two from Department of Library and Information Science, all from Enugu State College of Education (Technical), Enugu. They critically examined the language and contents of the items and made corrections where necessary.

Reliability of Instrument

The test re-test method was adopted in finding the reliability of the questionnaire. The researcher administered 30 questionnaires to 30 students in three secondary schools in Agbani Education Zone. Two weeks later, the same instrument was re-administered to the same respondents. Using the Pearson product moment correlation coefficient statistic, the result was 0.73. This showed positive correlation and therefore passed the reliability test. Thus, the instrument was adopted.

Method of Data Collection

The researcher distributed the questionnaire directly to the respondents and collected them back at the spot after they have been fill to ensure optimum return of the instrument. There was 100% return rate of the instrument.

Method of Data Analysis

Data collected was analyzed using mean statistical tools answer the research questions. The instrument which take the form of a continuum of Strongly Agree, Agree, Disagree, Strongly Disagree and were all scored as follows;

Strongly Agree (SA)----- 4 points
Agree (A)-----3 points
Disagree (D) -----2 points
Strongly Disagree-----1 points

A cut-off was determined by finding the mean of the nominal values assigned to the options in each questionnaire items using the formula;

$$X = \frac{\sum X}{N}$$

Where X = Mean

$\hat{a}^X = \text{The Score}$

N = Number of the item

$$\text{Thus } X = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Decision Rule

The benchmark is calculated thus;
The decision rule was that responses with a mean score of 2.5 and above was regarded as Agree while responses below 2.5 was regarded as Disagree.

RESULTS AND DISCUSSIONS

This chapter deals with the presentation and analysis of data collected in according with the research purpose and questions from chapter one of this study.

Research Question: What are the information needs of students in Nsukka Education Zone?

**Table 1:** Mean scores of information needs of students in Nsukka Education Zone.

S/N	ITEM STATEMENT	SA 4	A 3	D 2	SD 1	N	ΣFX	MEAN X	DECISION
1	Students need information on career choices and vocation	118	100	85	90	393	1032	2.6	Agree
2	Students need Information on health matters	163	76	84	70	393	118	2.8	Agree
3	Students need Information on family matters	80	85	138		393	931	2.5	Agree
4	Students need information on entertainment matters	115	99	90	89	393	1026	2.6	Agree
5	Students needs information on current affairs and politics	83	68	125	117	393	903	2.3	Disagree
6	Students need Information on sports and recreation	200	65	78	50	393	1201	3.06	Agree
7	Students needs information on their subjects of interest	248	75	50	20	393	1345	3.4	Agree
8	Students need information on childhood/adolescent information	163	90	70	70	393	1132	2.9	Agree

Table 1 above shows the mean responses to student's information needs in Nsukka Education zone. From the table above, students indicated that items 2,3,4,5,6,7,8&9 were the information they need in libraries in their secondary schools. The mean score is above the bench mark of 2.50. In essence, all the

items were clearly agreed by the respondents except item 1 and 6 with a mean score below the bench of 2.5

Research question two 2: what are the various sources that the students in Nsukka Education Zone use in searching for information?

S/N	ITEM STATEMENT	SA 4	A 3	D 2	SD 1	N	ΣFX	MEAN X	DECISION
9	Internet	295	68	20	10	393	1434	3.6	Agree
10	Textbooks	300	68	25	0	393	1454	3.7	Agree

11	Electronic books	68	95	200	30	393	989	2.5	Agree
12	Magazines	180	93	80	40	393	1199	3.1	Agree
13	Newspapers	250	73	40	30	393	1329	3.4	Agree
14	Journals	248	75	50	20	393	1345	3.4	Agree
15	Going to the field	250	73	50	20	393	1339	3.4	Agree

Table 2 presents the sources of information through which secondary school students satisfy their information needs. Consulting textbooks provided in the library and by the students had the highest mean score (3.7) and looking

through magazines had the least mean score (3.1).

Research question 3: What are the various strategies that students in Nsukka Education zone use in searching for information?

S/N	ITEM STATEMENT	SA 4	A 3	D 2	SD 1	N	Σ FX	MEAN X	DECISION
16	Carefully reading through the material before using	200	180	8	5	393	1359	3.5	Agree
17	Searching for general information about the topic	250	80	38	25	393	1368	3.4	Agree
18	Breaking down the questions into sub-questions for easy understanding	200	165	18	10	393	1341	3.5	Agree
19	Identifying the best places to get information before going on research	240	120	28	5	393	1381	3.5	Agree
20	Making a list of all the information needed before searching	179	99	88	89	393	1190	2.6	Agree



Table 3 shows that there are different search strategies students use in searching for information in other to satisfy their information needs. Carefully read through the material before using, breaking down the questions into sub-question for easy understanding, identify the best places to get the information before searching had the highest mean scores (3.5) while make a list

of all the information needed before searching had the least mean score (2.6).

Research question 4: What are the difficulties secondary school students in Nsukka Education Zone face when searching for information from certain sources?

S/N	ITEM STATEMENT	SA 4	A 3	D 2	SD 1	N	ΣFX	MEAN X	DECISION
21	Epileptic power supply	250	85	38	20	393	1351	3.4	Agree
22	Too many information including irrelevant ones	275	60	38	10	393	1366	3.5	Agree
23	Network services and internet facilities not available	202	65	76	50	393	1205	3.1	Agree
24	Lack of well trained library staff	300	70	13	10	393	1446	3.7	Agree
25	Lack of information retrieval skills	240	120	28	5	393	1381	3.5	Agree
26	Insufficient information material in the library	320	50	13	10	393	1470	3.7	Agree

Table 4 shows there are various difficulties secondary school students face when searching for information from certain sources and people. Lack of well trained staff in a library and insufficient information in the library had the highest mean score (3.7) while Network service & internet facility not available had the least score (3.1).

Research question 5: What are the measures to be adopted to overcome the difficulties faced by students in Nsukka Education Zone when searching for information?

S/N	ITEM STATEMENT	SA 4	A 3	D 2	SD 1	N	ΣFX	MEAN X	DECISION
27	Constant power supply	118	100	85	90	393	1032	2.6	Agree
28	Establishment of good and well equipped libraries	163	76	84	70	393	1118	2.8	Agree
29	Adequate provision of new technological facilities like computers and internet	80	85	138		393	931	2.5	Agree
30	Provision of the right type of information material	115	99	90	89	393	1026	2.6	Agree
31	Sufficient information material in the library	83	68	125	117	393	903	2.3	Disagree

Table 5 shows that they are various measures adopted to overcome the difficulties faced by students in Nsukka Education Zone when searching for information. Establishment of good and well equipped library had the highest mean score (2.8) while sufficient information in the library had the lowest mean score of (2.3).

Summary of the Findings

1. When students are seeking for information, they have various information needs.
2. Students consult various sources like books outside their area of study, libraries on their own, internet, materials provided by the teacher etc. when seeking for information.
3. Students make use of various strategies while searching for information like making list of all information they need before starting to search, identifying the best places to get information before searching etc.

4. Secondary school students face difficulties when searching for information from certain sources and people.
5. There are various methods adopted to overcome the challenges faced by secondary school students in Nsukka Education zone

Discussion of findings

The research question one was on determining the information needs of secondary school student. The findings from the study show that the students considered their teachers as the people they feel most comfortable seeking academic information from, followed by their friends, family members and librarians in that order.

The ranking of the students in the current study show a trend in the people they spend the most time with when it comes to academic work. The fact that librarians are ranked least comfortable may signify the fact that the students hardly visit the library



The findings in the current study confirm findings reported by Sugiharti and Harisanty (2014) among high school students in Indonesia that most of them consider their teachers as the first point of call for academic information. However, the findings contradict findings reported by Quaye (2013) among high school students in Ghana who considered their family and friends as the most dominant source for information seeking.

Research questions two was designed to determine the various sources that the students consult when they are seeking information. Findings from the study show that using study materials provided by teachers were the most frequently used source for information. This was followed by internet source, books outside their course, going to the library and using newspapers in that order. The ranking of the students regarding sources where they seek information from agrees to the people they seek information from because teachers and materials provided by the teachers and ranked top in both cases. This means that teachers constitute a dominant source of information for the students in the current study.

These findings are in line with some previous studies reported elsewhere. For instance, Moskina (2013) has reported among high school students in Latvia that the traditional source of seeking information still remains dominant among the students. In the current study, the students have shown that teachers and the materials they provide (which are

considered as traditional sources) are still dominant among them.

Sarfo et al., (2011) have reported that even though high school students are increasingly getting access to ICT tools, the students usually use them for social communication than as means for academic information seeking. However, the internet is ranked as the second most common source of information among the students, which suggest that electronic sources of information seeking are gradually becoming dominant among high school students.

The research question three of the study examined the difficulties they face when searching for information from certain sources and people. Asking students to rate their level of difficulty with information sources also helps to understand further the sources they use often and those they use less often when searching for information.

Findings from the study show that the consulting librarian was ranked as the top most difficulty in seeking information. This is followed by going to the library to conduct independent search etc. These findings confirm the earlier findings were teachers constituted the most used source of information and librarians constituted the least used.

The research question four of the study examined the various strategies that the students use in searching for information. This objective was explored because previous studies (e.g. Chung and

Neuman, 2017) that show that students develop different strategies that they employ in their information search. Using unproductive information-seeking strategies means that the students do not get much from the efforts they put in information seeking.

Findings from the study show that the not stopping search till they find what they want was ranked as the topmost information search strategy. This is followed by a search for general information about a topic, carefully reading where the information came from before using then, making a list of information needed etc.

The ranking of the students shows that the students show resilience in their information seeking endeavors. The fact that they never stop searching until they get the information needed means that the students do not give up when they face difficulties in searching for information. The findings also show that the students are meticulous when seeking information. They carefully evaluate the information they get by checking the sources before using the information. This helps the students to sieve through information sources by identifying credible and incredible information.

Educational implication of the study

The implication of this study is that, failure to obtain desired information by students will greatly affect the goal of education in Nigeria due to the significant role information plays in education. Thus, there is an urgent need

to address this. Another implication of this study is that it will serve as a boost to teachers towards knowing the better way of inculcating the zeal of reading into the student.

SUMMARY, CONCLUSION AND RECOMMENDATION

This study sought to examine the information seeking behaviour of secondary school students in Nsukka education zone. Four specific purposes with their corresponding research questions were formulated to guide the study. The design of the study was survey design. The population of the study is 22,064 students from which the sample size of 393 was derived using Yaro Yamane statistical tool. The instrument for data collection was a 4 point likert scale questionnaire of 26 items, validated by three lecturers from Enugu state College of Education (Technical), Enugu. The test re-test method was adopted in finding the reliability of the questionnaire. Using the Pearson product moment correlation coefficient statistic, the reliability index of 0.73 was determined which proved that the instrument was reliable for the study. Frequency, mean score and standard deviation were used to determine the scaling statement in the questionnaire. The major findings made in the research showed that; When students are seeking for information, they consult various people like teachers and friends who are in a position to help; students consult various sources like books outside their area of study, libraries on their own, internet, materials provided by the



teacher etc. when seeking for information; secondary school students face difficulties when searching for information from certain sources and people; Students make use of various strategies while searching for information like making list of all the information they need before starting to search, identifying the best places to get the information before searching etc. Among the recommendations given was that; there is need for the establishment of well-equipped libraries to enhance effective learning activities in the secondary schools in Nsukka Education Zone; adequate learning resources should be made available to secondary school students in the zone and in Enugu state at large.

Conclusion

In conclusion, the study shows that the traditional source remains a dominant source of academic information seeking among the students. They thus mainly depend on their teachers and the materials provided by their teachers for academic information. Libraries constituted the least preferred source of seeking academic information. However, the students demonstrate a strong sense of resilience in their information-seeking behaviour.

Recommendations

Based on the findings, the researcher recommended the following:

There is need for the establishment of well-equipped libraries to enhance effective learning activities in the secondary schools in Nsukka Education

Zone. Adequate learning resources should be made available to secondary school students in the zone and in Enugu state at large.

There should be training and retraining of secondary school teachers to be ICT compliant so as to handle the students properly among others. Since the teachers see themselves as a conduit for directing students towards more self-directed information seeking sources. The teachers should, therefore, refer the students more to the source of information that the students have not made good use of. These can include the teachers directing the students to the library or directing them to consult librarians and consult internet sources. These would help to gradually build self-directed information-seeking behaviours among the students since they already demonstrate resilience.

Suggestions for further studies

The researcher hereby suggests the following for further research

Extent of availability of library resources in secondary schools in Nsukka education zone

Relevance of secondary school library on the student's study habit in Nsukka Education Zone.

Impediments to the utilization of library in secondary schools in Nsukka Education zone.

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