Information Seeking Behaviour, Knowledge Management Practices and Service Quality of Office Technology and Management Lecturers in Polytechnics, Osun and Oyo State, Nigeria

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Certification

This is to certify that, **Abdulrahmon Adesoji ADEYEMI** with matriculation number LCU/PG/003217 carried out this research work titled "Information Seeking Behaviour, Knowledge Management Practices and Service Quality of Office Technology and Management Lecturers in Osun and Oyo State Polytechnics Nigeria" in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City

University, Ibadan, Oyo State, for the award of Master of Science Degree (MSc) in Office and Information Management and that this work has not been previously submitted.

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Dedication

This research work is dedicated to Almighty God.

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Abstract

The educational experiences of student and the reputation of the institution largely depends on service quality of lecturers, which is observed to not optimum enough. This is linked to several factors like information seeking behaviour and knowledge management processes. This study therefore seeks to examine the influence information seeking behaviour and knowledge management practices on service quality of OTM lecturers in Osun and Oyo State polytechnics, Nigeria. Descriptive survey design was adopted and the population of the study comprised 93 lecturers and 2,149 students of the selected polytechnics in Osun and Oyo State, Nigeria State. A structured questionnaire was adopted as the instrument for data collection. Total enumeration was used for lecturers' population, while the sample size for students was determined using the Taro Yamane formula which resulted in a sample of 337. The quantitative data were analysed using descriptive and inferential statistics. The study found that the level of service quality ($\bar{x}$ =2.72) of the OTM lecturers is moderately high. Service quality ($\bar{x}$ =3.51) of the OTM lecturers as reported by the students is moderately high. Both the level of information seeking behaviour ($\bar{x}$= 2.83), and knowledge management practices ($\bar{x}$= 2.95) of the OTM lecturers was moderately high. There was a significant influence of information seeking behaviour (R = 0.18; Adj.R2= .175p<0.05); knowledge management practices (R = 0.588; Adj.R2= .182) on Service quality of the OTM lecturers. Multiple regression analysis also shows that there was a significant combined influence of information seeking behaviour and knowledge management practices on service quality of the OTM lecturers in Osun State Polytechnics, Nigeria (R = 0.505; Adj.R2= .242; p<0.05). This study concluded that information seeking behaviour and knowledge management practices influenced service quality of OTM lecturers. It was therefore recommended that lecturers are provided with good teaching environment and in-service training to enhance their service quality.

Keywords: knowledge management practices, service quality information seeking behaviour, OTM lecturers, polytechnics

Word Count: 300

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List of Acronyms

Abbreviation	Meaning
OTM	Office Technology and Management
KMP	Knowledge Management Practices
ISB	Information Seeking Behaviour
KBV	Knowledge Based Value
KIP	Knowledge Integration Practice
SERVQUAL	Service Quality

Chapter One

Introduction

1.1 Background to the Study

The service of lecturers is important and cannot be overemphasized in any institution today. Lecturers are known to be playing a crucial role in the education system by imparting knowledge and skills to students. They are responsible for delivering lectures, conducting discussions, and providing guidance to students. Additionally, lecturers often engage in research and contribute to the academic community through publications and presentations. Furthermore, they serve as mentors and advisers to students, offering support and guidance in their academic and professional endeavors[1]. Quality service delivery by lecturers is one of the cardinal objectives of institutions, Because, on behalf of those institutions, lecturers perform a significant role in ensuring and effectively facilitating the transfer of knowledge to students. This responsibility qualifies the lecturers as the engine room of knowledge in the parent institution[2].

Service quality is important for any organization to gain long-term competitive advantage and retain customers. Service quality refers to the output of the service delivery system, which is linked to consumer satisfaction, perception, and opinions that are formed based on various contributing factors and references. An organization with high levels of service quality will exceed customer expectations, yet continue to increase long-term economic competitiveness and profitability. Service quality's contemporary conceptualization has its origins in the perceived expectancy-disconfirmation paradigm[3]. Quality service is a measure of the customers' perceptions of the expected service against the actual service performance. As a result, organizations seeking to outcompete their competitors use service quality as a strategy to please both internal and external business customers.

Over the years, the quest to understand the impact of quality service on customer satisfaction has been augmenting as customers' expectations become robustly aligned with their desire to acquire exceptional value for their money. This emphasizes the necessity to maximize customer satisfaction, predominantly in the era of globalization with perpetual competition, which increases customers' ability to express dissatisfaction[4]. From this above, one can then infer that service quality is a function of human needs. That is, without human needs, there may not be a need to render services[5].

Given that the examination of quality assurance, which governs the academic service quality in the institution, and the consistent and ongoing fulfillment of quality standards in higher education administration are being implemented to ensure the satisfaction of stakeholders (including students, parents, employees, government, teachers, support staff, and other interested parties). This quality assurance may involve a well-functioning organization, and academics should prioritize ongoing quality enhancement. External parties may be engaged in quality assurance, which ought to be internally driven and institutionalized within the standard operating procedure of each organization. As quality outcomes and outputs are also a concern of all stakeholders concerning service quality, quality enhancement should strive to produce such as a means of ensuring public accountability[6].

Service quality has received increasing attention in governance and public management, especially in the higher education sector globally. Although a lot of researchers have maintained the position that management of higher education institutions and its members of staff is responsible for ensuring service quality to students and stakeholders. Some of these researchers even corroborate that, the accumulated experience of students on the service provided by the institution and members of staff will build up and create service quality.

They stated further that evaluation of these experiences will enhance the setting of high standards for improved training for sustainable development[7].

The service quality of lecturers in other nations varies greatly depending on the institution, department, and lecturer. It is crucial to highlight that generalizations may not adequately reflect students' unique experiences in different nations. For example, in Kenya, the service quality of lecturers varies according to characteristics such as educational degrees, teaching experience, research output, and commitment to student learning. The service quality of lecturers in Kenya is determined by the country's broader higher education system, including government policy, funding, and institutional support. To understand the service quality of professors in Kenya, several factors must be considered, including teaching methods, academic assistance for students, research activities, and possibilities for lecturers to advance professionally[8]. Studies have shown that the service quality of lecturers in Kenya can be assessed through several key indicators. These include the lecturer's ability to deliver high-quality and engaging lectures, provide timely feedback on student work, demonstrate a strong understanding of their subject matter, and engage in scholarly activities such as research and publication. Additionally, the availability of academic support services for students, such as tutoring and counseling, can also contribute to the overall service quality of lecturers in Kenya[9]. As countries around the world now determine educational quality and estimate the profits or gains from international students in their institutions, they look at their expectations and satisfaction while ensuring that they meet these through high quality. In the Malaysian context, Using the Gap Model (Service Quality model), a negative service quality gap is perceived by international students in higher education of their institutions[10].

The service Quality (SERVQUAL) model is the most often used model to measure and compare customer performance for service quality of banking service, and marketing services,

among others, but yet to be tested for training or programs in the education sector and other sectors in Nigeria[7]. This study will therefore use the SERVQUAL model to examine the service quality of Office Technology and Management (OTM) lecturers of polytechnics in Osun State Nigeria. As obtainable in the SERVQUAL model, the notion of service quality is decomposed into five constructs, namely; Tangibility, Reliability, Responsiveness, Assurance, and Empathy. Tangibility is the appearance of physical facilities, equipment, staff, communication materials, and so on. reliability is the ability to perform promised service dependably and accurately. Responsiveness is the willingness to help and to promptly respond to customer needs. Assurance is the employees' knowledge, courtesy, and ability to convey trust and confidence, in other words, it is the ability of staff to inspire confidence and trust. The last one which is Empathy is the extent to which the company's caring nature is accessed and individualized attention is given to the customers[10].

Lecturers play a crucial role in higher education, as they are responsible for imparting knowledge, facilitating learning, and guiding students in their academic pursuits. So also, Office Technology and Management (OTM) Lecturers in the Polytechnics, they offer a wide range of services to students, professionals, and organizations to help them understand and implement effective office technology and management practices. They offer courses, seminars, and workshops to educate students and professionals about the principles of office technology management. These sessions can cover topics such as digital tools, software applications, communication strategies, data management, and workflow optimization. OTM Lecturers assist organizations in integrating new technologies into their operations. This could involve advising on the adoption of communication tools, project management software, document management systems, and other relevant technologies. OTM Lecturers are also found responsible for collaborating with technology companies, industry associations,

and other experts in the field to create joint initiatives, events, or projects that promote effective office technology management[12].

As a result, the Office Technology and Management (OTM) lecturer's competence to provide satisfaction to students and other stakeholders is the key to achieving success across the board. Student satisfaction, for example, is related to attitude resulting from an evaluation of experience, services, and facilities of education provided for them by the OTM lecturers. Monitoring and managing student satisfaction are the key features to winning the competition in today's dynamic atmosphere[13]. Quality service could also then be examined and assessed in the wide range of services they provide, and their output, based on how they function.

Consistent with an author's definition, information behaviour is seen as the study of how people need, seek, give, and use information in different contexts, including the workplace and everyday living. In the context of this study, we use information behaviour as it applies to students as they seek, search for, and use the information to support their scholarly endeavors, focusing primarily on their research process. Our large sample will enable us to explore and compare the differences among disciplines[14].

Information seeking behaviour is concerned with understanding how people seek and make use of information, the channels they use to get information, and the factors that inhibit or encourage information use which may include; the study of personality in psychology, consumer behaviour, innovation research, information management, health communication studies, library sciences, organizational decision-making, and information requirements in information system design. There exists a strong recognition amongst information scientists of the interconnectivity of disciplines involved in research on all aspects of information[15].

Information seeking can be seen as the way individuals sort for information to satisfy their information or goals. Some researchers opined that "Information seeking is a human process

that requires adaptive and reflective control over the afferent and efferent actions of the information seeker. Information seeking behaviour (ISB) results from the recognition of some needs, perceived by the user, who as a consequence makes a demand upon formal systems such as libraries and information centers, or some other person to satisfy the perceived information need. This is because Information is a vital tool for human development, as it is essential for planning, higher cognitive processes, and implementation. In this digital era information is most information resources are available in electronic format. Information is significant for human existence and influences decision-making at every stage of mankind's existence. Therefore, it is Information that aids these OTM lecturers with facts, knowledge, ways, and processes to use in actualizing a plan on how to improve the quality of service they render. Making inferences from past research and researchers, every individual requires and needs information for growth, decision-making, career development, practices and to display professionalism[16]. This, the researcher focuses on, in the course of this study.

The discipline of a lecturer will have a significant impact on their information seeking behaviour. For example, lecturers in the sciences are more likely to use online databases and search engines, while lecturers in the humanities are more likely to use print resources such as books and journals. Also, the availability of information resources will affect the information seeking behaviour of lecturers. Lecturers who have access to a good library and other information resources are more likely to use them. Most importantly the lecturer's personal preferences will also play a role in their information seeking behaviour. Some lecturers prefer to use traditional information resources, while others prefer to use online resources[16]. Hence the information seeking behaviour of OTM lecturers is how they go about finding information to support their teaching, research, and professional development[17]. As a result, the way OTM lecturers approach information seeking is how they discover material to

assist their teaching, research, and professional growth. However, it is a complicated process that is influenced by a variety of elements, such as the academic topic they must study, their prior experience, their technological proficiency, their personal preferences, and the particular environment or context in which they work[18]. As it stands now, a multi-disciplinary, qualitative study that focuses on OTM lecturers as they conduct their research and process of inquiry information is lacking in previous studies[14].

Among the seven components of the Ellis model, four categories will be utilized to measure information seeking behaviour in the course of this study. These categories include starting, differentiating, extracting, ending, or actual use of the information. Starting is the means employed by the user to begin seeking information. It stands for activities characteristics of the initial search for example asking some colleagues. Differentiating is using the difference between sources as a filter on the nature and quality material examined. Extracting: Selectively identifying relevant material in an information source. Actual use: This may be defined as typing up loose ends through a final search and its usage[19].

On the other side, knowledge management (KM) can be defined as the systematic coordination of people, technologies, processes, and organizational structure to add value to the organization through the reuse of knowledge and innovation. This coordination can be achieved by way of the creation, sharing, and application of knowledge. The competitive edge of any individual, organization, and even nation has increasingly become dependent on their ability to apply knowledge and leverage it continuously. Following the knowledge-based view (hereafter referred to as KBV) of the firm, managing knowledge-based resources has become the key to sustaining service quality and superior performance. To understand Knowledge Management, one must understand knowledge and the Knowledge Management process. Knowledge is often defined as a "justified personal belief." In another view some

other researchers define knowledge as “information possessed in the mind of individuals: it is personalized information (which may or may not be new, unique, useful, or accurate) related to facts, procedures, concepts, interpretations, ideas, observations, and judgments.”. There is much taxonomy that specifies various kinds of knowledge. The most fundamental distinction is between “tacit” and “explicit” knowledge. Tacit knowledge is instincts, intuition, and insights within an individual, while explicit knowledge is general knowledge that is easily expressed, codified, or stored in a tangible form such as a document. Knowledge can be classified in a variety of ways. Classifying knowledge helps organizations to identify the different types of knowledge with different natures that may need different procedures, tools, and activities to process and manage. Hence, classifying knowledge is important to help organizations manage important available knowledge resources successfully[20].

Knowledge Management is a form of management expertise that draws out an individual’s tacit knowledge and makes it explicit and accessible for all employees to improve organizational performance. Some researchers see and state that Knowledge Management "is managing the corporation's knowledge through a systematically and organizationally specified process for acquiring, organizing, sustaining, applying, sharing and renewing both the tacit and explicit knowledge of employees to enhance organizational performance and create value[21].

Meanwhile, whether prepared or not, no nation can afford to ‘delink’ from global information connectivity and the knowledge economy. Countries like Pakistan have to take serious measures to convert conventional educational institutions into the key drivers of the knowledge economy. Teachers must be equipped with the knowledge and skills that are required to understand the challenges and opportunities of the knowledge economy[22].

Knowledge management practices refer to the way ideas are translated into action in the process of accomplishing job functions. KM practices include the understanding knowledge generation, knowledge acquisition, knowledge organization, knowledge storage, knowledge transfer, knowledge sharing, and knowledge retention.[21] Advantages of using KM practices include the fact that they help organizations to refocus on using their already existing knowledge, they create the environment for innovation rather than limiting themselves to best practices solutions only, they enable convergence towards knowledge portals rather than separate silos of knowledge in an organization, and they promote interconnectedness among departments, employees, and systems in an organization. They suggest that in an academic institution, knowledge management practices "can lead to better decision-making capabilities, reduced "product" development cycle time (for example, curriculum development and research), improved academic and administrative services, and reduced costs[23]. Part of the tools and techniques of knowledge management practices are popular tools for knowledge management, which are being widely used by many organizations they include; Brainstorming, mentoring, peer assistance, storytelling, communities of practice, documentation management systems, social network services knowledge mapping etc[24].

Research investigating the application of KM in universities indicates that many factors benefit HEIs (higher education institutions) such as the creation and conservation of good knowledge sources, enhancing access to knowledge, improving the environment, and giving better value to knowledge. The literature also stressed that the effective utilization of KM will result in better decision-making and will cause an improvement in academic and administrative services. As well as leading to a decrease in administrative costs, improving organizational learning, in addition to achieving a maintainable competitive advantage[25]. There are many benefits for OTM lecturers to adopt knowledge management practices, thereby helping them achieve their set goals and solving general organizational problems in

the following: enhancing service quality, providing value-added services, greater productivity of human capital, preventing errors, reducing duplication, increase customer satisfaction, saving time, and stimulate creativity and innovation, creating a close relationship with customers and relevant stakeholders. This is no reason, other than Knowledge management can optimize intellectual assets to create value, increase productivity, and gain and sustain competitive advantage[26].

In the course of this study, the Socialization Externalization Combination Internalization (SECI) model was used to administer the concept of knowledge management practices. Four ways were proposed, in which explicit and tacit knowledge can be created, combined, converted, and shared in an organization. The acronym of the SECI stands for Socialization, Externalization, Combination, and Internalization and are phases that occur when tacit and explicit knowledge interact. According to these researchers, Socialization involves sharing knowledge in face-to-face interaction; Externalization happens when tacit is converted into implicit knowledge. Tacit knowledge is what people carry in their minds and we find it difficult to access. Explicit knowledge, on the other hand, is what is documented or codified and can be transferred easily to others. Combination involves tacit knowledge transferred into explicit knowledge and explicit knowledge to explicit knowledge is Internalization[27]. The practice of gathering information from sources in response to a need can be translated into information-seeking behaviour. The information gathered can then be converted into knowledge for usage, archiving, or sharing. This could also be translated to knowledge management practice[28].

The value of KM practices is well recognized around the world, however, there are limited empirical studies on the relationships between KM practices and SQ, and very little has been done to explore knowledge management and information seeking behaviour as it influences

service quality[21]. This has then informed this study to investigate the information-seeking behaviour and knowledge management practices among the OTM lecturers, of polytechnics in Osun and Oyo State, Nigeria.

1.2 Statement of the Problem

The service quality of lecturers is crucial for the success and satisfaction of students[29]. In educational sector for instance, especially in polytechnics, lecturers in the department of Office Technology and Management (OTM) combine both academic and professional experience in teaching courses like keyboarding, shorthand, office practice, and so on. However, preliminary investigations indicate that OTM lecturers' service quality is normal but, not high enough, leading to students struggling to understand course materials and achieve academic goals. It also results in many OTM graduates not meeting the demands of the workforce, and lecturers becoming less engaged in class and providing less helpful feedback. This decrease in dedication and commitment to teaching could negatively impact the polytechnics and the nation as a whole. Amoung the factors linked to lecturers' efficiency and effectiveness include information seeking behaviour and knowledge management practices, this areas have not been thoroughly looked at by many literature, as factors that influence service quality.

While there have also been various research on information seeking and knowledge seeking behaviour of lecturers, particularly OTM lecturers, there has not been obvious research that delves into the information seeking behaviour and knowledge management practice of these OTM lecturers as an effect of lecturer's service quality[30,31]. This study therefore seeks to examine the influence of information seeking behaviour and knowledge management practices as affecting the service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the influence of information seeking behaviour and knowledge management practices on service quality of office technology and management lecturers in Osun and Oyo State Polytechnics, Nigeria. The objectives of the study were to:

i. identify the level of service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria;
ii. identify the level of information seeking behaviour among OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria;
iii. examine the knowledge management practices of OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria;
iv. determine the influence of information seeking behaviour on service quality of OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria;
v. determine the influence of knowledge management practices on the Service quality of OTM l lecturers in Polytechnics, Osun and Oyo State, Nigeria; and
vi. ascertain the joint influence of information seeking behaviour and knowledge management practice on service quality of OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria

1.4 Research Questions

The following research questions would guide this study

1. What is the level of Service Quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria?
2. What is the level of information seeking behaviour among OTM lecturers in Osun and Oyo State Polytechnics, Nigeria?
3. What are the various knowledge management practices of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria?

1.5 Hypotheses

The following hypotheses were be tested at a 0.005 level of significance

$H_0$1 There will be no significant influence of information seeking behaviour (starting, chaining, browsing, differentiating, monitoring, extracting, verifying ending) on the service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

$H_0$2 There will be no significant joint influence of information seeking behaviour and knowledge management practices on the service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

$H_0$3 There will be no significant influence of knowledge management practices (socialization, externalization, combination, and internalization) on the service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria

1.6 Significance of the Study

The study findings would make a significant contribution to the following stakeholders: OTM lecturers, management of Institutions, academic staff of Institutions, Information professionals, and researchers.

The result of this study is expected to serve as a guide to OTM lecturers in achieving good service delivery, in that, it will provide them useful information that is required of them in delivering quality service to the members of the public. Because it would enable them to exhibit an appropriate attitude towards information seeking and how they can appropriately organize knowledge, so much so promoting their research and academic work output. This will in turn positively affect the learning method of the OTM students in particular, yielding service quality to other stakeholders.

This study would be of help to the management of polytechnics and universities in Nigeria and the world at large to make informed decisions as to making academic planning which is best suitable for the OTM department or whatever nomenclature it is been given. By this, it would translate so well to academic regulatory bodies in the aspect of compliance.

This study would also be of immense benefit to information professionals like infopreneurs, information managers, etc. who at all times deal with information. it might serve as a guide to them in digging appropriately, and where, and how to spring relevant information that will aid their better decision-making process. It will also help them manage knowledge from the information they curate effectively.

Furthermore, the findings of this research work would also benefits academic staff of polytechnics and universities generally who will become more aware of the benefits of and how to make effective use of knowledge management processes and appropriate information processes, which make their work more efficient.

Finally, this research would contribute to the existing body of knowledge in the study of information seeking behaviour and knowledge management practice for researchers to explore.

It aswell serves as a scholarly information resource and serve as useful material on which further studies can be conducted.

1.7 Scope of the Study

The study focused on the influence of Information seeking behaviour and knowledge management practices on the service quality of OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria. The dependent variable is service quality, which was measured by tangibility,

reliability, responsiveness, empathy, and assurance. The independent variables are information

seeking behaviour and knowledge management practice. The information seeking behaviour was measured by starting information seeking, differentiating information, extracting information, and actual information use. Knowledge management practices was measured by socialization, externalization, combination, and internalization.

The geographical scope of the study is Osun and Oyo State, Nigeria, and the population of the study comprised selected polytechnics in Osun and Oyo State, Nigeria. The selected polytechnics offer OTM and have been fully accredited as courses of study in Osun and Oyo, Nigeria. These polytechnics include: Federal Polytechnic Ede, Osun State, Osun State College of Technology, Esa-Oke, Osun State, Osun State Polytechnic, Iree, Osun State, College of Technology, Iresi, Osun State, Igbajo Polytechnic, Igbajo, Osun State, The Polytechnic, Ile Ife, Ile-Ife, Osun State, Polytechnic, Imesi-Ile, Imesi-Ile/Igbajo Road, Osun State, The Ibarapa Polytechnic, Eruwa, The Polytechnic Ibadan, Ibadan, Oyo State, Ibadan City Polytechnic, Ibadan, Oyo State. In the course of this study, there was two kinds of respondents: lecturers teaching courses from ND1 to HND2, excluding instructors, and students of OTM departments in chosen polytechnics in Osun and Oyo State, Nigeria. The responses of students were only used to compare the responses of lecturers concerning the lecturer's service quality.

1.8 Limitations of the Study

The researcher encountered certain limitations in the course of the study. One major limitation was the reluctance of tertiary institutions to release data about the number of their lecturers and students. Another limitation is the workload of the lecturers in the selected polytechnics which often leaves them with little time for other activities such as responding to research questionnaires. Also, the disparity in each institution's academic calendar—some were in session while some were on break—the researcher had to reschedule the visitation time to coincide with those institutions' active academic sessions. All of these limitations led to the elongation of the time needed to complete the study. However, both limitations were overcome through the persistence of the researcher and the support of appointed research assistants

1.9 Operational Definition of Terms

Service Quality: This refers to the overall effectiveness and satisfaction associated with the academic services provided by Office Technology and Management (OTM) lecturers in Polytechnics, Osun and Oyo State, Nigeria.

Tangibility of the Service: this refers to the extent to which the service provided by an OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria can be perceived, measured, or physically experienced by the students or stakeholders. These physical things include; facilities, equipment, staff communication materials, etc.

Reliability of the Service: This typically refers to the consistency and dependability of the services provided by OTM lecturers of polytechnics in Osun and Oyo State, Nigeria. And how accurate their service is.

Responsiveness of a Service: This refers to how effectively and promptly OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria address the needs, inquiries, and concerns of students and other stakeholders.

Assurance of Service: this is in the context of OTM lecturers of polytechnics Osun and Oyo State, Nigeria typically refers to the measures and practices put in place to ensure the quality and effectiveness of educational services.

Empathy: this is the ability of OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria to understand and share the feelings of their students and other stakeholders they are rendering services to.

Information Seeking Behaviour: this refers to the ways in which the OTM lecturers of Polytechnics Osun and Oyo State, Nigeria actively search for, acquire, and utilize information to support their teaching, research, and professional development.

Starting Information Seeking: refers to the initial steps and strategies that OTM lecturers of Polytechnics Osun and Oyo State, Nigeria use to gather relevant information, resources, or materials for their teaching or research purposes.

Differentiating Information: refers to the process by which OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria gather, access, and utilize information to support their teaching and research responsibilities.

Extracting Information: typically refers to the process OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria gather or collect relevant information or data from various sources to support their teaching or research activities.

Actual Information Use: this refers to the point at which OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria are satisfied with the information they have gathered and are no longer actively looking for more.

Knowledge Management Practices: refer to the way OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria translate ideas (information gathered) into action in the process of service delivery or accomplishing job functions.

Socialization: refers to the process of sharing and creating knowledge among OTM lecturers in Polytechnics, Osun and Oyo State, Nigeria through interactions and experiences.

Externalization: is the process by which the OTM lecturers of polytechnics Osun and Oyo State, Nigeria convert their tacit knowledge (knowledge that is personal, context-specific, and difficult to articulate) into explicit knowledge (knowledge that is codified and easily communicated).

Combination: this is the ability of OTM lecturers of polytechnics Osun and Oyo State, Nigeria to integrate different sources of knowledge to teach effectively.

Internalization: this is the process whereby OTM lecturers of polytechnics in Osun and Oyo State, Nigeria incorporate new information and skills into their existing knowledge base.

OTM Lecturers*:* these are the academic staff that work in the Office Technology and Management department of Polytechnics in Osun and Oyo State, Nigeria.

Endnotes

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Chapter Two

Literature Review

This chapter deals with the review of related literature. This was done both theoretically and empirically and the following sub-headings were discussed:

2.1 Conceptual Review

2.1.1 Service Quality

2.1.2 Information Seeking Behaviour

2.1.3 Knowledge Management Practices

2.2 Theoretical Framework

2.2.1 SERVQUAL Model

2.2.2 Ellis Model

2.2.3 SECI Model

2.3 Review of Empirical Studies

2.3.1 Information Seeking Behaviour and Service Quality

2.3.2 Knowledge Management Practices and Service Quality

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

Endnotes

Chapter Two

Literature Review

2.1 Conceptual Review

2.1.1 Concept of Service Quality

Service quality can be defined as a measure of how well the delivered service level matches customer's expectations. Information seeking behaviour refers to how humans perceive their need for, pursuit of, and use of information[1]. Quality service delivery is the top priority for OTM lecturers in polytechnics if the goal of the institution's education must be achieved. Strengthening the provision of essential services can also contribute to the long-term process. Quality delivery underpins the contract between OTM lecturers and all polytechnic staff and, as such, is an indicator of the health of society. Service is effective whenever its outcomes or accomplishments are of value to its students and other stakeholders in the polytechnics; and is efficient when the same goals are achieved using available resources. Public access to good services indicates that a polytechnic is well-governed and enables the leadership of the polytechnic to draw continued support for its programme[2].

The view of the quality of any services rendered places expectations on performance. It is of the opinion that services are the measurement of how well customers match the delivery of goods to their expectations. The measurement is dependent on the following five factors: reliability, responsiveness, assurance, empathy, and tangibility. Quality service is perceived as being satisfactory when there is a positive response. When negative signs occur, it perceives that services are unsatisfactory. However, the individual analyses must aggregate the overall performance of the services in terms of the satisfaction of meeting the customers' needs. The concept of quality in relation to this study reflects actual products delivered to the customer. Quality has evolved from time immemorial, although it is still new to some people in terms of service delivery. It is emphasized that quality can be viewed from five

perspectives; namely transaction view, product-based approach, user-based approach, discussion approach, and value-based approach. The interpretation of the perspectives is provided below[3].

The transaction approach views an advance in quality as synonymous with innate excellence. Resounding marks gave premises of standards of high achievement. The viewpoint here is that it could often be applied to the performance of the visual arts. Most of the time, people learn to recognize high quality not only through the experience gained from repeated exposure but also through managers or customers of quality. These help them achieve the desired results. The product-based approach sees quality as a precise and measurable variable. Differences in quality reflect differences in the amount of ingredients or attributes possessed by the product or service. However, this view fails to account for differences in the tests, needs, and preferences of individual customers or even entire market segments[4].

Service quality is important in ensuring excellent achievements because the educational sector is highly competitive thereby leaving students with many available options to choose from. Service quality determines the performance of the students which is basically the key factor for the success and long-term existence of the institution. Service quality in organizations cannot be under-emphasized because outstanding service quality gives an edge to the organization in the competitive market which gives maximum growth[5]. The main focus of service quality is the requirement to meet the needs of the students and other stakeholders in the institution. It is the level of consistency that occurs between the perceptions and the expectations of the customers, therefore, if the educational institutions meet the expectations of the customers, then the service quality can be considered high by the students. Meanwhile, if the institution cannot meet the expectations of the students, such service quality could be considered as low by the students and other stakeholders[6].

OTM lecturers in the polytechnic will have different visions about what makes "good" quality service. In the education sector, for instance, clients (parents, learners, alumni, academic staff members,) want low-cost, easy-to-access, safe, high-quality schooling that improves their children's/their life chances. Policymakers and political leaders want to deliver social benefits at low cost, with high propaganda value and political rewards. The providers (lecturers/teachers/administrative and other staff) care about technically sound curricula, adequate incentives, high salaries, respect, and safety. Thus, the effectiveness of quality service by OTM lecturers in the polytechnic depends solely on addressing competing goals and expectations in ways that satisfy the students, academic staff, and other stakeholders[7].

Delivering services of high quality in the polytechnic is an important pursuit for OTM lecturers who seek to create and provide value to students and support other academic staff in ensuring that teaching and learning go on smoothly without any hitch. Through the provision of high levels of service quality, the polytechnic could achieve increased student, academic staff, and stakeholders' satisfaction, and loyalty and therefore meeting the polytechnic's vision and mission. In order to provide high levels of service quality and therefore create value for students and other stakeholders, polytechnics need to plan the delivery of their services and to ensure the successful implementation of the actual plan. Therefore, good planning and effective implementation of the developed delivery plans are key factors for the service delivery system to students, academic staff, and other stakeholders in the polytechnic[8].

Quality service delivery is increasingly becoming a pervasive strategic force and a key strategic issue in any polytechnic. Increasing competition among polytechnics to attract highly qualified OTM lecturers toward achieving high academic profiles is forcing them to pay more attention to service quality issues. It is of great importance that the teaching quality is significantly high since competition to attract, maintain, and foster OTM lecturers amongst

polytechnics is fierce today. A good polytechnic should be judged by its ability to plan and recruit brilliant OTM lecturers who can perform well in all aspects, who understand the purpose for which the institution exists, and who agree to serve to its expectation[9]. Deeper understandings of the nature of student learning, and pressures to reposition the teaching and learning environment around learning outcomes, demand a more professional approach to polytechnic teaching and administration. The quality of OTM lecturers has a direct correlation with student and academic staff satisfaction. Students are usually satisfied with the outcome of service when the OTM lecturer helps them to gain more information, improves their abilities, and provides feedback on evaluated work, reading material, providing feedbacks on assignments and tests, providing answers to questions, and summary of work done at the end of each semester among others[9].

The effectiveness of service delivery by employees involves a process of redesigning the final product and commitment to organizational growth in the production and delivery process. Extant research established a correlation between the attitude of employees, customers, and employers when dealing with perceptions of service quality. It was reiterated that when customers are satisfied with services rendered to them, there is a direct effect on the perceptions placed on the employees and employer or organization and management practices. It was further noted that customer satisfaction does not relate to the values and attitudes of employees only, but also to the overall effectiveness of the organization as correlates have a direct impact on the values and attitudes of the organisation[9].

OTM lecturers are being asked to meet the needs of more diverse student groups, attend to them at more flexible times and locations, master the use of information technology in meeting the needs of the students, design curricula around learning outcomes and across disciplines, collating and sending students' scores for transcripts computation, evaluation and develop and implement improvements, monitor and respond to the evaluations made by

students and other staff in the institution. It also involves improving assessment and feedback, to meet employer and students' needs, and to understand how to use modern ICT to meet the vision and mission of the polytechnic. At the very least, these tasks place a huge demand on the time of OTM lecturers. In the face of an ever-increasing array of expectations and growing complexity of work, it is inevitable that OTM lecturers will have greater strengths in some areas than others, and that their interests and productivity will change over time which could, in turn, enhance OTM lecturers service delivery in the polytechnic[9].

Shortage of OTM lecturers in some government-owned Nigerian polytechnics has led to overloading of those available leading to low service delivery. Most OTM lecturers neglect their responsibilities, poorly plan their daily job routine, betray the academic trust in assessment, and are slow in modernizing and assisting the academic staff in the teaching and learning process[6]. Focusing on the role of OTM lecturers in service delivery efficiency, it is pointed out that, to achieve service delivery efficiency, OTM lecturers must possess various competencies. OTM lecturers in their administrative role face probably the biggest set of challenges to their working patterns. They bear the ultimate burden of having to "do more with less", as student numbers increase the task of administrative tasks also increases without matching funding[10]. Some of the measures of service delivery are tangibility, reliability, responsiveness, assurance, and empathy. These measures were adapted from the service performance model[11].

Tangibility of service measures the appearance of physical equipment, facilities, communication materials, and personnel. They are perceived to be physical items that can be seen or touched. They are essential to service delivery industries as they are important variables to ensure strong development, experience, and positive customer association through its proprietary assets Examples are classroom, syllabus, and library resource[12]. Tangible aspects of service often manifest in the form of teaching materials and resources.

Literature suggests that well-prepared and visually appealing materials, including slides, handouts, and multimedia resources, contribute significantly to students' engagement and comprehension. The availability and accessibility of tangible resources impact the perceived quality of service. Tangible feedback, including written comments on assignments, in-person discussions, and timely responses to queries, plays a pivotal role in students' learning. The literature emphasizes that tangible feedback not only guides students in their academic progress but also fosters a sense of support and connection with lecturers[12].

The physical learning environment, including classrooms, laboratories, and online platforms, constitutes a tangible aspect of service. Literature indicates that a well-designed and conducive learning environment enhances students' engagement and satisfaction. This includes considerations such as comfortable seating, appropriate lighting, and access to necessary technology. Tangibility extends to the lecturer's expertise and continuous professional development. Research suggests that lecturers who actively pursue professional development opportunities, engage in research, and stay updated with industry trends contribute tangibly to the quality of service. Students perceive tangible expertise as a valuable component of their learning experience[12].

Reliability is the ability of OTM lecturers to provide reliable service immediately and accurately to students, staff, and other stakeholders in the polytechnic. Reliability ensures that students can depend on the consistency of instructional delivery, assessment processes, and overall support from lecturers. Also, it is the ability to perform the promised service accurately and dependably. It is the process by which providers of service are faithful in rendering their services. Examples are record keeping and teaching capability. It is affirmed that when OTM lecturers can be relied on by the students, lecturers, and other stakeholders in meeting their needs and solving their pressing problems in the polytechnic, the quality of their service tends to increase as this could be more appreciated[12]. It is affirmed that

consistency of teaching practices is a key element of reliability. Lecturers who maintain consistency in their approach to delivering lectures, providing learning materials, and conducting assessments contribute to a stable and predictable learning environment. Consistency fosters a sense of reliability in students, allowing them to anticipate and understand expectations[12].

The reliability of service is particularly evident in the assessment and grading practices of lecturers. Research emphasizes the importance of dependable grading processes, where students can trust that assessments are fair, consistent, and aligned with the stated criteria. Reliable grading practices contribute to students' confidence in the assessment system. The reliability of service extends to communication between lecturers and students. Timely and responsive communication, including feedback on assignments and clarification of course-related queries, is crucial. Literature indicates that reliable communication builds trust and ensures that students feel supported throughout their academic journey. Literature emphasized the significance of lecturers' consistent availability and accessibility. Reliability is reflected in lecturers' commitment to scheduled office hours, responsiveness to emails, and the provision of clear channels for communication. A reliable presence enhances students' confidence in seeking assistance and guidance[13].

The reliability of service is closely tied to the predictability of the course structure. Lecturers who establish clear expectations, communicate course requirements, and adhere to established schedules contribute to a reliable learning environment. Predictability enhances students' ability to manage their time effectively and engage in the learning process with confidence. In an era of technology-enhanced learning, the reliability of service also extends to the integration of technology. Lecturers who effectively use technology in a consistent and dependable manner contribute to a reliable online learning environment. This includes the

accessibility of online materials, the reliability of digital communication platforms, and the consistent use of relevant educational technologies[14].

Responsiveness means that services are carried out promptly according to the needs of the needs of students, academic staff, and other principal staff in the polytechnic by the OTM lecturers. It is the willingness to provide prompt service as well as assist students. Examples are staff support, the channel of complaint, lecturers' support, and problem-solving ability This measures the time it takes to attend to students' needs, such as request for transcript, letter of recommendation request, semester result, payment of school fees, registration duration, check-in time in the dormitory, parents complaints, medical emergencies, attending to suppliers, main gate administration, security alert, maintenance of the halls and offices, cafeteria services, telephone information request response time[15].

Literature suggests that timely and effective communication is a fundamental aspect of responsiveness. Lecturers who respond promptly to emails, queries, and requests for clarification contribute to a positive learning environment. Research emphasizes that timely communication is linked to increased student satisfaction and engagement. The responsiveness of service extends to lecturers' adaptability in their teaching practices. Research indicates that educators who demonstrate flexibility in adjusting teaching methods based on student feedback, emerging educational technologies, and changing course requirements enhance the overall learning experience. Adaptability contributes to the relevance and effectiveness of instructional delivery[16].

The literature emphasizes the importance of lecturers being responsive to the diverse needs of students. This includes recognizing and accommodating differences in learning styles, cultural backgrounds, and abilities. Responsiveness to student diversity fosters inclusivity, creating a learning environment where all students feel valued and supported. Responsiveness

involves more than just reacting to student inquiries; it also includes providing proactive support and guidance. Lecturers who anticipate potential challenges, offer additional resources, and provide proactive feedback contribute to a responsive educational environment. Proactive support enhances students' confidence and academic success. Responsiveness extends to the efficient handling of administrative matters[16].

Literature indicates that lecturers who promptly address administrative concerns, such as grading timelines, exam schedules, and course logistics, contribute to a smooth and well-organized learning experience. Efficient handling of administrative matters enhances students' overall satisfaction. Research highlights the importance of establishing feedback loops between lecturers and students. Responsiveness involves actively seeking and incorporating student feedback into instructional practices. Lecturers who use feedback to refine their teaching methods and address student concerns contribute to a continuous improvement cycle in the educational process. the responsiveness of service in university lecturers encompasses various dimensions, including timely and effective communication, adaptability in teaching practices, sensitivity to student diversity, proactive support and guidance, availability and accessibility, efficient handling of administrative matters, and the utilization of feedback loops. The literature suggests that addressing these dimensions contributes to a responsive and supportive learning environment, ultimately enhancing students' academic experiences and outcomes. Understanding and prioritizing responsiveness in the delivery of educational services by university lecturers is crucial for building positive student-lecturer relationships and fostering a dynamic and adaptive learning environment[17].

Assurance refers to the courtesy and knowledge of employees and their abilities to convey trust and confidence. Examples are the lecturer's qualifications, lecturer's communication skills, security measures, and knowledge of the subject[18]. Literature suggests that the credibility and expertise of lecturers play a crucial role in assuring the quality of service.

Lecturers who possess relevant qualifications, industry experience, and a strong academic background are perceived as more credible by students. Research indicates that the perceived expertise of lecturers positively influences students' trust in the educational process. Since assurance of service is closely tied to consistency in instructional delivery, Lecturers who maintain a consistent and organized approach to teaching contribute to a reliable as well as dependable learning environment. Consistency in instructional delivery enhances students' confidence in the learning process and their ability to meet academic expectations[18].

The assurance of service extends to the reliability of assessment practices and feedback mechanisms. Lecturers who consistently and fairly assess student performance, provide timely feedback, and adhere to grading standards contribute to the overall assurance of the educational experience. Reliable assessment practices build trust in the evaluation process. Research emphasizes the role of consistent availability and support in assuring the quality of service. Lecturers who are consistently available during office hours, respond promptly to student inquiries, and offer consistent support contribute to a reassuring learning environment. Availability and support enhance students' confidence in seeking assistance when needed. It is also revealed that assurance involves the active integration of student feedback into instructional practices, hence, lecturers who seek, acknowledge, and act upon student feedback demonstrate a commitment to continuous improvement. Integrating student feedback contributes to a dynamic and responsive learning environment, reinforcing the assurance of service[19].

The assurance of service in university lecturers encompasses various dimensions, including credibility and expertise, consistency in instructional delivery, transparency in course requirements, reliability in assessment and feedback, consistent availability and support, ethical conduct and professionalism, and the integration of student feedback. The literature suggests that addressing these dimensions contributes to the assurance of high-quality

educational experiences, fostering trust and confidence among students. Understanding and prioritizing assurance in the delivery of educational services by university lecturers is crucial for building positive student-lecturer relationships and ensuring a supportive and credible learning environment[19].

Empathy is the personal attention provided by OTM lecturers to the students, other lecturers, and stakeholders in the institution. Examples are the interest of students, unbiased treatment, willingness to give attention, supportive lecturers, and convenient operation hours. OTM lecturers should be able to maintain good relationships, good communication, personal attention and understand the needs of students, staff, and other stakeholders in the polytechnic. The core of empathy is for OTM lecturers to convey the feeling that the students, lecturers, and other stakeholders in the polytechnic are unique and special as this could make them attend to their various needs promptly[8]. For effective service delivery by OTM lecturers in the polytechnic, the use of office automation should be provided and encouraged[20].

Literature suggests that empathy is a cornerstone of positive student-lecturer relationships. Lecturers who demonstrate empathy by understanding students' perspectives, recognizing individual differences, and showing genuine concern contribute to a supportive and trusting relationship. Research indicates that strong student-lecturer relationships positively influence academic engagement and success. Empathy contributes to the creation of an inclusive and positive learning environment. Lecturers who cultivate empathy foster a sense of belonging and psychological safety for students. Empathetic teaching practices, such as recognizing students' diverse learning styles and adapting instructional methods, accordingly, enhance the overall quality of the learning experience. The literature highlights the impact of lecturer empathy on student well-being and mental health. Lecturers who demonstrate empathy may be better equipped to recognize signs of stress, anxiety, or other mental health challenges

among students. Empathetic support can positively influence students' emotional well-being and contribute to a healthier learning environment[21].

Empathy extends to the adaptability of teaching methods to meet the diverse needs of students. Research suggests that empathetic lecturers are more likely to modify instructional approaches, provide additional support to struggling students, and create flexible learning environments that accommodate various learning styles and abilities. Effective communication, coupled with active listening, is a manifestation of empathy in educational services. OTM Lecturers who practice empathetic communication skills create an open and inclusive dialogue with students. Active listening, understanding students' concerns, and responding with empathy contribute to a positive and constructive communication environment. Empathy is crucial in supporting diversity and promoting inclusion in the academic setting. Literature indicates that empathetic lecturers actively seek to understand the diverse backgrounds, cultures, and experiences of students. This understanding contributes to the creation of an inclusive learning environment that values and respects individual differences. Empathetic lecturers foster increased student engagement. By understanding and addressing the unique needs and motivations of students, empathetic educators can tailor their teaching approaches to enhance student interest, participation, and intrinsic motivation in the learning process[21].

Empathy in the service of OTM lecturers is a multifaceted concept that significantly influences student-lecturer relationships, the learning environment, and educational outcomes. The literature suggests that cultivating empathy enhances the overall quality of the educational experience by fostering positive relationships, supporting student well-being, adapting teaching methods, promoting effective communication, supporting diversity and inclusion, and ultimately contributing to increased student engagement and success.

Understanding the role of empathy in educational services is crucial for lecturers and institutions aiming to create a supportive and enriching learning environment[21].

2.1.2 Information Seeking Behaviour

Information plays a germane role in the professional lives of OTM lecturers in the polytechnic setting about task completion and everyday decision-making. In this study, OTM lecturers are a group of academics distinguished through long-term intellectual contributions to teaching, research, and community engagements. Extant literature has shown that OTM lecturers need information mostly for teaching and research. Authors were of the opinion that OTM lecturers in polytechnics are heavily dependent on books, journals, conferences, subject experts, and colleagues to meet their information needs. The World Wide Web, search engines, and electronic resources such as electronic journals, online databases, e-books, emails, online catalogs, listservs, and web portals among others have become important sources of information for the OTM lecturers[22].

Information seeking is as old as man himself and it's a deliberate search for information in order to find answers to some questions. The world today is witnessing speedy growth of information and this is as a result of the emergence of information technology, with information bearing materials available in different formats. Information managers are expected to provide this information to users in the form of printed and electronic materials in order to serve the changing information needs of all members of the polytechnic community, especially the academic staff. Information seeking behaviour could be defined as the deliberate search for information out of a need to meet some goals. Information seeking behaviour is the manner in which information users behave when searching for information. It is a process that academic staff intentionally engages in, in order to transform their state of knowledge[22].

Information seeking as a social behaviour occurs when an individual realizes the need to acquire contextual information and deliberately takes action to resolve that need[23]. These actions may include a variety of strategies including consulting colleagues, searching subject-specific and scholarly databases, and probing the Internet until this need is satisfied. Information seeking behaviour is the manner in which an information user acts when looking for information. The process involves identifying and understanding the information problem, instituting a plan for the search, carrying out the search, assessing the results, and if necessary, performing or repeating the process all over again. Information seeking behaviour is expressed in various forms, from reading printed material to research and experimentation. Information users make active and intentional attempts to seek up-to-date information from library resources, including electronic sources. Scholars, students, and OTM lecturers actively seek current information from the various media available in libraries, for example, encyclopedias, journals, and more currently, electronic media. The library is the most widely used source of information available to literate societies, hence, it is opined that the OTM lecturers should be aware of what kind of information is being sought and how it can be obtained[24].

Starting information seeking refers to the initial phase or process individuals undertake when they begin searching for information on a particular topic. It marks the commencement of the information-seeking behaviour, during which individuals identify a need for information and initiate actions to fulfill that need. This process often involves defining the information requirements, determining where and how to search, and formulating search queries or strategies. In an academic or professional context, starting information seeking may include activities such as recognizing Information Needs which is the starting point for information-seeking and is often the identification of a gap in knowledge or an awareness of the need for specific information. This could be triggered by academic requirements, professional tasks, or

personal curiosity. Defining the Scope once the need is recognized, individuals must clearly define the scope of their search. This involves articulating the key concepts, themes, or questions related to the information sought. A well-defined scope helps in focusing the search and obtaining more relevant results[25].

Selecting Information Sources means choosing appropriate information sources is a crucial aspect of starting information-seeking. Depending on the nature of the inquiry, individuals may turn to books, academic journals, online databases, websites, or a combination of these. Understanding the strengths and limitations of different sources is essential at this stage. Formulating Search Queries is the construction of effective search queries is an art in itself. It involves selecting keywords and phrases that accurately represent the information sought. This process may require brainstorming synonyms, related terms, or alternative phrases that could be used in the search. Navigating Information Platforms familiarity with the tools and platforms available for information retrieval is crucial. This includes knowing how to use library catalogs, navigate online databases, or utilize digital repositories. Each platform may have its unique features, and understanding these features enhances the efficiency of the search[26].

Setting search strategies involves planning how the search will be conducted. This may include using Boolean operators (AND, OR, NOT), employing filters, specifying date ranges, or utilizing advanced search features. A thoughtful approach to search strategies can significantly refine the results and save time. Consideration of Ethical and Legal Aspects, it is also important, right from the outset, to consider ethical and legal aspects of information seeking. This includes understanding copyright, intellectual property, and proper citation practices. Acknowledging these considerations ensures that the information-seeking process is conducted responsibly. Iterative Nature of Information Seeking: It's essential to recognize that information seeking is often an iterative process. As individuals delve into the available

information, refine their understanding of the topic, and uncover new questions, they may need to revisit and adjust their initial search strategies and queries[27].

Differentiating information refers to the process of discerning and distinguishing the specific information needs, preferences, and characteristics unique to educators who hold the position of lecturer in academic institutions. This differentiation is essential for tailoring information resources, services, and support to meet the distinct requirements of lecturers in their roles as educators, researchers, and professionals. Several factors contribute to the differentiation of information for lecturers, Pedagogy, and Teaching Resources, lecturers, being educators, often seek information that goes beyond the traditional scope. Differentiating information involves providing resources that delve into advanced pedagogical methods, teaching strategies for diverse learners, and innovative approaches to curriculum design. This includes materials on active learning, flipped classrooms, and the integration of technology for effective teaching. Subject-Specific Research Support, recognizing the disciplinary diversity among lecturers is crucial. Differentiating information entails offering access to subject-specific research databases, academic journals, and conferences tailored to their areas of expertise. This ensures that lecturers have the necessary resources to stay abreast of the latest developments and contribute to the scholarly discourse in their fields[28].

Professional Development Opportunities can occur when lecturers are committed to continuous professional development. Differentiating information involves providing resources on workshops, seminars, conferences, and training programs that cater to their specific needs, whether related to teaching methodologies, research skills, or leadership development within academia. Assessment and Student Engagement Strategies, lecturers constantly seek ways to enhance student learning experiences. Differentiating information includes resources on diverse assessment methods, strategies for student engagement, and

effective classroom management. This ensures that lecturers have access to materials that align with current educational theories and best practices[28].

Scholarly Publishing and Academic Writing by Lecturers, many lecturers are engaged in scholarly publishing. Differentiating information involves offering support for academic writing, manuscript submission processes, and strategies for navigating the complexities of the publishing landscape. This includes resources on open-access publishing, citation styles, and ethical considerations in research. Integration of Educational Technologies: Acknowledging the ever-evolving landscape of educational technologies is crucial. Differentiating information includes resources on the integration of virtual learning environments, online assessment tools, and other technology-enhanced teaching methods. Lecturers benefit from staying informed about the latest tools that can enrich their teaching practices. Information Literacy and Library Services, lecturers play a vital role in fostering information literacy among their students. Differentiating information involves collaboration with librarians to provide resources on information literacy instruction, library services, and the effective use of library resources. This ensures that lecturers can guide their students in developing essential information-seeking skills[29].

Grant writing and funding opportunities for lecturers involved in research, seeking external funding is often a necessity. Differentiating information includes resources on grant writing, identifying funding opportunities, and navigating the grant application process. This empowers lecturers to pursue and secure funding for their research endeavors. Networking and Collaboration: Recognizing the importance of networking and collaboration, differentiating information includes resources that facilitate connections within academic communities. This involves providing information on professional associations, interdisciplinary collaboration opportunities, and networking events that support lecturers in building meaningful professional relationships. Institutional Policies and Support:

Differentiating information also considers the institutional context. This involves awareness of institutional policies, support services, and access to resources. Lecturers benefit from information that helps them navigate the institutional landscape and align their activities with organizational goals[30].

Extracting information by lecturers, OTM lecturers often engage in extracting information from existing literature as part of their research endeavors. This involves systematically reviewing scholarly articles, books, and other publications to gather relevant information on a specific topic. The goal is to synthesize existing knowledge and identify gaps in the literature. Data Collection and Analysis: In scientific and academic research, lecturers may design studies, surveys, or experiments to collect data. The process of data extraction involves retrieving information from various sources, including surveys, interviews, experiments, or existing datasets. Lecturers then analyze this information to draw meaningful conclusions and contribute to the body of knowledge in their field. Information Retrieval: Lecturers often serve as information gatekeepers, guiding students and colleagues on effective strategies for extracting information from academic databases, libraries, and online resources. They teach research methodologies, search techniques, and critical evaluation skills to ensure the accurate retrieval of relevant information[31].

When designing curriculum and updating course materials, lecturers may extract information from the latest textbooks, academic journals, and online resources. This ensures that course content remains current, relevant, and aligned with the latest advancements in the field. Educational technology integration of OTM lecturers, OTM lecturers extract information about new educational technologies and tools to enhance their teaching practices. This involves staying informed about the latest advancements in e-learning, instructional design, and educational software to create engaging and effective learning experiences for students. For student assessments, lecturers may extract information from various sources to inform

their assessments and evaluations of student performance. This can include data from exams, assignments, and other assessments to gauge student understanding and tailor teaching strategies accordingly[32].

Staying Current in the Field: Lecturers engage in continuous professional development by extracting information from academic journals, attending conferences, and participating in workshops. This ongoing learning process ensures lecturers remain up-to-date with the latest research, pedagogical approaches, and advancements in their discipline. Networking and Collaboration; Lecturers extract information from professional networks and collaborations. Engaging with colleagues, attending conferences, and participating in academic communities provide opportunities to share insights, exchange information, and stay connected with the broader academic landscape. Educational Research and Scholarship: Lecturers involved in educational research may extract information from a variety of sources to inform their scholarship. This could include gathering data on educational practices, learning outcomes, and innovative teaching methods to contribute valuable insights to the educational research community[33].

Administrative Decision-Making In administrative roles, lecturers may extract information to inform decision-making processes within academic institutions. This can include data on student enrollment, course evaluations, and faculty performance to support strategic planning and policy development. Grant and Funding Opportunities: Lecturers engaged in research often extract information about grant and funding opportunities. This involves staying informed about funding agencies, application requirements, and deadlines to secure financial support for their research projects. Ethical Considerations: Lecturers, as information extractors, must adhere to ethical considerations. This includes ensuring the responsible use of data, respecting privacy and confidentiality, and maintaining the highest standards of academic integrity in their research and teaching practices. OTM lecturers are active

participants in the extraction of information across various dimensions of their professional roles. Whether engaged in research, teaching, professional development, or administrative responsibilities, the process of extracting information is central to their contributions to academia and the educational community at large[34].

Information use refers to the process of utilizing, applying, or employing information for a specific purpose or task. Information use by lecturers is a multifaceted aspect of their professional roles, encompassing various activities such as teaching, research, professional development, and administrative responsibilities. Course Development: Lecturers use information to develop course content, including lectures, assignments, and assessments. They gather relevant information from textbooks, academic journals, and other educational resources to ensure that the material is current and aligns with the learning objectives of the course[56]. In-class instruction: Information use during in-class instruction involves selecting and presenting relevant content to students. OTM lecturers could draw on their knowledge base and utilize information effectively to convey complex concepts, foster discussions, and engage students in the learning process. Feedback and Assessment: Lecturers employ information to assess student performance, providing constructive feedback based on grading criteria and learning objectives. This process includes using information gathered from exams, assignments, and class participation to evaluate and support students' academic progress[35].

Information use in research begins with an extensive literature review. Lecturers utilize information from existing studies, articles, and scholarly works to understand the current state of knowledge in their field and identify gaps or areas for further investigation. In empirical research, lecturers collect data and use statistical methods to analyze information. This involves employing research tools, surveys, experiments, or interviews to gather information that contributes to the formulation of hypotheses and the generation of research findings. Lecturers use information to prepare research papers, articles, and conference presentations.

This process includes synthesizing research findings, referencing relevant literature, and effectively communicating new knowledge to the academic community through publication and dissemination[35].

Lecturers actively use information to stay informed about developments in their field. They engage in continuous learning by reading academic journals, attending conferences, and participating in workshops to remain up-to-date with the latest research, teaching methodologies, and technological advancements. Information use in professional development includes networking and collaboration. Lecturers gather information about opportunities for collaboration, connect with peers and experts in their field, and participate in professional networks to exchange ideas and enhance their professional growth. Lecturers use information ssc.c.c.to enhance their teaching and research skills. This involves seeking information about innovative pedagogical approaches, technological tools, and best practices in education to continually improve their effectiveness as educators and scholars[36].

In administrative roles, lecturers use information for decision-making. This can include analyzing data related to student enrollment, course evaluations, and faculty performance to make informed decisions that contribute to the effective functioning of academic programs. When applying for research grants, lecturers use information to prepare compelling proposals. This involves gathering data on project objectives, expected outcomes, and the broader impact of the research to present a persuasive case to funding agencies. Lecturers use information to contribute to institutional planning. This may involve providing input on curriculum development, student support services, and other aspects that impact the overall educational experience within the institution[36].

Lecturers must approach information use with ethical considerations in mind. This includes respecting the confidentiality of student information, citing sources accurately in academic

work, and ensuring the responsible use of data in research and decision-making processes. In essence, the effective use of information is integral to the success of lecturers in their multifaceted roles. It not only enhances their teaching and research activities but also contributes to their ongoing professional development and the overall advancement of knowledge within the academic community[36].

2.1.3 Knowledge Management Practices

Knowledge Management (KM) has been viewed from varying perspectives in the literature based on diverse approaches that have aided its use and applications in organizations. Knowledge management is a set of procedures that strive to transform data into knowledge or valuable information for the company's advancement. Knowledge creation, acquisition, storage, sharing, and use are all part of these processes[37]. For instance, knowledge management practices is defined as "any process or practices of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organizations". Based on this definition, KM can be viewed as comprising specific processes that can enhance the value of knowledge through its use and reuse to facilitate learning among employees in an organization[38].

Knowledge management (KM) practices for lecturers involves the systematic and strategic approach to acquiring, creating, organizing, storing, sharing, and applying knowledge within the educational context. It encompasses a set of processes, strategies, and technologies aimed at leveraging the intellectual capital of lecturers to enhance teaching effectiveness, improve learning outcomes, and contribute to the overall development of the academic community. OTM Lecturers engage in continuous knowledge creation through research, scholarly

activities, and curriculum development. This involves staying abreast of the latest advancements in their field, contributing to academic literature, and developing innovative teaching materials that align with the evolving needs of students[39].

An author elaborated on these two types of knowledge in the context of educational institution. He defined academic knowledge as "knowledge that emanates from teaching and learning by lecturers and students; while organizational knowledge refers to the overall knowledge of an institution comprising of tacit, documented knowledge, routines, administrative processes, strength, weaknesses, and relationships among others". These two types of knowledge could either be tacit or explicit in nature. Tacit knowledge can be viewed as knowledge that exists in the subconscious of the knower, while explicit knowledge is a documented kind of knowledge that have been captured in the course of interaction in an organization. Examples of tacit knowledge are experiences, perceptions views or opinions that may exist in the subconscious mind of an individual, although the person may not be aware of it[40].

On the other hand, explicit knowledge includes documents, books, journals, correspondences, and minutes of meeting that had been captured and documented. These two types of knowledge are complementary to one another; therefore, it can be converted from one form to the other through capturing and codification. These types of knowledge could also be captured or preserved in an institution's memory; and maximized fully for the attainment of success of the institution and their stakeholders. It is therefore required that educational institutions harness their knowledge resources from internal and external sources to drive institutional performance[41].

Institutions of higher learning most especially polytechnics are one of the few places that knowledge is highly utilized among staff and students or the entire institution's community,

therefore, it is a place that deserves the needed attention with regards to managing and using knowledge effectually. In order to guarantee that everyone in the institution is aware of the exercise's goals and is prepared to contribute to its success, managing knowledge in such institutions calls for a few tactics. In every human endeavor, strategy is necessary to guarantee that a necessary goal or task is completed satisfactorily. In general, managing knowledge requires certain practices. Higher education institutions, most especially polytechnics, should be very concerned with knowledge management practices since creating, using, and disseminating knowledge is their primary business. Every aspect of a higher education institution, from administration to the teaching and research division, produces knowledge[41].

Knowledge management as a whole has now gained popularity among higher learning institutions; notwithstanding there is more to be done in terms of "fishing out" and implementing the needed and effective strategies to help ensure that the concept becomes widely acceptable. It should be pointed out that, for every knowledge management initiative to be successful, the following is needed; "people, technology and processes". With regards to people, faculty and other staff must be encouraged to engage in both cross-collaboration and internal collaboration. The cross-collaboration will help with the exchange of ideas and exposure to new skills or techniques which one can impart or share with other colleagues with the intent of gradually advancing and building the knowledge-base of the institution. The kind of environment within which knowledge is to be managed is also important to look at. The environment should be interactive and friendly to allow faculty to have the zeal to easily create and share knowledge[41].

There are essential elements of KM practices as identified in the literature that are levellers to successful implementation of KM in higher institutions. These elements are required to ensure successful implementation of KM in any organization. They include: people,

technology, content, leadership, sharing culture and organizational processes. Each of these practices include: People: People constitute the human resource or the workforce in an institution. These are employees that serve in various capacities in discharging their daily functions and assigned duties. In a KM environment, people play a pivotal role in the successful implementation of KM especially in the area of capturing, processing and sharing of knowledge. People are the main carriers of knowledge, and therefore they need to be continually motivated through incentives, awards, rewards, and training programmes to achieve the goals of KM[42].

Technologies: These tools are needed in the successful implementation of KM practices. The use of these technologies would allow Polytechnics to capture, store and share knowledge across institutions. However, most public Institutions constantly face the problem of funding, thereby resulting to lack of requisite technologies across institutions. Examples of these technologies include: collaboration and work system, learning systems, knowledge maps, groupware and corporate portals among others. Content: These are documented or non-documented knowledge of an institution. that have been handed down from one generation to another. Some of this knowledge can be found in an institution's repository covering diverse areas. On the other hand, knowledge may be residual, because it exists in people's head. In a non-KM driven environment, accessibility and availability to these contents may be problematic due to irregular capturing, mapping and auditing to ensure the right knowledge is captured, stored and used as the need arises. However, in a KM driven environment, reverse is the case because the organizational knowledge will continually be subject to auditing, mapping and capturing and storing for future use[43].

Culture can be defined simply as sets of practices, values, assumptions, ethics and codes that are peculiar to a particular group of people or community. Therefore, sharing culture in an academic community involves the practices of continuously passing knowledge from one

person or group of persons through a medium or platform. These include students, lecturers, and administrative personnel among others. A sharing culture is essential in a KM driven environment, because it allows knowledge to flow freely without any hindrances. This can be accomplished through a reward system to motivate people in sharing knowledge. It is affirmed that if shared knowledge is recognized and rewarded, people will be willing to share knowledge without fear or prejudice[43].

Leadership is of great importance in the successful implementation of KM in Polytechnics. Therefore, management of polytechnics should support all activities tailored towards achieving the goals and objectives of KM and the institution at large. There must be an alignment between the institutional goals and KM. Anything that falls short of this, will amount to KM failure on the part of management. However, in most cases, the level of preparedness of the leadership towards KM can be said to be low, perhaps due to lack of awareness of the tenets of KM, therefore most times, decisions may not be in support of KM practices[44]. Also, lack of adequate funds in procuring appropriate KM technologies may be a challenge for the management[29]. Organizational Processes: Organizational processes cut across all facets of an academic institution. There are different tasks of varying processes carried out in diverse manners across Faculties, Departments and Administrative units, such as academic and administrative processes, examination, admission, training, placement, and research among others. Therefore, these processes should align with KM processes for better productivity and optimal performance[44].

Quite a number of tools are required for the successful implementation of KM in polytechnics. Some of these tools are being used by lecturers in polytechnics, while some are yet to be deployed. The purpose of KM tools is to support organizational processes such as capturing, processing and storing knowledge; and creating an enabling environment for knowledge sharing and collaboration. Therefore, the importance of these tools to lecturers in

polytechnics cannot be overemphasized due to their relevance and applicability. Some of these tools are: Capturing Tools: These tools support the process of capturing explicit and tacit knowledge among lecturers in polytechnics. Examples of these tools are: word processing, spread sheets, scanners, and scanning software, email and fax server software, voice dictation, intuitive search tools, practices management systems, automated document assembly, and collaborative and communication technology[44].

Codification Tools: These tools support the codification process in the processing and storage of knowledge among lecturers in polytechnics. This can be accomplished through the use of computer databases and other storage and retrieval devices Examples of codification tools: knowledge databases, advanced computer storage techniques; sophisticated retrieval techniques such as query languages, multimedia databases and database management systems. Intelligent Tools and Technologies: Intelligent tools are used in polytechnics to capture and codify academic and organizational knowledge to assist in taking vital decisions. These include: artificial intelligence, expert systems, neural networks, fuzzy logic, genetic algorithms, case-based reasoning, agents and knowledge discovery database among others[45].

Communicative and Collaborative Tools and Technologies: These technologies support the transferring of knowledge across space or over a distance. It facilitates the collaboration of ideas among students, lecturers and other stakeholders outside the institution. It brings about a bridge between those that have knowledge and those that do not have. Examples of communicative and collaborative tools and technologies are cutting edge technologies such as bulletin boards, discussion groups, emails, discussion databases portals, internet, intranet, extranet and web-based portals. These tools facilitate student exchange programmes whereby they can collaborate with other students virtually together without any barrier to geographical location. It also facilitates capture and transfer of tacit knowledge between students and lecturers within and outside the home institution[45].

Application Tools and Technologies: These tools support the application process by codifying, automating and embedding knowledge in the organisational routine. Examples include corporate intranets updates, organisational directives (manuals and policy) and decision support systems among others. These tools are used to ensure decisions are arrived at logically without any form of prejudice. Enterprise Information Portals (EIPs): Enterprise information portals provide a single point of access to information and knowledge held in many forms within an institution. Information or knowledge on an Enterprise information portal must be accessible and available to the users at a single click. Therefore, knowledge must be regularly updated on an enterprise information portal. Management of Polytechnics could deploy a decentralized form of EIPs that will be accessible to students, lecturers and administrative staff as need arises[45].

Knowledge Databases and Software tools: Knowledge databases and software tools are repository of structured explicit knowledge. Examples include collaborative hypermedia, summarisation, content management systems, visualisation software, categorisation software, automated document and search and retrieval software. These repositories serve to capture and retrieve knowledge for imminent and future purposes. Knowledge repositories typically contain specific types of knowledge for particular business functions. Examples of knowledge that can be found in Polytechnics knowledge repositories are: client matters, financial information, best practices, knowledge for sales, lesson learned in projects, learning histories, competitive intelligence, patents, academic and conference papers, The different types of knowledge can be classified into three categories: external knowledge, structured internal knowledge and informal internal knowledge[45].

Corporate Knowledge Maps and Directories A knowledge map is a virtual representation of an organization's knowledge. It can be seen as a navigation aid to codified information and tacit knowledge, showing the importance and the relationships between knowledge assets. It

encourages the use and re-use of knowledge. It helps in identifying knowledge sources, expertise and ways of creating bridges to increase knowledge sharing. Corporate knowledge maps and directories of explicit and tacit knowledge are repositories that do not provide actual knowledge but points to knowledge, people, documents, collections and data bases where knowledge is stored[46].

Learning and Professional Development Systems These are the tools that can assist staff and students in polytechnics to learn individually and collectively. They include computer-based training programmes, web-based learning, web-based tools, multimedia applications, presentation support systems, the use of virtual reality and the virtual learning environment. For instance, most private institutions in Nigeria have embraced the use of these learning systems, and this was well demonstrated during the Covid -19 Pandemic Period when these tools were utilized for teaching and collaboration among students and lecturers[46].

Knowledge Taxonomy: It is also known as knowledge organization. It refers to the classification of knowledge assets for the purpose of making them accessible to users in the organization. It is referred to as a high-level information search device that are constructed to provide a means of managing knowledge, navigation and access to intellectual capital. Knowledge taxonomy can be used by faculties, departments and administrative units in polytechnics due to its flexibility in use. Therefore, the importance of knowledge taxonomy in polytechnics cannot be overemphasized due to its role as a tool in facilitating the sharing of common language of classifying knowledge resources. It also facilitates easy searching and retrieval of knowledge resources through controlled vocabularies in search engines, web contents and online databases[46].

The application of KM principles and practices by academic staff is tied to several benefits at the short and long term. Quite a number of these benefits of KM have been identified in the

literature, however, very few polytechnics have been able to achieve these beneficial outcomes in Nigeria. The benefits of KM are applicable to polytechnics in several areas as identified by researchers globally and locally[47].

Research Process: A KM environment allows research activities to be better managed through capturing, processing and dissemination of research outputs carried out by academic staff and students. These research outputs can be further used to promote socio-economic development. Curriculum development process: KM also allows quick curriculum development of various fields by ensuring contents of different curricula are developed in line with best practices, captured and updated as the need arises. It will also allow for inputs from experts in the industry based on their core areas. Better decision making; In a KM driven environment, decision making processes are faster based on quicker accessibility to the required knowledge resources. In the context of polytechnics, when there is quicker access to information or knowledge, it will lead to good decisions on the part of management. Strategic information can easily be shared amongst institutions, thereby leading to faster decisions[48].

Faster response to key institutional issues: There is several institutional challenges calling for attention in polytechnics. A good KM system will enable a faster response to institutional challenges by management. KM helps in fixing organizational problems at a faster rate, by examining similar problems and scenarios that have occurred in the past were resolved using the available knowledge resources[48].

Improved Academic and Administrative services: Academic and administrative services can be easily carried out seamlessly with the implementation of KM. Data are easily captured from source, processed, stored and retrieved for future use through sophisticated and evolving

technologies. These technologies facilitate unique and quicker services on academic and administrative matters[49].

Reduced cost and eliminating the "reinventing the wheel syndrome": Without any gainsaying, the implementation of KM is quite costly, however, at the long run, KM eliminates duplication of several processes within the system; and when this happens, it helps in reducing operational and running cost expenses[49]. Some of the measures of knowledge management include; socialization, externalization, combination and internalization.

Socialization which refers to the process sharing and creating knowledge among OTM lecturers through interactions and experiences. In the initiation of new lecturers, formal processes take center stage. Orientation programs, meticulously designed workshops, and structured induction mechanisms serve as critical avenues for acclimatizing individuals to the ethos and expectations of the institution. Mentorship programs, in particular, emerge as a cornerstone in this phase, fostering meaningful connections and providing invaluable guidance as neophyte lecturers navigate the academic terrain. Beyond the realms of scheduled programs, the informal facets of socialization weave a tapestry of relationships within academic communities. Informal networks and interpersonal dynamics within departments contribute significantly to the cultivation of a supportive and collaborative environment. The overarching influence of organizational culture cannot be overstated in the socialization process. Institutional values and norms imprint themselves onto the fabric of a lecturer's professional identity, shaping their attitudes towards teaching, research, and service. Leadership, as a guiding force, plays a pivotal role in steering the cultural narrative of an institution, influencing the inclusivity and diversity within the academic community[49].

Externalization is the process of where the OTM lecturers convert their tacit knowledge (knowledge that is personal, context-specific, and difficult to articulate) into explicit

knowledge (knowledge that is codified and easily communicated). The process of externalization involves converting tacit knowledge held by lecturers into explicit, codified forms. Research suggests that externalization encompasses activities such as publishing research papers, contributing to academic conferences, creating educational materials, and engaging in collaborative projects that disseminate knowledge beyond the confines of the individual lecturer. Literature highlights the importance of research output and publications as key components of externalizing knowledge. Lecturers contribute to the academic community by publishing research findings in peer-reviewed journals, books, and conference proceedings. This externalization process facilitates knowledge dissemination and contributes to the advancement of the lecturer's field of expertise[50].

The externalization of knowledge often involves collaboration with peers, industry professionals, and students. Research indicates that collaborative projects, interdisciplinary research, and joint publications contribute to a broader externalization of knowledge. Collaborative endeavors facilitate the integration of diverse perspectives and expertise into the knowledge-sharing process. Lecturers actively engage in externalizing knowledge by participating in conferences, seminars, and workshops. Presenting research findings, sharing insights, and networking with peers contribute to the externalization of their expertise. The dissemination of knowledge in such forums not only benefits the lecturer but also contributes to the academic community's collective learning. The creation and sharing of Open Educational Resources (OER) represent a contemporary form of knowledge externalization. Lecturers contribute to the development of freely accessible educational materials, such as lecture notes, multimedia resources, and online courses. OER initiatives enhance the external reach of academic knowledge, providing educational benefits beyond the traditional classroom[50].

While externalization is essential, challenges exist in externalizing tacit knowledge, which is often deeply embedded in personal experience and intuition. Research indicates that overcoming these challenges requires effective communication strategies, mentoring programs, and the creation of collaborative spaces that encourage knowledge exchange. The externalization of knowledge positively impacts teaching and learning. Lecturers who engage in knowledge externalization bring real-world examples, industry insights, and the latest research findings into the classroom. This enriches the learning experience for students and enhances the relevance of academic content. Knowledge externalization extends beyond the academic realm to benefit industries and communities. Lecturers collaborate with industry partners, contribute to consultancy projects, and transfer academic knowledge to address real-world challenges. This knowledge transfer enhances the practical applicability of academic expertise[51].

Combination involves the integration and synthesis of diverse sources of information, expertise, and experiences to create new insights, perspectives, and approaches. Research highlights the significance of interdisciplinary collaboration as a key strategy for the combination of knowledge. Lecturers engage in collaborative efforts with colleagues from different disciplines, fostering the integration of diverse perspectives and methodologies. Interdisciplinary collaboration contributes to the creation of holistic and multifaceted knowledge. The literature emphasizes the integration of research and teaching as a fundamental aspect of combining knowledge. Lecturers who integrate their research findings, experiences, and ongoing projects into their teaching practices provide students with a dynamic and current understanding of the subject matter. This integration enhances the quality of education and fosters a research-oriented learning environment[52].

Lecturers contribute to the combination of knowledge by synthesizing concepts and theories across academic disciplines. Research indicates that the ability to bridge gaps between

disciplines leads to the development of innovative approaches and solutions. Synthesizing knowledge across academic domains contributes to a more comprehensive and interconnected understanding of complex issues. While combining explicit knowledge is relatively straightforward, the literature acknowledges challenges in combining tacit knowledge. Lecturers often possess tacit knowledge derived from personal experience and intuition. Overcoming challenges in articulating, sharing, and integrating tacit knowledge requires the development of communication strategies and collaborative practices. The combination of knowledge stimulates innovation and creativity. Lecturers who actively seek to combine knowledge contribute to the development of novel ideas, methodologies, and solutions. This impact extends to both teaching practices and research endeavors, fostering a culture of continuous improvement and creativity within the academic community[53].

Lecturers' contributions to the combination of knowledge have broader institutional implications. Research suggests that the synthesis of diverse knowledge within an institution enhances its intellectual capital, reputation, and capacity for addressing complex challenges. The cumulative effect of individual contributions contributes to the overall advancement of the academic institution. the combination of knowledge by OTM lecturers involves a multifaceted process that encompasses interdisciplinary collaboration, integration of research and teaching, synthesis of academic disciplines, and the utilization of emerging technologies. While challenges exist, the impact on teaching, research, innovation, and institutional knowledge is significant. Encouraging a culture of knowledge synthesis among lecturers contributes to a vibrant and dynamic academic environment, fostering continuous learning and advancement within the polytechnic setting[54].

Internalization involves the incorporation of external information, experiences, and perspectives into their own understanding and expertise. Literature highlights continuous professional development as a key strategy for the internalization of knowledge. Lecturers

actively engage in workshops, seminars, conferences, and other learning opportunities to stay updated on the latest advancements in their fields. This ongoing learning process facilitates the internalization of new theories, methodologies, and practices. The internalization of knowledge often occurs through collaborative research initiatives. Lecturers engage in joint projects with colleagues, both within and outside their institutions, contributing to the exchange of ideas and the internalization of diverse perspectives. Collaborative research enhances the depth and breadth of internalized knowledge. Lecturers internalize knowledge through global engagement, such as international conferences, research collaborations, and exchange programs. Exposure to diverse cultural and academic contexts broadens perspectives, contributing to the internalization of global insights and best practices in teaching and research[55].

Internalization occurs through the incorporation of student feedback into teaching practices. Lecturers who actively seek and respond to feedback from students internalize insights into teaching effectiveness, learning preferences, and areas for improvement. This iterative process enhances the quality of education delivery. Lecturers internalize knowledge by embracing and incorporating technology into their teaching methods. The integration of digital tools, online resources, and educational technologies facilitates the internalization of innovative approaches to enhance student engagement and learning outcomes. Reflective practices, such as journaling and self-assessment, contribute to the internalization of knowledge. Lecturers who engage in reflective practices critically evaluate their teaching methods, research approaches, and professional development experiences. This reflective process leads to the internalization of lessons learned and continuous improvement[56].

Lecturers internalize knowledge by actively participating in professional networks and communities. Engaging with peers, attending conferences, and participating in online forums facilitate the exchange of ideas and the internalization of insights gained from the broader

academic community. Internalization occurs through cross-disciplinary learning experiences. Lecturers who explore topics beyond their immediate expertise, engage with colleagues from different disciplines, and incorporate cross-disciplinary perspectives enrich their internalized knowledge base. Lecturers internalize knowledge related to cultural competence and diversity through training programs. Sensitivity to diverse perspectives, backgrounds, and experiences contributes to the internalization of cultural competence, fostering inclusive teaching practices[57].

2.2 Theoretical Framework

This section explains the various theories and models that can be used to describe the influence of information seeking behaviour and knowledge management practices on service quality of OTM lecturers in Osun and Oyo State polytechnics. Based on this, the following theories are evaluated to demonstrate the relationship between information seeking behaviour and knowledge management techniques on service quality, which include SERVQUAL model, Ellis model of information behaviour and SECI model.

2.2.1 SERVQUAL Model

The service quality model (SERVqual) was developed by Cronin and Taylor[58]. It is one of the most aspects of service providers in case of measuring the customer's satisfaction as the top priority paradigm[35].The organization use this model for assessing the customer perceptions of service quality and their satisfaction level. It is the analytical techniques and priority matrix reporting where gaps in service/customer satisfaction exist and positioning in terms of meeting requirements. In which service indicators are tracked along with additional metrics such as loyalty and recommendation. The service provider's main task is to maintain the service quality of customers and it is the crucial factor for creating customer loyalty, customer relationship, profitability, motivation, and retention and cost reduction. The five

main dimensions of service quality model namely tangibility, reliability, responsiveness, assurance and empathy which are adapted from the work of Cronin[58].

Reliability entails delivering on promises. This dimension is consistently shown to be the most important determinant of perceptions of service quality. This dimension includes the consistency in which service promises are met which could include keeping schedules or appointment times, completing tasks on time, and ensuring that outcomes are met. Lecturers need to consistently deliver high-quality instruction, assessments, and feedback. This involves reliability in terms of course content, grading, and communication, ensuring that students can depend on the consistency and accuracy of the educational process[58].

Responsiveness is being willing to help. This dimension emphasizes the attentiveness and promptness in dealing with customer requests, questions, complaints and problems. This includes the length of time a customer has to wait for assistance, answers to questions or attention to problems. Notion of flexibility and ability to customize the service to customer needs. Reflect customer's point of view, not companies. OTM lecturers should be responsive to the diverse needs of students, providing timely feedback, guidance, and support. This responsiveness contributes to a positive and supportive learning environment[59].

Assurance means inspiring trust and confidence. This dimension is important when customers perceive services as high risk or feel uncertain about their ability to evaluate outcomes. The company has to seek to build trust and loyalty between key contact people and customers. Lecturers must convey competence, expertise, and confidence in their subject matter. Assurance in an educational context involves demonstrating knowledge, professionalism, and the ability to guide students effectively[60].

Tangibles is representing the service physically. Companies should provide physical representations or images of their service that customers will use to evaluate quality, to

enhance image, provide continuity and signal quality. Most companies would however, combine this dimension with another dimension to create a service quality strategy. In an OTM context, tangibles may include the physical learning environment, availability of educational resources, technology, and the overall appearance of instructional materials. Lecturers should ensure that these tangibles contribute positively to the students' learning experience.

Empathy is treating customers as individuals. Customers are unique and special and it is important that their needs are understood. Every customer wants to feel important and understood by firms that provide a specific service. It would be a good strategy for businesses to know their customers by name and build relationships that reflect their personal knowledge of their requirements and preferences. In cases where a small firm has to compete with larger firms, the ability to be empathetic to their customers may give the small firm a definite advantage. In business-to-business firms, customers want firms to understand their industries and issues[36]. Empathy is crucial in understanding and addressing the unique challenges and perspectives of students. OTM lecturers should demonstrate a genuine concern for the well-being and learning experiences of their students[60].

In SERVQUAL model, service quality is linked to the concepts of disconfirmation or gap between customers' perceptions and expectations. Even though it is intuitively appealing and conceptually sensible, the ability of these scores to provide additional information beyond that already contained in the perception component is under doubt. While the perception is definable and measurable in a straightforward manner as the customers' belief about service is experienced, expectation is subject to multiple interpretations and as such has been operationalized differently by different researchers[61].

The SERVQUAL model is aimed at understanding general constituents of service quality in various industries and organizations. Nevertheless, it faced criticism of its theoretical and operational underpinnings from numerous writers[62]. The authors maintained that it focused not on the service delivery process but rather on the outcomes of the service encounter. It is asserted that a company would be impervious to a deterioration in quality if customer's perceptions were assessed in absolute terms instead of perceptions and expectations. It is implied that the SERVQUAL model is "based on an expectation model rather than an attitudinal model and is not enough for measuring service quality across different service settings". They further defined quality as customer perceptions only and that assessing this dimension of service quality is enough to evaluate the level of quality received[63]. As pointed out by other critics, one of the significant shortcomings to the model is that "the five quality dimensions are not universal" and the overlapping of some dimensions had a negative effect on the validity of the content. Based on the service industry and the model, the above authors claim that the descriptions of the dimensions and their number differ, thus making this model not conducive to all service industries[64]. Authors negated this by stating the crucial dimensions: reliability, responsiveness, assurance and empathy of SERVQUAL are considered relevant[65].

The SERVQUAL model focuses on identifying and meeting customer expectations. In the context of OTM lecturers, students are the "customers," and understanding their expectations regarding the quality of education, support, and guidance is crucial. Lecturers can use SERVQUAL to assess and meet these expectations. The principles of SERVQUAL can be adapted to assess the quality of educational services provided by OTM lecturers. This includes evaluating the tangibles (for example, course materials, facilities), reliability (for example, consistency in teaching), responsiveness (for example, timely feedback), assurance (for example, expertise of lecturers), and empathy (for example, understanding student needs)

aspects of the educational service. SERVQUAL emphasizes a customer-centric approach. In the context of OTM lecturers, this means focusing on the needs and experiences of students. Lecturers can use the model to identify areas where improvements in service quality can enhance the overall educational experience for students. The SERVQUAL model encourages the collection of customer feedback to identify gaps between expectations and perceptions of service quality. OTM lecturers can gather feedback from students to assess the quality of their teaching and support services, enabling continuous improvement in the educational process[65].

One of the fundamental critiques is that education is not a traditional service in the same sense as those provided in commercial settings. The SERVQUAL model was originally designed for services with a clear customer-provider relationship, and education involves a more complex interaction between learners and educators. Critics argue that the SERVQUAL model may not fully capture the unique dynamics of the academic environment, where the goals extend beyond customer satisfaction to include learning outcomes, critical thinking, and skill development. The SERVQUAL model places significant emphasis on tangible elements (physical facilities, materials, etc.). In an academic setting, the intangible aspects of teaching, such as pedagogical methods, engagement, and knowledge transfer, are equally or more critical. While SERVQUAL addresses service quality, it may not directly measure or account for the impact of teaching on learning outcomes. The primary goal of education is to facilitate learning and skill development, which might not be fully reflected in the model[61].

This theory is relevant to this study because is a reliable survey instrument in terms of measuring the gaps between lecturers' outcome, student expectations and perceptions. Ultimately, the outcomes can assist OTM lecturers to allocate resources to fill the gaps and offer superior quality of service that will eventually lead to student satisfaction.

2.2.2 Ellis Model of Information Behaviour

Ellis first presented his model of information-seeking behaviour in 1984. Ever since, other groups of researchers, including engineers, have used the model in information-seeking investigations. Ellis (1989) identified eight general characteristics of social scientists' information-seeking practices. Later, Ellis expanded his efforts to include philosophers, chemists and technologists. These stages include: starting, chaining, differentiation, extracting, verifying, ending[66].

Ellis' model of information-seeking behaviour comprises eight characteristics. These represent the types of activities but not the stages that the users of information systems might want to achieve via the systems[66]. In addition, they do not directly provide any design stipulations for the systems. The characteristics are listed as starting, browsing, chaining, monitoring, differentiating, extracting, filtering or verifying and ending. The surveying or starting action is typical of the initial search for information[67]. It encompasses recognizing the initial materials to search through and choice starting points for the search. Browsing comprises a semi-directed searching in an area of potential interest as a monitoring activity going through the scanning of journals and tables of contents and so on, to find something of particular interest[68]. According to Ellis, during chaining, the information seeker follows the chains of citations or other forms of referential association between materials to recognize new sources of information. Chaining can be forwarded where the user is looking for new sources that refer to the initial source or follows footnotes and citations in an information source. At the differentiation stage, the user ranks the information sources based on their importance and value to his or her information need[66].

The monitoring stage involves the seeker searching for the information for up-to-date awareness purposes. He/she maintains an awareness of developments in his field of interest through the monitoring of sources. The filtering phase involves the use of certain standards

when searching for information to make the information as important and accurate as possible. This is mainly done through the computerized literature search[69]. The user thoroughly works through a particular source to locate the material of interest in the extracting mode. Thus, selective identification of relevant material in information source and represents a major feature of the information-seeking patterns of many researchers. The ending phase involves 'tying up the loose ends' through a final search[69].

An author also supports Ellis' model of information-seeking as a starting point for thinking about how to create solutions that help information users. Its goal is to provide a foundation for making decisions. Later, Ellis' model was re-evaluated, and new properties were incorporated to it. In addition to the four factors established by Ellis, the current model adds four more to provide a more thorough picture of the information-seeking process of social researchers examining stateless countries. Accessing, networking, verifying and controlling information are among the new features[70]. Other authors provide eight elements for the Ellis model in a subsequent study: starting, chaining, browsing, differentiating, monitoring extracting, verifying, and finishing. The last two elements have been added to Meho's model and implemented. Ellis' model is strong since it is supported by the empirical research and has been tested in other investigations. Although, Ellis' information-seeking behaviour is believed to be based on academic and research investigations, the categories of information-seeking behaviour may also apply to other types of users. The information-seeking paradigm proposed by Ellis is thought to suit any kinds of information-seeking[71].

One of the critiques of Ellis's model is that it oversimplifies the complex and dynamic nature of the information-seeking process. In reality, information seeking is often messy, non-linear, and can involve multiple iterations as users refine their understanding of their information needs. The model may not adequately consider the broader socio-cultural, organizational, or environmental contexts that can significantly influence how individuals seek information.

Factors such as cultural background, organizational policies, and social influences are often critical but may not be explicitly addressed in the model. Ellis's model tends to focus on cognitive aspects of information seeking, neglecting emotional and affective factors. Information needs and seeking behaviour can be influenced by emotions such as frustration, curiosity, or anxiety, which may play a crucial role in shaping the user's experience[71].

Ellis's model provides a structured framework for understanding how individuals, including students, go about seeking information. OTM lecturers can use this model to gain insights into the information needs of their students, both in academic settings and in their professional practices. By understanding the stages of information seeking outlined in Ellis's model, OTM lecturers can make informed decisions about integrating information literacy skills into the curriculum. This can help students develop the skills needed to search for, evaluate, and use information effectively in their occupational therapy practices. Ellis's model can be used as a foundation for teaching information literacy skills to occupational therapy students. Lecturers can design instructional sessions that align with the stages of information seeking, emphasizing critical thinking, source evaluation, and effective use of information.

2.2.3 SECI Model of Knowledge Creation

The theory of organizational knowledge creation developed by Nonaka and his colleagues which was originated in studies of information creation in innovating companies and appears to have undergone two phases of development[72]. Initially a two-dimensional theory of knowledge creation was proposed. The first, or "epistemological", dimension is the site of "social interaction" between tacit and explicit knowledge whereby knowledge is converted from one type to another, and new knowledge created. Four modes of knowledge conversion

were identified: tacit to tacit (Socialization); tacit to explicit (Externalization); explicit to explicit (Combination), and explicit to tacit (Internalization). After Internalization the process continues at a new 'level', hence the metaphor of a "spiral" of knowledge creation often referred to as the SECI model[73].

The SECI model by Nonaka and Takeuchi's deals with knowing how organizational knowledge can be created, shared, converted into various forms and how to manage it within the organization. Retention of knowledge is used to refer to the processes that allow for preservation of knowledge and the ability to keep it within the system. Literature revealed that interaction between tacit and unambiguous knowledge leads to the creation of four knowledge conversion modes which include socialization, externalization, combination and internalization[74]. In the view on SECI is it's the engine that drives the process of creation and transfer of knowledge. The current collective engagement leads to dynamism in sharing and creation of knowledge that organizations are able to capture and retain. Knowledge conversion results from social interaction of both individuals and organizations as a result of creation and expansion of this interaction[75].

Nonaka conceived knowledge generation as a systemic, dynamic, and ongoing process, which emerges and recurs over time. The SECI root metaphor, the spiral, differs from most knowledge management process conceptualizations, which mainly propose an evolutionary path; for instance, the generation-codification-transfer-application process. The four processes of creation, retrieval, transfer and application of knowledge and the accumulation of dynamic competence development. The SECI model, which is said to be linear and sequential, is viewed to be the most famous and comprehensive model of knowledge creation in the KM process. Existing studies describe the model as representative of KM, as probably the most widely cited and influential theory in KM, and as the most adopted by researchers studying the relationship between knowledge creation and innovation. The SECI model is

also reported to be simple to use and suitable for explaining the process of knowledge conversion[76].

These models suggest a sequential evolution of knowledge, which has the same quality but a different "stage of life" and usefulness to organization life, consistent with the commonly accepted conceptualization of knowledge management as a path going from acquiring, storing and diffusing knowledge to applying it. Conversely, the SECI model focuses on holistic processes that, through knowledge conversion from one type to another, generate a new quality of knowledge. This conceptualization highlights the underlying processes engendering knowledge, rather than the function that each knowledge stage plays for organizational life. It draws on the classification regarding the coexistence of two types of knowledge: tacit and explicit, metaphorically comparable to an iceberg. The explicit knowledge represents the part of the iceberg above the water, that is, the knowledge we are aware of and capable of codifying and transferring through formal language. Examples of explicit knowledge in organizations are institutional communications (for example, newsletters), practices based on formal meetings (for example, conferences, refresher courses), or knowledge products (for example, websites, databases, manuals, patents)[77].

Explicit knowledge, however, rests on a broad system of tacit knowledge, originated through experience related to professional practices and embedded into the specific work context. This knowledge is situated, analogic, and based on routines and habits. Driving a car or using a computer keyboard are examples of actions based on knowledge we are mainly unaware of. It is suggested that knowledge is created through an epistemological process of knowledge conversion from one type to another (tacit and explicit) and amplified through different ontological levels (from interaction between individuals, to groups, to the organization as a whole). The dynamic and continuous interaction between epistemological and ontological dimensions of knowledge gives rise to spiral conversion processes, which quantitatively and

qualitatively expand knowledge. It implies that an organization aiming to increase and transform its knowledge should simultaneously promote many and diverse policies and related practices, supporting all of the conversion modes, so that the cycle does not deflate or stop[78].

The SECI model depicts the four Socialization– Externalization–Combination–Internalization conversion modes generated by the switching process from one type of knowledge to another. The spiral starts with the Socialization mode, in which tacit knowledge is exchanged among individuals through shared experiences in day-by-day social interaction. Since tacit knowledge is difficult to formalize and often time-and space-specific, it can only be acquired by directly sharing work experiences (for example, working side-by-side or observing colleagues). Typically, it is the case of traditional apprenticeship where newcomers learn the tacit knowledge needed in their craft through hands-on routines and close interactions over time. Essentially, this first mode concerns the sharing of tacit knowledge, carried out at an interpersonal level, and allows for the defining of patterns of "how to do things" or reckon events, beliefs, representations of objects, and actions and models of professional practices[78].

Tacit knowledge is converted, through the Externalization mode, into new explicit knowledge in the form of concepts, images, and written documents. Here, individuals use dialog, metaphors, and team confrontations as effective methods to make tacit knowledge codifiable. For this mode to succeed, it is necessary that knowledge is dis-embedded through a reflectionon-action process, inserting distance between the subject and the object. An important outcome of this reflection on experience is the generation of crystallized knowledge, which is the organizational memory: "members come and go, and leadership changes, but organizations' memories preserve certain behaviours, mental maps, norms, and values over time". This formalization leads to new knowledge, accessible in the future and available to other co-workers. This is the gist of "synthesizing," where new meta-knowledge

is generated through selection and connected to the established knowledge system in the organization, which allows for the emergence of new models or mental maps[79].

Explicit knowledge is then pooled with other intra- or inter-organizational explicit knowledge through the Combination mode, being merged, edited, or processed to form more complex and systematic explicit knowledge. The creative use of computerized communication networks and large-scale databases can facilitate this mode of knowledge conversion. For example, using ICT, such as groupware, online databases, intranet, and virtual communities to communicate and share information has been the focus of several previous investigations. These information-sharing processes create higher-order knowledge, such as models, best practices, handbooks, and information systems that, in turn, may be disseminated even in the absence of interpersonal; relationship[80].

The SECI spiral concludes with the Internalization mode, where explicit knowledge is absorbed by individuals, enriching their tacit knowledge base: formal knowledge is connected to personal experiences to be subsequently transferred and used in practical situations, becoming the base for employees' renewed routines. For example, in training programs, trainees can enter a new role by reading documents or manuals about their job/company and reflecting upon them; they may also engage in learning-by-doing, simulations, or trial-and-error sessions. Overall, these training activities allow people to integrate new knowledge within their own mental models and enrich their professional know-how, paving the way to new tacit knowledge generation. This new internalized knowledge is re-circulated in the spiral of knowledge, initiating further conversion processes. Conversion modes as a whole and in their interaction give rise to the spiral of knowledge generation[78].

Other scholars have questioned the SECI model's generalizability, highlighting the need to explore its cross-cultural transfer and replication, the role of contextual factors and external

knowledge inputs in shaping knowledge generation, and the contribution of local social practices. A further issue is related to the quality of the new knowledge generated in the conversion processes, that is, whether tacit and explicit knowledge are dichotomic qualities of knowledge rather than poles of a continuum or the need to differentiate implicit and tacit knowledge[81].

It is emphasized that, although, the SECI model is inclusive and widely used in KM research, it does not take into account the cultural differences of organizational members across geographic areas. They further point out that the SECI model indicates the transfer of knowledge as a sequential process, whereas it may not be the case in real-life situations[82]. An author finds the basic structure of the Nonaka-Takeuchi model to be individualistic, which makes it difficult to describe interactions and interdependencies across levels of analysis[83].

Some scholars have speculated that not all the conversion processes composing the SECI model are truly generative and have called for further research to shed light on this issue. Specifically, they have assumed that only those processes that actually change the quality of knowledge (from tacit to explicit or vice versa) should be strictly considered knowledge conversion processes, by this generating new knowledge, whereas processes limited to sharing the same quality of knowledge (tacit-to-tacit, explicit-to-explicit) should be more properly conceived of as knowledge transfer processes[84]

This theory is related to this study as it reveals how lecturers process, share and process information during teaching as this could make the goal and objectives of teaching and learning to be achieved.

2.3 Review of Empirical Studies

2.3.1 Information Seeking Behaviour and Service Quality

A study investigated information seeking on the web among employees using descriptive survey. it was found that females used the Web for information surfing more than the male participants and also preferred more the availability of information in different media formats. Age was found to be a significant influencer in terms of the importance placed on properties of information (for example, quality of information) and characterizes of the Web (for example, ease of search). It was also found that it was also found that properties of information (e.g., organization of information and quality of information) and affordances of the Web including ease of search for information and availability of information in different formats significantly influence information seeking on the web[85]. Another similar study examined the information seeking behaviour on the Web of thirty-four knowledge workers and proposed a model. They argued that information seeking on the web can be effectively studied by taking in consideration both the information seeking tactics and reasons prompting a person to seek for information[86].

A more recent study examined health information seeking behaviour on service delivery of hospitals in Ota, Ogun State, Nigeria using descriptive survey approach. Residents who regularly used the chosen diagnostic facilities were chosen as a sample for the study. The results also showed that there was significant influence of information seeking behaviour on service delivery. It was also revealed that the most significant barriers to health-seeking behaviour in the selected medical diagnostic facilities included high costs of care, the lack of some services at public facilities, staff attitudes, problems with quality diagnostic services, encountering more experienced doctors, incomplete reports in other facilities, the lack of accuracy of results, a lack of confidence in doctors' clinical judgment, and poor facility management. The study came to the conclusion that the diagnostic centers' medical staff's opinions were more valued and their services were more complete than those offered by the public health institutions in the same region[87].

Another study examined factors influencing information seeking behaviour among civil servants in Ibadan, Nigeria using the descriptive cross-sectional study was conducted among 337 civil servants working in the Federal Secretariat, Ibadan, Nigeria. Result showed that a little more than one-third (34.5%) of respondents considered good service delivery as the most important factor affecting HSB. It was concluded that appropriate health-seeking behaviour was found to be high among civil servants. However, lower cadre workers and those with lower levels of education need to be targeted during policy formulation to improve health-seeking behaviour. In addition, health insurance schemes should be extended to cover more of the population in order to improve health-seeking behaviour[88]. A more recent study investigated work-related information-seeking behaviour of janitors at the University of Dar es Salaam, Tanzania using A descriptive research design with a mixed research approach. Result showed that most respondents had inadequate information literacy skills that limit their ability to comprehend work-related information and identify relevant sources where they could search and obtain reliable work-related information. It was affirmed that understanding the information-seeking behaviour of janitors is imperative to meaningfully responding to their information needs. A better understanding of the janitors' work-related information needs, sources, and challenges they face when seeking such information will help to design an appropriate information delivery system that will consider the information-seeking behaviour of this underprivileged working class[89].

A study was conducted on influence of information seeking behaviour on service quality among employees using descriptive survey. Result showed that there was significant influence of information seeking behaviour on service quality. It was also revealed that seeking information improves the knowledge position of a decision maker and increases the effectiveness of the final decision. The author affirmed that effective provision of information requires a comprehensive understanding of the information needs and seeking behaviour of

the information user[90]. Another similar study that was also conducted in a university setting revealed a high information-seeking pattern among employees working at the University of Lagos. It was revealed that the employee constantly sought information whenever they needed it. To meet their information needs, employees were reported to rely much on the University bulletin and staff union. In this study, a lack of access to ICT facilities was reported to constrain the employees to access other relevant information that they needed[91].

A study examined information seeking behaviour and use by researchers of administrative staff college of Nigeria (ascon) using survey design. Result revealed that the major information needs of the researchers were on financial matters and job opportunities, education and professional. The sources of information available to the researchers were the internet, textbooks, newspapers/magazine, and newsletters/ bulletin. Information was used for research purposes. Journals, conference proceeding and textbooks were used frequently. Shortage of staff and inconsistent power supply, were some of the identified problems. It was recommended training facilities should be made available particularly in the use of the emerging information technologies by the various department where the ASCON researchers work. It is further recommended researchers should also be exposed to new sources of information in other to help them improve their productivities[92].

A study reported that researchers seek information basically on learning, research activities, career progression, self-development, condition of service/promotion guideline and so on. Also, the authors noted that researchers seek information they needed by consulting journals, e-resources, books, bibliographies, internet, interacting with friends and colleagues, index/ abstracts etcetera. It was also noted researchers majorly use information to get materials for learning and research activities, advancement for their professional career as well as for their promotion and condition of service[93].

Another study was conducted a study on information needs and seeking behaviour of Higerian stored institute in Nigeria and discovered that the researchers in this institute seek information majorly on job interviews, preparation for promotion, current awareness and to write seminars and conference papers. The study also revealed that the researchers consult different sources of information like books, journals, almanacs, abstracts as well as online databases. Furthermore, it was noted that the researchers used the internet frequently than visiting the library physically. This was as result of obsolesce materials in the library which could not meet their information needs. Challenges such as poor internet connectivity, hike in purchasing materials/information resources and obsolesce information in the library were identified hiccups faced by the researchers especially when seeking for information[94].

A study was conducted on information seeking behaviour among researchers in Nigeria and found that researchers at federal institute of industrial research Oshodi regularly seek information mainly from journals, knowledgeable persons, books, review articles, interaction with colleagues and the Internet was the mostly often information source. Furthermore, the study noted that researchers used information especially for carrying out research work, solving personal needs, general awareness as well as attending to users' needs. Outdated materials, inadequate e-resources, lack of well catalogued books and poor power supply were identified challenges to the use of information needs by the researchers[95].

Another similar study was conducted on information needs and seeking behaviour among students of army school in Nigeria and found that the major information need of the students were prepare for examination, assignment completion, personal career enhancement, academic achievement, and that the library and internet are the majorly used sources of information. The study further noted that the main reason at which the respondents seek information is specifically to update their knowledge as well as improve professional and academic activities. The main problems affecting the information needs of the students were

insufficient opening hours at the library, inadequate ICT facilities, poor internet connectivity, lack of ICT skills and others[96].

A study was conducted and it was revealed that employees and technologists use information as background for their research activities in order to avoid duplication of effort. He posited that in order to meet the information needs of users adequately, emphasis must be placed on the study of their characteristics[97]. A study examined information seeking behaviours, attitudes, and choices on service quality of academic mathematicians using the descriptive survey. It was found that there was significant influence of information knowledge behaviour on service quality[98]. A study investigated information seeking behaviour of the professoriate in selected federal universities in southwest Nigeria using descriptive survey. The results revealed that professoriate need information mainly for developing contents used for teaching and conducting research. They seek information for teaching and research in online databases and electronic journals, while depending on textbooks and printed journals. It was also found that respondents mainly of laptop and desktops to access information. They frequently share research information in subscription-based and fee-based open access journals. The professoriate generally exhibit positive attitude towards electronic resources[99].

A study was conducted on the information seeking behaviour of social sciences scholars in a research institute in Nigeria revealed that research scholars need information for research and to keep abreast of developments in their fields of study. To meet their information needs, they rely on journals and online sources and they attend conferences. The study showed different patterns of electronic information resource usage among academic ranks. In particular, junior research fellows use electronic resources about twice as much as research professors to satisfy their research needs. Presumably, younger researchers are more comfortable with emerging technologies in relation to older researchers. The result revealed that scholars younger than fifty years of age approached electronic information resources with more

enthusiasm than their older counterparts. The respondents comprised ten professors, eleven associate professors, thirteen senior research fellows, fourteen research fellows and two junior research fellows[100].

A study investigated information seeking behaviour of academic staff in three Universities in Bayelsa State, Nigeria using descriptive research design and the population of the study is comprised of 200 academic staff from University of Africa, Niger Delta University and Federal University, Otuoke, all in Bayelsa State out of which 120 were randomly selected. Result showed that majority of the respondent need information for teaching, research and supervision and information on self and professional development. On the purposes for seeking information, it was observed that most of the respondents seek information for the purpose of teaching and research and to develop competence. It was also noted that most of the academics largely depend on both e-resources and the internet. The internet and the electronic sources are the most important and preferred sources of information used by academic staff. The findings discovered that work experience and age significantly influence the information seeking of academic staff. Some of the problems encountered when searching information include poor internet connectivity and lack of regular power supply. It was recommended that school management should provide adequate internet facilities and improve on electricity supply so that academic staff can enjoy more access to the internet while they are in school and especially within the confines of their offices[101].

A study investigated the information seeking behaviour of academic staff in Wachemo University, Ethiopia. The findings revealed that academic staff preferred to seek information from both printed sources (textbooks/journals) and electronic sources (eBooks/e-Journals or eDatabases) and that the e-resources play the most important role in information seeking process. The findings also reveals that poor library facilities, poor internet connection, lack of

searching skills, power failure, lack of time etc are some of the challenges faced by the lecturers while seeking information[102].

Another research studied the information needs and seeking behaviour of faculty members of Avinashilingam University, Coimbatore. The findings indicated that books, journals and internet are the most important resources for the faculty members. The study further reveals that overflowing of information, low internet speed, and lack of technical support from library staff are some of the problems faced by the faculty members while seeking information[103]. A study investigated the information seeking behaviour of faculty members and research scholars in the school of Physical Sciences, Mizoram University, Aizawl. The findings show that the respondents both preferred to use the printed and electronic sources of information but majority of the respondents indicated that the internet is the most important sources of information regularly used by them to get information[104].

A study investigated the information needs, use and seeking behaviour among academic staff in Taraba State University, Nigeria. The result reveals that the internet is the most used information sources by lecturers. Other sources include books and journals in core subjects, the university library, radio and television, workshops/conferences/seminars and personal contact with the librarians. The study further show that poor internet connectivity, lack of skills to search the library catalogue and shelves, outdated information sources and lack of indexing and abstracting services are the major problems encountered by lecturers when searching for information in the university library[105].

A study was carried out on the information seeking behaviour of the professoriate in selected federal universities in southwest Nigeria. The findings revealed that the professoriate need information mainly for developing contents used for teaching and conducting research. They consult online databases, electronic journals, textbooks and printed journals to meet their

information needs of teaching and research. Result also showed that professoriate need information mainly for developing contents used for teaching and conducting research. They seek information for teaching and research in online databases and electronic journals, while depending on textbooks and printed journals. They make use mainly of laptop and desktops to access information. They frequently share research information in subscription-based and fee-based open access journals[106]. A research studied the information-seeking behaviour of academic staff in River State University of Science and Technology. It was found that the internet was the most frequently used information sources, followed by personal contacts/collections, workshop/conferences/seminars than the university library[107]. Some authors in their study of information seeking behaviour of faculty members in Federal University of Petroleum Resources, Nigeria. The research result found that the academic staff uses both printed and online resources as their most preferred source of information to satisfy their information needs which is teaching and research. However, poor internet facilities, irregular power supply, poor searching skills and lack of time, were observed to be the factors affecting the information seeking behaviour of the respondents[108].

A study investigated the information seeking behaviour of ten professors, twenty-five associate professors, and nineteen assistant professors in Kuwait using a quantitative approach. The results showed that the majority of the professoriate were heavily dependent on print sources for teaching and research. Since the language of teaching in Kuwait is Arabic, the professoriate in the university were limited to using print sources written in Arabic due to scarcity of online databases that offer scholarly information in Arabic[109]. Another study used a quantitative approach to study the information behaviour of faculty members at the Central Law Faculty in Salem, India. Among the fifty-six respondents were five professors. The result showed that professoriate relied more on textbooks and law reports for information seeking, while the use of online databases was significantly lower, indicating that

professoriate in Law relied more on print resources than electronic sources[110]. In a similar study in a law faculty in Ghana, it was observed that faculty members use law reports, law journals and text to seek information, further reinforcing the reliance on print resources than electronic resources by those in the faculty[111]. Another study was conducted on the information seeking behaviour of social science faculty members studying stateless nations across countries of the USA, United Kingdom, Germany, Canada, Australia, France, Italy, Netherlands, Switzerland and Turkey. Result showed that showed that besides using traditional methods, social science professors use the World Wide Web and email for locating relevant information, suggesting that these faculty members are aware of and utilise new information technology to support their research. The participants of the study were six assistant professors, nine associate professors and five professors. Environmental variables seemed to play a crucial role in their familiarity with technology since faculty members in developed countries are more technological adept than those in developing countries[112]. A study used a mixed methods approach to examine the information seeking habits of education faculty members in the USA. The outcome revealed that scholarly journals were the most preferred resource for research, followed by internet resources, and books. Scanning current issues of journals, attending professional conferences, following references or leads from an article or item of interest, and personal communication were the most frequently means of staying current. Of the respondents, 26% were professors, 25% associate professors and 23% assistant professors, while 13% were adjunct faculty, instructors and lecturers[113].

A study was carried out on the factors and challenges affecting the information seeking behaviour of science and technology researchers. The study found that lack of recent books, poor infrastructural facilities, lack of adequate power supply and poor internet facilities are some of the factors affecting the information seeking behaviour of staff[114]. Another study examined information seeking behaviour of faculty members in a Nigerian university

adopting descriptive survey design. Finding showed that the respondents use books (such as; print & online) as their preferred source of information. It was also revealed that while the major information need of faculty members is academic and research need, the research also showed that faculties demand for information via google and other online sources. Poor internet facilities, irregular power supply, poor searching skills, lack of time, while some faculty members said they are not satisfied with the materials in the library were found as factors affecting the information seeking behaviour of respondents[115].

2.3.2 Knowledge Management Practices and Service Quality

In the study of some author where SERVQUAL model was applied in assessing service quality. Service quality's five dimensions (tangibility, reliability, responsiveness, empathy, and assurance) identified by Parasuraman et al in 1985 was used. The findings of the study revealed that the service quality provided by higher institution was very satisfactory to the students[116]. On the other hand, the five dimensions were used by some authors and the findings revealed that there were deficiencies of service quality in assurance and responsiveness of the services offered thereby leading to student's underperformance[117].

A study used SERVQUAL model and found that four out of the five dimensions of SERVQUAL (tangibility, assurance, reliability and empathy) were significant to the students' performance while responsiveness was not. This shows that some students had negative perception of TVET service quality because majority of their expectations were not met thereby indicating underperformance with the service quality of TVET[118]. Also, another study found that students expectations of service quality were higher than their perceptions of service quality which showed underperformance of TVET which led to losing of students to other competitors[119]. Another study pointed out that inadequate management system and staff training are the reasons for poor quality service of TVET which hinders the objectives of TVET in the institution[120].

A study examined the effect of service quality of technical, vocational and education training on student performance in the Federal Polytechnic, Ilaro, Nigeria using descriptive survey design of cross-sectional type and adopted Krejcie and Morgan sampling technique to have 375 sample size. Result showed that Empathy, Reliability and Responsiveness of SERVQUAL are significant dimensions of service quality of TVET affecting student performance, and Tangibility and Assurance are not significant dimensions of service quality of TVET affecting student performance in the studied institution in Nigeria. Therefore, the study concluded that student performance are affected by service quality of TVET in the Federal Polytechnic, Ilaro Ogun State Nigeria[121].

A more recent study explore the mediating role of knowledge management practicess to corporate sustainability using descriptive survey and the sample size comprised 130 respondents who were randomly selected. Result showed that mediated role of knowledge management in the link between organizational culture and sustainable performance is also crucial, and the relationship between leadership style and sustainable performance is also vital. The authors affirmed that a key barrier to effective knowledge management is people's unwillingness to share their information for any purpose, preferring instead to utilize it only for their improvement; therefore, social capital practices improve the trust and solidarities between the employees[122].

In another similar study conducted to examine knowledge management practices and its implications in the contemporary business context adopting the systematic review. It was revealed that shows that knowledge management is the main key or the intangible asset that provides competitive advantage and it is considered as the central dimension of creating innovations for the organizations. Ultimately knowledge management assists organizations to be unique from its competitors and create greater value to their customers as a whole. The author further stated that, an effective knowledge management through capabilities of

development will be an advantage to organizational performance. When the organizations have a better development of capabilities, they are in a position to provide marketing offerings to cater customers diversifies needs[123]. An author conducted a research study and concluded that knowledge management practices will bring an effective outcome of the organizations' innovation, product improvement as well as employee improvement. Knowledge management also helps to enhance the effectiveness and efficiency of organization's manpower[124]. Another study was conducted on the influence of knowledge management practices on quality service of employees using the descriptive survey. Result revealed that there is a relationship between knowledge management and performance improvement measures. The quality organizational knowledge can be used in decision makings. It can be concluded as if the organizational knowledge quality is better, the organizational performance improves significantly. The organizations that are rich in knowledge are able to enhance their creativity and efficiency it helps them to reach a new quality level[125].

A more recent study examined the impact of knowledge management practices on the quality of services in nursing homes in Slovenia using the descriptive survey and the sample consisted of 80 nursing professionals. Result revealed that various knowledge management practices included knowledge creation, transfer, and implementation. It was also found that there was significant and positive relationship between knowledge storage and the quality of services only in NH without a E-Qualin certificate[126]. Another study examined knowledge management effects and performance in health care: a systematic literature review using systematic review. It was found that that in health care knowledge management effects and performance have been viewed from various perspectives: it has been linked to health care functions such as management, finance, patient care, quality and safety, IT, continued improvement of clinical operations, and organisational culture[127]. However, the effects of

knowledge management extend also to employees' work, job satisfaction, learning, knowledge distribution, and productivity. This review aims to summarise the recent research on knowledge management effects and performance in health care[127].

A study was conducted on knowledge management processes toward organizational performance – a knowledge-based view perspective: an analogy of emerging and developing economies. Result showed that knowledge management practices has significant influence on service quality. This study supports another study that examined the impact of knowledge management on service quality: the mediating role of organization learning using descriptive survey. Result revealed that there is a statistically impact at significant level ($\alpha \leq 0.05$) of knowledge management on service quality through the learning organization as a mediating variable in Alexandria Water Company in Egypt[128].

Findings further revealed that there is a significant correlation between learning organization and knowledge management, also there is a significant correlation between knowledge management and service quality, and finally there is a significant correlation between learning organization and service quality. the most important of which are: It is necessary to plan, organize, lead and monitor enterprise knowledge and process management with emphasis on efficiency and effectiveness of the right of access to it; Managers and owners should pay attention to the learning organization, as it plays a major role in building and forming organization culture and knowledge structure of organisation[129].

A study examined organizational knowledge management practices and their impact on organizational focus and service quality by assessing the case of the service industry in Ghana using the descriptive survey design. Result shoed that there was significant influence of knowledge management practices on service quality. It was also revealed that firms considered knowledge more valuable if it enhanced customer satisfaction and reputation

rather than solely focused on developing new products and services. Furthermore, it was found that organisation measured the impact of their knowledge based on several metrics, including revenue goals, the facilitation of learning for future efforts, and the development of new products and services. The study further suggests that knowledge asset mapping can aid organizations in properly accounting for and tracking knowledge resources, which can enhance the ability of managers to concentrate these resources on knowledge risks and opportunities. the study found evidence suggesting that productivity increases with increased organizational knowledge, indicating the need for businesses to set up thorough knowledge management systems to compare internal organizational performance to market and consumer expectations[130].

Another similar study was conducted to examine the impacts of knowledge management practices on innovation activities in high- and low-tech firm in China adopting the descriptive survey design. It was found that knowledge management practices (KMP) are positively correlated with innovation activities, and KMP is positively correlated with innovation sources[131]. A study was conducted on the influences that strategic knowledge management have of the productivity of an organization a case study of Oxfam. The study concentrated on effective control of KM practices to maintain organization competitiveness. The study adopted a descriptive research design in its quest to effectively explain the effect of independent variables (knowledge control, application, acquisition and conversion) on the performance of the data was analyzed using multivariate regression model. The findings indicated that knowledge control, application, acquisition and conversion have significant effect on the performance of performance of Oxfam. The finding indicated that knowledge storage has the greatest effect on the performance of Oxfam. The study concluded that KM processes capability is important when an organization intend to make profits. The study

recommended that mangers should understand, develop, coordinate and synchronize better ways to implement overall KM[132].

Another study was also to examine the effect that KM model have on the organization capabilities. The study used open and closed ended questionnaire to collect data on the effect of KM models on the organization capabilities. The study used content analysis to find out the type of models that are available for use in Germany. The concentrated on how knowledge infrastructure affects performance of institution. The findings indicated that main focus of knowledge creation is sharing tacit knowledge via the process of socialization. For example, the organization may adopt conventional face-to-face interactions such as meetings and electronic communication channels such as forums or videoconferences. Leadership behaviours are considered essential to enhance knowledge creation in organizations. Leaders with vision provide the organization with clear direction in terms of guidelines and what types of knowledge to create. The study also revealed that organizations can enhance knowledge creation by cultivating organizational learning culture[133].

Research was conducted on the effect culture and knowledge sharing on the performance of hotel service. This study was conducted in Malaysia hotel industry. The study used purposive sampling technique in the quest of determining the effect of the two variables. Questionnaire was used to acquire data that is relevant to the study. The study targeted staff of luxury hotels within Klang Valley, Malaysia. The analysis of this data was performed using partial least squares. The findings indicated that culture and knowledge sharing behaviour have a significant effect on the service innovation performance. The study therefore recommended that firms need to implement strong cultural team and knowledge sharing behaviour to kick start performance growth[134]. A study was conducted on effect of knowledge-integration practices on the innovation of project services. The study concentrated on the impact that knowledge-integration practices (KIPs) have on the performance of the firm. The study used

multiple case studies to determine the effect of KIPS on the service innovation performance at different stages. The study variable consisted of directives, sequencing, decision-making, and group problem-solving and routine and how they influence service delivery the findings indicated that the practices are used at different states to increase productivity. The study also identified that and interaction, teamwork, sharing as well as coaching, handling faults, direction of the knowledge in existence as the cultural features, aligning social relations based on knowledge management. Teamwork is the level of actual support as well as help in the organization normally determined by the behaviour of individuals involving the allocation and completion of activities regard to mutual sharing of goals that takes place in a given social or work environment[135].

A study was conducted on the effect of system-oriented on firms quality delivery using descriptive design of survey type. The study concentrated on how system orientation can increase production of a firm. Data analysis on this paper was performed using cross sectional method. The study indicated that decision making is used to decide on which delivery alternatives the organization can follow in ensuring that the business remains competitive. Through decision making the organization can to able to provide determines the delivery dependent costs of all system participants. It can also be used to provide both the provider and the set of customers with a set of delivery alternative reduces the cost for delivery as well as customer satisfaction[136].

Another study examined knowledge management practices and service delivery at Oxfam International, Kenya using the descriptive survey design. It was found that knowledge management practices had a significant and to a great extent affected the service delivery at Oxfam International in Kenya. The study concluded that the organization embraced knowledge sharing through sharing lessons, publicizing the lessons, cooperation and exchange of experience, valuing lessons and awarding and recognizing lessons learned. It

was concluded that knowledge application was significantly employed by the international organization through knowledge conversion, training, seamless use of available knowledge by staff, integration of modern IT, KM strategy use and support from staff. It was recommended that the management of the NGO should invest more in modern technology, knowledge application, storage and dissemination. The organization needs to improve the capacity of its human resource to enhance their ability to learn, share, apply, store and disseminate knowledge[137].

A study examined knowledge management practices and firm performance using systematic review procedure. Finding revealed that utilization of KM practices is significant driver for innovation. Also, specific leadership characteristics and organizational arrangements are likely to support firm performance through more efficient and effective management of knowledge resources. It was also revealed that there was significant influence on knowledge management practices on firm performance. It was concluded measuring KM performance is characterized by organizational complexity; this study demonstrated that innovation is a likely outcome of utilization of KM practices, but there are numerous other factors that influence the financial performance figures[138].

Another similar study examined knowledge management practices, innovation outcomes and service delivery using descriptive survey. Result showed that a positive effect of all the KMPs studied for at least one of the innovation variables studied. Regarding the moderating effect of proactiveness and risk taking on the KMP-innovation outcomes relationship, proactiveness negatively moderated the relationship between knowledge creation and product/process innovation. Moreover, a positive moderating effect was found for the case of knowledge application and process innovation. It was also found that there was significant influence of knowledge management practices and service delivery. The results revealed a positive effect of all the KMPs studied for at least one of the innovation variables studied.

Regarding the moderating effect of proactiveness and risk taking on the KMP-innovation outcomes relationship, proactiveness negatively moderated the relationship between knowledge creation and product/process innovation. Moreover, a positive moderating effect was found for the case of knowledge application and process innovation. With regard to risk taking, the evidence found was mixed, and confirmed for some KMPs and all the innovation measures, with the exception of process innovation[139].

2.4 Conceptual Model

Independent Variables Dependent Variable

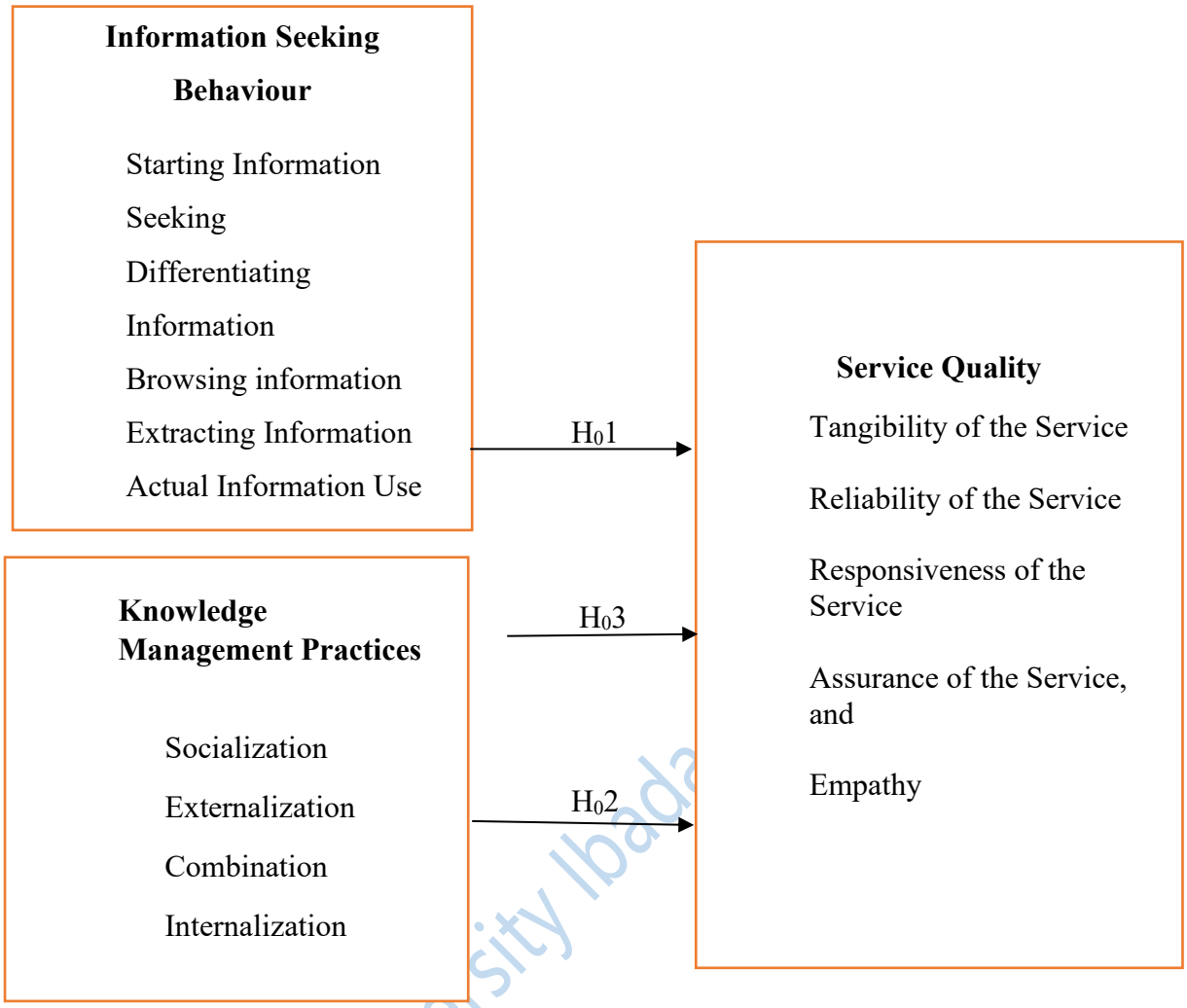

Fig. 2.1: Conceptual Model showing the relationship and interaction of the Independent Variables on the Dependent Variable.

Source: The Researcher's Compilation, 2024

The conceptual model proposed links of interactions between the independent and dependent variables of the study. Information seeking behaviour and knowledge management practices are the independent variables while service quality is the dependent variable. The model suggests that knowledge management practices and information-seeking behaviour are the key factors that could determine service quality of OTM lecturers in polytechnics in Osun State.

The components of service quality, amongst others are; tangibility of service, reliability of service, responsiveness, assurance and empathy. The components of information-seeking behaviour include; starting, differentiating, extracting and actual use of information. This means that ability of OTM lecturers to start, differentiate, extract and use information effectively for educational purpose tend to deliver quality service to students, administrative staff and other stakeholders in the institutions. Also, ability to use information effectively by OTM lecturers could make them to achieve the goals and objectives of the organization. The components of knowledge management practices are socialization, externalization, combination and internalization. This means that OTM lecturers who socialize, externalize, combine and internalize knowledge in the institution, tend to deliver quality service to the students and other stakeholders. However, the researcher has restricted her choice of indices to the above-mentioned ones based on their relevance to the study and the respondents (OTM lecturers). The conceptual model of this study was influenced by the theories which included SERVQUAL model, Ellis model and Seci model.

2.5 Summary of Gaps in Literature Reviewed

The review shows that there have been a number of studies conducted on knowledge management practices, information seeking behaviour and service delivery in the tertiary institutions worldwide. Factors that hinder quality delivery among teaching staff in Africa, most especially Nigeria have also received attention. Some of the literature that were revealed that some of the problems of service delivery are decreased poor internet facilities, erratic power supply, low internet bandwidth, poor adoption of office automation use among others. Some of these studies revealed that service delivery of employees could be low if the institutions do not meet with the needs of the employees such as prompt payment of salaries, promotion as and when due, remuneration among others. Another literature that was revealed

showed that one of the reasons why lecturers record poor quality delivery is because they are not well committed to their organisation as well as not fully engaged in their organisation.

Effective knowledge management in OTM education relies on collaboration and knowledge sharing among educators. Gaps may exist in collaborative practicess within OTM departments, with limited forums for sharing best practicess, collaborating on curriculum design, and discussing advancements in office technology. Addressing these gaps is crucial for fostering a collaborative environment that enhances the quality of OTM education delivery. The literature suggests that there may be gaps in professional development opportunities for OTM lecturers. Insufficient access to training programs focused on the latest trends in office technology, administrative practicess, and pedagogical methods can hinder the continuous improvement of lecturers. Closing this gap involves the establishment of comprehensive and ongoing professional development initiatives tailored to the specific needs of OTM educators. Gaps may exist in the alignment of OTM curriculum content with industry needs and advancements. Lecturers may face challenges in staying abreast of rapidly evolving office technologies and incorporating these developments into their teaching. Narrowing this gap involves establishing strong ties with industry partners, participating in continuous professional development, and regularly updating course content to reflect the latest trends in office technology management.

The literature highlight gaps in how OTM lecturers tailor their information-seeking behaviour to meet the diverse needs of students. Lecturers may face challenges in understanding students' preferences, learning styles, and technological proficiency levels. Addressing this gap involves incorporating student feedback into information-seeking practicess, using varied teaching methods, and adapting content delivery to align with the preferences of a tech-savvy generation. Literature revealed that collaboration and networking are essential for acquiring valuable insights and staying updated on industry trends. Literature suggests that some OTM

lecturers may not actively engage in professional networks or collaborative initiatives, leading to a gap in the exchange of information. Facilitating opportunities for lecturers to collaborate with industry professionals, attend conferences, and participate in professional associations can help bridge this gap.

It was also revealed from the literature that lecturers in OTM are faced with challenges in managing their time effectively and dealing with information overload. The literature suggests that the fast-paced nature of technological advancements can result in a constant influx of information, making it challenging for lecturers to stay organized and focused. Strategies for time management, prioritization of key information, and the use of technology tools for information curation can assist lecturers in navigating this gap. The effective use of information resources is vital for delivering high-quality lectures. Gaps exist in how OTM lecturers utilize available resources, including online databases, academic journals, and industry publications. Enhancing information literacy skills and promoting the use of diverse information sources can help address this gap, ensuring that lecturers have access to a broad range of information to enrich their teaching content.

Service performance model and technology acceptance model were used in the study. The theory of technology acceptance model was used to anchor the study. However, while researchers in Office and Information Management globally, have conducted studies on service delivery among secretaries, few, in a systematic way, has investigated the impact of office automated use on service delivery of administrative staff in government-owned tertiary institutions in Oyo State. From the available literature, it is apparent that majority of the studies were conducted outside Africa. A few of these studies were carried out in Nigeria. This is the gap to be filled in this study.

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Chapter Three

Methodology

This chapter presents the procedure to be followed in conducting the research. The chapter explains all aspects of the research methodology such as research design, the population of the study, sample size and sampling technique, description of the research instrument, validity and reliability of the instrument, data collection procedure, and method of data analysis

3.1 Research Design

The research design used in this study is descriptive research of the survey type. Descriptive research focuses on the collection of data and information about the research problem to enable the researcher to test hypotheses or answer questions about the current status of the subject of the study. The purpose of descriptive research is to describe, as well as explain or validate a hypothesis or objective regarding a certain group of individuals. In this case, the research design will enable the researcher to properly measure the status of the study variables such as information seeking behaviour, knowledge management practices and service quality of lecturers. It will all facilitates the test of hypotheses on the influence of the independent variables on the dependent variable.

3.2 Population of the Study

The population of this study consists of ninety-three (93) lecturers and two thousand, one hundred and forty-nine (2,149) students of the selected Polytechnics in Osun and Oyo State, Nigeria. The selected population covers six (6) Polytechnics in Osun State, which include:

Federal Polytechnic Ede, Osun State College of Technology, Esa-Oke, Osun State Polytechnic, Iree, Osun State College of Technology, Iresi, Igbajo Polytechnic, Igbajo and The Polytechnic, Ile Ife. Also, three (3) in Oyo State, which include the Ibarapa Polytechnic, Eruwa, the Polytechnic Ibadan, and the and the Ibadan City Polytechnic, Ibadan. These polytechnics were selected because they were the ones offering OTM as a course of study in Osun and Oyo State, Nigeria. The breakdown of the population is provided in Table 3.1 and 3.2 for lecturers and students in Osun and Oyo State polytechnics respectively.

Table 3.1: Breakdown of the Study Population for Lecturers

S/N	Name of Polytechnic	Location	Population (OTM lecturers)
1	Federal Polytechnic Ede	Osun State	14
2	Osun State Polytechnic, Iree	Osun State	12
3	Osun State College of Technology Esa – Oke	Osun State	11
4	Igbajo Polytechnic, Igbajo	Osun State	08
5	The Polytechnic, Ile Ife	Osun State	08
6	The Polytechnic, Imesi-Ile,	Osun State	07
7	The Polytechnic Ibadan, Ibadan	Oyo State	15
8	The Ibarapa Polytechnic, Eruwa	Oyo State	11
9	Ibadan City Polytechnic, Ibadan	Oyo State	07
	Total		93

Source: [1,2,3,4,5,6,7,8,9]

Table 3.2: Breakdown of the Study Population for Students

S/N	Name of Polytechnic	Location	Population (OTM Students from ND1-HND2)
1	Federal Polytechnic Ede	Osun State	559
2	Osun State Polytechnic, Iree	Osun State	307
3	Osun State College of Technology Esa – Oke	Osun State	264
4	Igbajo Polytechnic, Igbajo	Osun State	86
5	The Polytechnic, Ile Ife	Osun State	98
6	The Polytechnic, Imesi-Ile,	Osun State	164
7	The Polytechnic Ibadan, Ibadan	Oyo State	305
8	The Ibarapa Polytechnic, Eruwa	Oyo State	247
9	Ibadan City Polytechnic, Ibadan	Oyo State	94
	Total		2,124

Source: [1,2,3,4,5,6,7,8,9]

3.3 Sample Size and Sampling Technique

The sample size for lecturers is ninety-three (93) made up of OTM lecturers working in the selected polytechnics in Osun and Oyo State. Total enumeration was adopted to select the sample due to the small number of OTM lecturers in the Polytechnics. The sample for students is three hundred and seventy-seven (377) made up of students in the OTM department (from ND1–HND2) of selected polytechnics in Osun and Oyo State. For the sample size of OTM students, The Taro-Yamane sample size formula was adopted to

determine the sample size. The Taro Yamane formula is presented as: n= N/ (1+N (e)^2): Where: 'n' represents the sample size; 'N' represents the study population, and 'e' signifies the margin error.

n= N/ (1+N (e)^2): Where: 'n' represents the sample size; 'N' represents the study population, and 'e' signifies the margin error

For the current study:

$$n = \frac{2,124}{(1 + 2,124\ (0.05)^2)}$$

$$n = \frac{2,124}{(1 + 2,124\ (0.0025)}$$

$$n = \frac{2,124}{(1 + 5.31)}$$

$$n = \frac{2,124}{6.31}$$

n= 337

Convenience sampling technique was used to select respondents (OTM lecturers) from each polytechnic in Osun and Oyo State, Nigeria. This sample approach was utilized for lecturers due to the possibility that not all professors would be present on site, since some may be attending conferences, workshops, and other events. While stratified sampling technique was used determine the sample students from each stratu (Polytechnic). This will be done using the formula below:

$$\frac{\text{Stratum size}}{\text{Study Population}} = \text{Stratum Sample Size}$$

The sample size for each s stratum (Polytechnic) is presented in Table 3.3

Table 3.3: Sample Size

Polytechnics	Population (OTM Students from ND1-HND2)	Sample
Federal Polytechnic Ede	559	88
Osun State Polytechnic, Iree	307	47
Osun State College of Technology Esa – Oke	264	40
Igbajo Polytechnic, Igbajo	86	13
The Polytechnic, Ile Ife	98	27
The Polytechnic, Imesi-Ile,	164	51
The Polytechnic Ibadan, Ibadan	305	40
The Ibarapa Polytechnic, Eruwa	247	17
Ibadan City Polytechnic, Ibadan	94	14
Total	**2,124**	**337**

Source: Researcher's Fieldwork, 2024

3.4 Description of Research Instrument

The main instrument for the study was a structured questionnaire that was adapted to collect the necessary data. In line with the research objective, two questionnaires will be used to collect data. The first questionnaire is for the OTM lecturers. The questionnaire is in four sections (A-D). The sections are;

Section A: deals with the demographic information of the respondents. It contains items such as the name of institution, age, gender, work experience, educational level, and years of experience.

Section B: focuses on the dependent Variable. The section contains items adapted from the SERVQUAL model. The statements in the section were adapted from related studies[10,11]. This section has 5 sub-scales totaling twenty-eight (28) items. The Cronbach's alpha coefficient for the variables is 0.74, 0.81. 0.78, and 0.76 respectively. It has statements such as "lecturers demonstrate a strong knowledge of the subject matter; lecturer use appropriate teaching methods and technologies to enhance learning". All of the statements are measured by a 4-point Likert scale such as Very low = 1, Low = 2, High = 3, Very high = 4

Section C: this section focuses on Information seeking behaviour. It contains items adapted from a related study on the Information seeking behaviour[12]. This section has 5 sub-scales with total number of sixteen (16) items. The Cronbach's alpha coefficient for the variables is 0.74, 0.81. 0.78, and 0.76 respectively. It has statements such as "I find it easy to identify the initial materials to search through for information", I find information that is relevant through participating in mailing lists, social media, or study group". All of the statements are measured by a 4-point Likert scale such as Very low = 1, Low = 2, High = 3, Very high = 4

Section D: Knowledge management practice. The Section contain various statements adapted from the literature reviewed on various aspects[13,14]. This section has 5 sub-scales with total number of sixteen (16) items. The Cronbach's alpha coefficient for the variables is 0.74, 0.81. 0.78, and 0.76 respectively. Some of the statements include; "I do engage students in informal conversations to share knowledge", "I have access to tools or platforms that facilitate externalization of knowledge (for example, wikis, blogs, or online chats)" etc. All of

the statements are measured by a 4-point Likert scale such as 1= Strongly Disagree; 2=Disagree, 3=Agree and, 4= Strongly Agree.

The second questionnaire is for students in office technology and management department. It is divided into two (2) sections:

Section A: covers the demographic information of the respondents. Each respondent is required to fill out demographic information accordingly. This which includes gender, age, level.

Section B: focuses on students' perception on the service quality by lecturers. This section consists of twenty-eight (28) items that posed questions on students' perception of the service quality of lecturers in terms of tangibility, empathy, reliability, responsiveness, and assurance. A four-point Likert-type scale was used where Very low = 1, Low = 2, High = 3, Very high = 4

3.5 Validity of Research Instrument

Validity refers to the ability of a research instrument to measure the constructs it is designed to measure. The research instrument for this study was assessed by the supervisor and lecturers in the Department of Information Management to ensure that it captures the concepts under investigation and to ensure face and content validity.

3.6 Reliability of the Research Instrument

The researcher submitted the questionnaire to a reliability test to assess the internal consistency of all items measuring each variable in the study. The research instrument was tested for reliability by pilo study utilizing twenty (20) copies of the questionnaire that were given to OTM lecturers and students of polytechnics in Ogun State, which was not used as

part of the study. The responses received were submitted to Cronbach's alpha coefficient for the variables is 0.74, 0.81. 0.78, and 0.76 respectively.

3.7 Administration of Instrument and Method of Data Collection

A letter of introduction was collected from the Department of Information Management, Lead City University. It was then be presented to the heads of departments of OTM across the polytechnics in Osun and Oyo State. After due permissions was obtained, the research instrument was administered physically to the respondents by the researchers with the assistance of two trained research assistants. The researchers administered the questionnaire in person to the respondents.

3.8 Method of Data Analysis

The data collected in the process of this study were analyzed using descriptive statistics such as simple percentages, mean and standard deviations to analyze the research questions and demographic data. In addition, the study hypotheses were tested at a 0.05 level of significance using inferential statistics. Hypotheses one and two were analyzed using simple linear regression. The third hypothesis was analyzed using multiple linear regression analysis. The IBM SPSS software (version 24) was used to analyze the data.

Endnotes

1. Human Resource Units, Number of Staff, Federal Polytechnic Ede, 2024
2. Human Resource Units, Number of Staff, Osun State Polytechnic, Iree, 2024
3. Human Resource Units, Number of Staff, Osun State College of Technology Esa – Oke, Ibadan, 2024
4. Human Resource Units, Number of Staff, Igbajo Polytechnic, Igbajo, 2024
5. Human Resource Units, Number of Staff, The Polytechnic, Ile Ife
6. Human Resource Units, Number of Staff, The Polytechnic, Imesi-Ile, 2024
7. Human Resource Units, Number of Staff, The Polytechnic Ibadan, Ibadan, 2024
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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discusses the findings. Section 1 presents the descriptive analysis using frequency counts, percentages, and mean. Section II presents the results of the research questions and hypothesis, which the study set out to answer and test. Section III discusses the findings.

Table 4.1a: Response Rate for Lecturers

Polytechnic	Administered	Returned
Federal Polytechnic Ede	14	12
Osun State Polytechnic, Iree	12	11
Osun State College of Technology Esa – Oke	11	9
Igbajo Polytechnic, Igbajo	08	7
The Polytechnic, Ile Ife	08	7
The Polytechnic, Imesi-Ile,	07	8
The Polytechnic Ibadan, Ibadan	15	10
The Ibarapa Polytechnic, Eruwa	11	11
Ibadan City Polytechnic, Ibadan	07	7
Total	**93**	**82**

Source: Field Survey, 2024

Table 4.1b: Response Rate for Students

Polytechnic	Administered	Returned
Federal Polytechnic Ede	88	82
Osun State Polytechnic, Iree	47	46
Osun State College of Technology Esa – Oke	40	38
Igbajo Polytechnic, Igbajo	13	13

The Polytechnic, Ile Ife	27	26
The Polytechnic, Imesi-Ile,	51	50
The Polytechnic Ibadan, Ibadan	40	40
The Ibarapa Polytechnic, Eruwa	17	17
Ibadan City Polytechnic, Ibadan	14	14
Total	**337**	**326**

Source: Field Survey, 2024

4.1 Demographic Data Analysis

This section is descriptive and presents results of demographic characteristics using frequency distribution tables. The table for the presentation follows.

Table 4.2a: Demographic Information of the Lecturers

Demographic Characteristics		Frequency	Percentage(%)
Gender	Male	35	42.7
	Female	47	57.3
Age	20-24 years	-	-
	25-29 years	3	3.7
	30-34 years	7	8.5
	35-39 years	15	18.3
	40-44 years	27	32.9
	45-49 years	21	25.6
	50 years and above	9	11.0
Highest Educational Qualification	Diploma	-	-
	Bachelor's degree	12	14.6
	Master's degree	27	32.9
	PhD	43	52.4
Years of experience	5 years and below	13	15.9
	6-10 years	20	24.4
	11-15 years	31	37.8
	16-20 years	10	12.2
	21-25 years	4	4.9
	26-30 years	4	4.9

Source: Field Survey, 2024

Table 4.2a reveals that 35 (42.7%) were males and the rest 47 (57.3%) were females. This shows that there are more females than males working as OTM lecturers in Osun State Polytechnics, Nigeria being studied. However, the difference between those respondents was not that much. It also shows that 3 (2.7%) of the respondents were between the age range of 20-30 years, 7 (8.5%) were between 25-29 years, 15 (18.3%) were between 35-39 years, 27 (32.9%) were between 40-44 years, 21 (25.6%) were between 45-49 years while 9 (11.0%) were between 50years and above. It could be inferred that the respondents whose ages fell between 40-44 years were the majority. However, 3.7% of the respondents were 29 years and below which shows that younger employees are being absorbed into the system.

Twelve (14.6%) had a bachelor's degree as their highest educational qualification, 27 (32.9%) had a master's degree, while 43 (52.4%) had a PhD. It could be seen that the majority of the employees working as OTM lecturers in Osun State Polytechnics, Nigeria were graduates with either master's or PhD which made up 85.3% of the respondents. A few (14.6%) hold bachelor's degrees. Furthermore, it could be revealed that 13 (15.9%) had 5 years and below work experience, 20 (24.4%) had worked between 6-10 years, 31 (37.8%) had 11-15 years work experience, 10 (12.2%) had 16-20 years work experience, while 4 (4.9%) each had 21-25 years and 26-30 years work experience respectively. It could be inferred that respondents who had 11-15 years of work experience were the majority (37.8%).

This finding supports the notion that females outnumber males in the field of office and information management, which extends beyond professional careers and includes academic pursuits. The result also corrects the misconception that Polytechnic Lecturers are limited in academic knowledge because few of them own PhD certifications; on the contrary, majority of the lecturers who responded in this study were PhD holders.

Table 4.2b: Demographic Information of the Students

Demographic Characteristics		Frequency	Percentage
Gender	Male	118	36.2
	Female	208	63.8
Age	20-30 years	289	88.7
	31-40 years	30	9.2
	41-50 years	7	2.1
	51 years and above	-	-
Level	ND I	119	36.5
	ND II	68	20.9
	HND I	98	30.1
	HND II	41	12.6

Source: Field Survey, 2024

Table 4.2b reveals that 118 (36.2%) were males and the rest 208 (63.8%) were females. This shows that there are more females than males who participated in the study. However, the difference between those respondents was 27.6%. It also shows that 289 (88.7.0%) of the respondents were between the age range of 20-30 years, 30 (9.2%) were between 31-40 years, while 7 (2.1%) were between 41-50 years and none of the respondent was between 51years and above. It could be inferred that the respondents whose ages fell between 20-30 years were the majority. One hundred and nineteen (36.5%) were in ND I, 68 (20.9%) were in ND II while 98 (30.1%) were in HND II and the rest 41 (12.6%) were in HND II. It could be inferred that respondents who were in ND I were more represented in the study. This result agrees with the premise that ND students are consistently more than HND students because some ND students choose not to pursue an HND for various reasons like starting work or pursuing other opportunities.

4.2 Answers to Research Questions

Research Question One: What is the level of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria?

Table 4.3: Level of Service Quality of the OTM Lecturers in Osun and Oyo State Polytechnics

s/n	Tangibles	VH	H	L	VL	$\bar{x}$	Std. dev
1	Effectiveness of course materi. als I provide on the learning experience for students.	29 (35.4%)	51 (62.2%)	1 (1.2%)	1 (1.2%)	3.41	0.59
2	I always maintain a neat appearance at school	31 (37.8%)	42 (51.2%)	9 (11.0%)	-	3.27	0.65
3	Conduciveness of the physical facilities where I teach	24 (29.3%)	26 (31.7%)	17 (20.7%)	15 (18.3%)	2.72	0.80
4	Utilization of audio-visual technology/equipment	22 (26.8%)	25 (30.5%)	20 (24.4%)	15 (18.3%)	2.66	0.68
5	Utilization of diverse teaching methods with students	25 (30.5%)	46 (56.1%)	10 (12.2%)	1 (1.2%)	2.58	0.75
	Weighted mean					2.93	
	Reliability						
6	My timely and constructive feedback on assignments and tests to help students understand their progress and areas for improvement	21 (25.6%)	50 (61.0%)	10 (12.2%)	1 (1.2%)	3.16	0.90
7	My accessibility to students during office hours or through other communication channels.	16 (19.5%)	56 (68.3%)	8 (9.8%)	2 (2.4%)	2.46	0.78
8	My punctuality record for classes	19 (23.2%)	46 (56.1%)	10 (12.2%)	7 (8.5%)	2.28	0.79
9	I maintain a consistent approach to teaching.	26 (31.7%)	29 (35.4%)	16 (19.5%)	11 (13.4%)	2.15	0.72
10	My passion for teaching and committed to the success of the students.	25 (30.5%)	36 (30.5%)	14 (17.1%)	7 (8.5%)	2.20	0.96
	Weighted mean					2.45	
	Responsiveness						
11	My prompt response to student inquiries, emails and messages	20 (24.4%)	42 (51.2%)	13 (15.9%)	7 (8.5%)	2.90	0.68
12	My responsiveness to students needs adjusting teaching materials	15 (18.3%)	45 (54.9%)	13 (15.9%)	9 (11.0%)	2.83	0.64
15	My openness to feedback from students on my teaching and the course material	20 (24.4%)	32 (39.0%)	20 (24.4%)	10 (12.2%)	2.24	0.68

13	My willingness to help students with their studies outside of class, either through office hours, email or online forums	26 (31.7%)	31 (37.8%)	16 (19.5%)	9 (11.0%)	2.16	0.59
14	I grade assignments and exams fairly and in a timely manner	20 (24.4%)	34 (41.5%)	19 (23.2%)	9 (11.0%)	2.04	0.48
	Weighted mean					1.50	
	Assurance						
16	My focus on teaching without financial concerns	19 (23.2%)	27 (32.9%)	19 (23.2%)	17 (20.7%)	2.56	0.77
17	My easy access to adequate resources, such as libraries, laboratories and computer facilities	17 (20.7%)	36 (43.9%)	16 (19.5%)	13 (15.9%)	2.66	0.63
18	The support I get from colleagues for collaboration and innovation	17 (20.7%)	42 (51.2%)	12 (14.6%)	11 (13.4%)	2.78	0.71
19	Offering opportunities by the school to lecturers in order to continuously improve their teaching skills and knowledge through workshops, conferences and training	18 (22.0%)	50 (61.0%)	8 (9.8%)	6 (7.3%)	2.95	0.80
20	Provision of a clear path for career advancement by my institution	21 (25.6%)	23 (28.0%)	21 (25.6%)	17 (20.7%)	3.26	0.88
	Weighted mean					2.84	
	Empathy						
21	Understanding of diverse backgrounds and needs of my students	31 (37.8%)	34 (41.5%)	16 (19.5%)	1 (1.2%)	3.18	0.78
23	My level of emotional intelligence, allows me to understand and manage my emotions.	18 (22.0%)	33 (40.2%)	16 (19.5%)	15 (18.3%)	3.17	0.81
24	My genuine care and concern for their students.	22 (26.8%)	27 (32.9%)	20 (24.4%)	13 (15.9%)	3.04	0.76
24	My provision of other necessary course materials needed by the students	24 (29.3%)	26 (31.7%)	24 (29.3%)	9 (11.0%)	2.90	0.76
25	Utilization of active listening techniques (eye contact, nodding and so on) for my students.	21 (25.6%)	31 (37.8%)	20 (24.4%)	10 (12.2%)	2.37	0.70
	Weighted Mean					2.93	
	Average Mean: 2.72						

Source: Field Survey, 2024*: **Key: VH=Very High, H=High, L= Low, VL=Very Low** $\bar{x}$ **= Mean; Sd = Standard deviation**

Decision Rule*: Very high =4.00-3.00, High =2.99-2.00, Low =1.99-1.0, Very low:0.99-0.00*

Table 4.3 reveals the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The scales used in measuring the level service quality of OTM lecturers were: Very High, High, Low and Very Low. But for the purpose of reporting, Very High and High were merged to become High (H) while Low and Very Low were to become Low (L). The result shows 73 (89.0%) stated that they always maintain a neat appearance at school while 9 (11.0%) rated it as low. A total of 50 (61%) stated that Conduciveness of the physical facilities where they teach while 32 (39%) rated low response. Similarly, a total number of 47 (57.3%) stated that Utilization of audio-visual technology/equipment while 35 (42.7%) stated

low response. Also, 80 (97.6%) stated that they have a high Effectiveness of course materials I provide on the learning experience for students. while 2 (2.4%) stated a low response rate. Furthermore, 71 (86.6%) stated that they have high Utilization of diverse teaching methods with students, while 11 (13.4%) rated low response. Also, 65 (79.3%) stated that they have a high punctuality record for classes while 17 (20.7%) reported low ability. Likewise, 55 (67.1%) stated that they maintain a consistent approach to teaching, while 27 (32.9%) rated low input. Also, 61 (61%) reported a high passion for teaching and committed to the success of the students, while 21 (25.6%) rated low ability. A total number of 72 (87.8%) rated high accessibility to students during office hours or through other communication channels, while 10 (12.2%) gave a low rating. Finally, 71 (86.6%) stated high timely and constructive feedback on assignments and tests to help students understand their progress and areas for improvement while 11 (13.4%) rated low ability.

Furthermore, 62 (75.6%) stated that they promptly respond to student inquiries, emails and messages, while 20 (24.4%) rated low communication skills. Also, 60 (73.2%) stated that

they have high responsiveness to students needs in adjusting teaching materials, while 22 (26.9%) reported low knowledge. A total number of 57 (69.5%) stated that they have a high willingness to help students with their studies outside of class, either through office hours, email or online forums while 25 (30.5%) stated low level; 54 (65.9%) stated that they grade assignments and exams fairly and in a timely manner while 28 (34.2%) stated low dissemination. Furthermore, 52 (63.4%) stated that they have a high level of openness to feedback from students on my teaching and the course material, while 30 (36.6%) reported a low level. Also, 46 (56.1%) stated that they have a high level of focus on teaching without financial concerns while 36 (43.9%) stated a low level. Likewise, 53 (64.6%) stated that they exhibited easy access to adequate resources, such as libraries, laboratories and computer facilities while 29 (35.4%) stated low level.

Whereas, 59 (71.9%) stated that the Support they get from colleagues for collaboration and innovation is high while 23 (28%) stated low level. Similarly, 68 (83%) stated that the Offering of opportunities by schools to lecturers in order to continuously improve their teaching skills and knowledge through workshops, conferences and training was high while 14 (17.1%) stated low level. Lastly, 44 (53.6%) stated that they have a high Provision of a clear path for career advancement by my institution while 38 (46.3%) stated a low level. Furthermore, 65 (79.3%) stated that they made a high level of Understanding of the diverse backgrounds and needs of their students, while 17 (20.7%) stated a low level. Again, 52 (63.4%) stated that they have high Utilization of active listening techniques (eye contact, nodding and so on) for students, while 30 (36.6%) stated low level. Still, 49 (59.7%) stated that they had genuine care and concern for their students., while 33 (40.3%) stated low ability. A total of 51 (62.2%) stated that they have a high level of level of emotional intelligence, which allows them to understand and manage their emotions while 31 (37.8%) stated a low

level. Likewise, 50 (61%) stated that they give a high level of direction on specific tasks while 33 (40.3%) stated a low level.

The weighted mean of the whole item is 2.72, thus, it could be inferred that the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high. This means that lecturers in Osun and Oyo State Polytechnics are generally effective in delivering course content, engaging students, and facilitating learning. They also have easy access to adequate resources, such as libraries, laboratories and computer facilities and get support from colleagues for collaboration and innovation among others which in turn enhance their service quality.

Response for Students on Service Quality of Lecturers

Table 4.3b: Level of Service Quality of the OTM Lecturers in Osun State Polytechnics

s/n	Service Quality of Lecturer	VH	H	L	VL	$\bar{x}$	Std. dev
	Tangibles						
1	Lecturers always maintain a neat appearance at school	154 (47.2%)	164 (50.3%)	7 (2.1%)	1 (0.3%)	3.85	0.89
2	Utilization of audio-visual aid equipment/technology	151 (46.3%)	174 (53.4%)	1 (0.3%)	-	3.81	0.91
3	Conduciveness of the physical facilities where lecturers teach	138 (42.3%)	163 (50.3%)	24 (7.4%)	1 (0.3%)	3.76	0.63
4	Effectiveness of course materials provided by the lecturers on my learning experience	131 (40.2%)	194 (59.5%)	1 (0.3%)	-	3.74	0.87
5	Lecturer's diverse teaching methods	99 (30.4%)	196 (60.1%)	31 (9.5%)	-	2.83	0.69
	Weighted mean					3.56	
	Reliability						
6	Lecturers' punctuality classes	100 (30.7%)	204 (62.6%)	21 (6.4%)	1 (0.3%)	3.67	0.51
7	Lecturers maintain a consistent	120	162	43	1	3.61	0.81

	approach to teaching	(36.8%)	(49.7%)	(13.2%)	(0.3%)		
8	Provision of timely and constructive feedback on assignments and exams by lecturers	87 (26.7%)	191 (58.6%)	47 (14.4%)	1 (0.3%)	3.48	0.92
9	Accessibility of students to Lecturers during office hours or through other communication channels.	91 (27.9%)	198 (60.7%)	36 (11.0%)	1 (0.3%)	3.17	0.86
10	Lecturers' passion for teaching	56 (17.2%)	238 (73.0%)	27 (8.3%)	5 (1.5%)	2.73	0.66
	Weighted mean					3.35	
	Responsiveness						
11	Lecturers grade assignments and exams fairly and in a timely manner	100 (30.7%)	183 (56.1%)	39 (12.0%)	4 (1.2%)	3.64	0.87
12	Responsiveness of lecturers to students' needs by adjusting teaching materials as necessary	103 (31.6%)	181 (55.5%)	38 (11.7%)	4 (1.2%)	3.60	0.88
13	Prompt response of lecturers to student inquiries, emails and messages	111 (34.0%)	132 (40.5%)	78 (23.9%)	5 (1.5%)	3.58	0.87
14	Willingness of lecturers to help students with their studies outside of class, either through office hours, email or online forums	115 (35.3%)	202 (62.0%)	9 (2.8%)	-	3.54	0.89
15	Openness of lecturers to feedback from students on their teaching and the course material	122 (37.4%)	182 (55.8%)	21 (6.4%)	1 (0.3%)	2.89	0.79
	Weighted mean						
	Assurance					3.45	
16	Lecturers need a fair salary or benefits so that they can focus on their teaching without financial concerns	152 (46.6%)	160 (49.1%)	9 (2.8%)	5 (1.5%)	3.81	0.86
17	Lecturers' access to adequate resources (such as; libraries, laboratories and computer facilities)	95 (29.1%)	230 (70.6%)	1 (0.3%)	-	3.77	0.85
18	The support lecturers get from their colleagues and administrators.	101 (31.0%)	224 (68.7%)	1 (0.3%)		3.70	0.87

19	Improvement efforts of lecturers on their teaching skills and knowledge through workshops, conferences, training and so on	139 (42.6%)	158 (48.5%)	25 (7.7%)	4 (1.2%)	3.69	0.83
20	Recognizing and rewarding outstanding teaching through awards or other forms of recognition	118 (36.2%)	124 (38.0%)	84 (25.8%)	-	2.76	0.64
	Weighted mean					3.55	
	Empathy						
21	Lecturers taking time to understand their student's diverse needs and backgrounds	155 (47.5%)	167 (51.2%)	4 (1.2%)	-	3.64	0.87
22	Lecturers' provision of other necessary course materials needed by the students	116 (35.6%)	146 (44.8%)	45 (13.8%)	19 (5.8%)	3.62	0.86
23	Lecturers actively listen to their students.	118 (36.2%)	171 (52.5%)	37 (11.3%)	-	3.61	0.83
24	Genuine care and concern of lecturers for their students.	105 (32.2%)	135 (41.4%)	86 (26.4)	-	3.56	0.75
25	The level of lecturers' emotional intelligence, which allows them to understand and manage their own emotions	89 (27.3%)	166 (50.9%)	52 (16.0%)	19 (5.8%)	3.67	0.80
	Weighted mean					3.62	
	Average Mean: 3.51						

Decision Rule*: Very high =4.00-3.00, High =2.99-2.00, Low =1.99-1.0, Very low:0.99-0.00*
Source: Fieldwork, 2024

Table 4.3b reveals the level of service quality of the OTM lecturers in Osun and Oyo States Polytechnics, Nigeria which was rated by students in the two polytechnics. The scales used in measuring the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria were: Very High, High, Low and Very Low. But for the purpose of reporting, Very High and High were merged to become High (H) while Low and Very Low were to become Low (L).

The result shows 318 (97.5%) stated that Lecturers always maintain a neat appearance at school while 8 (2.4%) rated it as low. A total of 301 (92.6%) stated that they have high conduciveness of the physical facilities where lecturers teach while 25 (7.7%) rated low response. Similarly, a total number of 325 (99.7%) stated that they have high utilization of audio-visual aid equipment/technology while 1 (0.3%) stated low response. Also, 325 (99.7%) stated that they had high Effectiveness of course materials provided by the lecturers on my learning experience while 1 (0.3%) stated a low response rate. Furthermore, 295 (90.5%) stated that they have high lecturer's diverse teaching methods, while 31 (9.5%) rated low response. Also, 304 (93.3%) stated that lecturers' punctuality classes were high while 23 (6.7%) reported low. Likewise, 282 (86.5%) stated that their lecturers maintain a highly consistent approach to teaching, while 22 (6.7%) rated it low.

Also, 289 (88.6%) reported high Lecturers' passion for teaching while 32 (9.8%) rated low passion. A total number of 289 (88.6.3%) rated high accessibility of students to lecturers during office hours or through other communication channels, while 37 (11.3%) gave a low rating. Also, 278 (85.3%) stated high provision of timely and constructive feedback on assignments and exams by lecturers while 48 (14.7%) rated low response. Furthermore, 243 (74.5%) stated that they have high prompt responses from lecturers to student inquiries, emails and messages while 83 (25.4%) rated low response. Also, 284 (87.1%) stated that they have high responsiveness of lecturers to students' needs by adjusting teaching materials as necessary while 42 (12.9%) reported low response.

A total number of 317 (97.3%) stated that they have a high willingness of lecturers to help students with their studies outside of class, either through office hours, email or online forums while 9 (2.8%) stated low response. 283 (86.8%) stated that they have high lecturers grade assignments and exams fairly and in a timely manner while 42 (12.9%) reported low response. Furthermore, 304 (93.2%) stated that they have a high openness of lecturers to

feedback from students on their teaching and the course material, while 22 (6.7%) reported a low level.

Also, 312 (95.7%) stated that they have a high lecturers' need for a fair salary or benefits so that they can focus on their teaching without financial concerns while 14 (4.3%) stated a low level. Likewise, 325 (99.7%) stated that they exhibited high lecturers' access to adequate resources (such as; libraries, laboratories and computer facilities) while 1 (0.3%) stated low level. Whereas, 325 (99.87%) stated that the support lecturers get from their colleagues, and administrators were high while 1 (0.3%) stated low level. Similarly, 297 (91.1%) stated that they have high improvement efforts of lecturers on their teaching skills and knowledge through workshops, conferences, training and so on while 32 (8.9%) stated low level. In addition, 242 (74.2%) stated that they have a high level of recognizing and rewarding outstanding teaching through awards or other forms of recognition while 84 (25.8%) stated a low level.

Furthermore, 322 (98.7%) stated lecturers take time to understand their student's diverse needs and backgrounds, while 4 (1.2%) stated low levels. Again, 289 (88.7%) stated that they have a high level of Lecturers who actively listen to their students., while 10 (12.2%) stated a low level. Still, 240 (73.6%) stated that they had high genuine care and concern of lecturers for their students, while 86 (26.4%) stated low response. A total of 255 (78.2%) stated that they have a high level of lecturers' emotional intelligence, which allows them to understand and manage their own emotions while 71 (21.8%) stated a low level. Likewise, 262 (80.4%) stated that they give high Lecturers' provision of other necessary course materials needed by the students while 64 (19.6%) stated low level.

The weighted mean of the whole item is 3.51, thus, it could be inferred that the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria as reported

by the students is moderately high. This means that lecturers in these polytechnics meet the learning needs of the students, by identifying and addressing the learning requirements of students. This in turn enhanced the academic performance of the students and the service quality of the lecturers was heightened.

Research Question Two: What is the level of information seeking behaviour of the OTM lecturers in Osun State Polytechnics, Nigeria?

Table 4.4: Level of Information Seeking Behaviour of the OTM Lecturers in Osun and Oyo State Polytechnics

s/n	Starting	VH	H	L	VL	$\bar{x}$	Std. dev
1	My easy identification of materials to search through for Information	28 (34.1%)	41 (50.0%)	8 (9.8%)	5 (6.1%)	3.12	0.82
2	Utilization of Boolean operators (AND, OR and NOT) when I search for information in databases	26 (31.7%)	29 (35.4%)	13 (15.9%)	14 (17.1%)	2.82	0.67
3	Use of library resources and catalogs to access books, journals and other scholarly materials	25 (30.5%)	28 (34.1%)	15 (18.3%)	14 (17.1%)	2.78	0.66
	Weighted mean					2.91	
	Differentiating Information						
4	My comparison of information from different sources to identify discrepancies during the information search	25 (30.5%)	50 (61.0%)	4 (4.9%)	3 (3.7%)	3.51	0.76
5	I do identify materials of interest when searching for information	32 (39.0%)	45 (54.9%)	5 (6.1%)	-	3.27	0.89
6	My difficulty in identifying relevant information among other information	27 (32.9%)	49 (59.8%)	5 (6.1%)	1 (1.2%)	3.14	0.67
	Weighted mean					3.30	
	Browsing						
7	Scanning table of contents or heading for my searches	18 (22.0%)	42 (51.2%)	11 (13.4%)	11 (13.4%)	2.56	0.72

8	Coming across relevant information when I am not consciously looking for it.	24 (29.3%)	29 (35.4%)	20 (24.4%)	9 (11.0%)	2.27	0.82
9	Recognizing relevant information by joining email lists, social media communities, or study groups	24 (29.3%)	30 (36.6%)	20 (24.4%)	8 (9.8%)	2.07	0.71
	Weighted mean					2.30	
	Extracting						
10	Having difficulties when doing bibliographic searches in databases	23 (28.0%)	30 (36.6%)	18 (22.0%)	11 (13.4%)	3.22	0.69
11	Utilization of academic databases and online resources, while searching for information	25 (30.5%)	37 (45.1%)	15 (18.3%)	5 (6.1%)	3.00	0.86
12	Utilization of resources from libraries and colleagues while searching for information	23 (28.0%)	35 (42.7%)	15 (18.3%	10 (12.2%)	2.91	0.81
	Weighted mean					3.04	
	Actual Information use						
13	Reliant on information to learn new skills, stay informed about educational practices and explore career opportunities	24 (29.3%)	30 (36.6%)	16 (19.5%)	12 (14.6%)	3.30	0.97
14	Usage of information to develop course materials, design engaging learning activities	19 (23.2%)	31 (37.8%)	16 (19.5%)	16 (19.5%)	2.54	0.76
15	Information obtained from my information source(s) are found useful	25 (30.5%)	29 (35.4%)	21 (25.6%)	7 (8.5%)	2.12	0.72
	Weighted mean					2.65	
	Average Mean: 2.83						

Decision Rule*: Very high =4.00-3.00, High =2.99-2.00, Low =1.99-1.0, Very low:0.99-0.00*
Source: Fieldwork, 2024

Table 4.5 reveals the level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The scales used in measuring the level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria were: Very High, High, Low and Very Low. But for the purpose of reporting, Very High and High

were merged to become High (H) while Low and Very Low were to become Low (L). Result shows 69 (84.1%) stated that they have high easy identification of materials to search through for Information while 13 (15.9%) rated it as low. A total of 55 (67.1%) stated that they have high Utilization of Boolean operators (AND, OR and NOT) when I search for information in databases while 27 (33%) rated low response. Similarly, a total number of 53 (64.6%) stated that they have high difficulty in identifying relevant information among other information while 29 (35.4%) stated low response. Also, 75 (91.5%) stated that they have a high comparison of information from different sources to identify discrepancies during information search while 7 (8.6%) stated a low response rate.

Furthermore, 77 (93.9%) stated that they have a high ability to identify materials of interest when searching for information, while 5 (6.1%) rated low response. Also, 74 (65.9%) stated that they have high ability to recognizing relevant information by joining email lists, social media communities, or study groups while 28 (34.2%) reported low ability. Likewise, 53 (64.7%) stated that they provide high input by Coming across relevant information when I am not consciously looking for it., while 29 (35.4%) rated low input. Also, 60 (73.2%) reported a high ability to scan table of contents or headings for my searches, while 22 (26.8%) rated low ability. A total number of 53 (64.6%) rated high having difficulties when doing bibliographic searches in databases while 29 (35.4%) gave low ratings. Also, 58 (70.7%) stated high Utilization of resources from libraries and colleagues while searching for information while 25 (30.5%) rated low ability.

Furthermore, 62 (75.6%) stated that they have high utilization of academic databases and online resources while searching for information while 20 (24.4%) rated x low. Also, 54 (65.9%) stated that they have high Information obtained from their information source(s) are found useful while 28 (34.1%) reported low knowledge. A total number of 50 (61%) stated that they have high usage of information to develop course materials, design engaging

learning activities while 32 (39%) stated low level. Also, 54 (65.9%) stated that they have a high reliance on information to learn new skills, stay informed about educational practices and explore career opportunities while 28 (33.5%) stated low dissemination.

The weighted mean of the whole item is 2.83, thus, it could be inferred that the level of information seeking behaviour of the OTM lecturers in Osun and Oyo States Polytechnics, Nigeria is high. This means that lecturers in these polytechnics identified materials of interest when searching for information, utilizing academic databases and online resources, while searching for information to enhance their teaching, research, and professional development as this in turn improved their information seeking behaviour.

This finding implies that OTM lecturers in Osun and Oyo State are effectively searching for new knowledge and information to enhance their teaching and research activities. They remain updated with the most recent improvements within the field of office information and management, which results in more pertinent and interesting course material. This exploration inspires their students to become lifelong learners. Overall, this result may be a positive indicator of the OTM lecturer's commitment to their profession and their students' learning.

Research Question Three: What are the various Knowledge management practices of the OTM lecturers in Osun State Polytechnics, Nigeria?

Table 4.5: Various Knowledge Management Practices of the OTM Lecturers

	Socialization	**SA**	**A**	**D**	**SD**	$\bar{x}$	**Std. dev**
1	The institution encourages lecturers to build personal relationships that facilitate knowledge sharing	28 (34.1%)	40 (48.8%)	13 (15.9%)	1 (1.2%)	3.70	0.91

2	There are specific activities or platforms that promote the socialization of knowledge	32 (39.0%)	42 (51.2%)	7 (8.5%)	1 (1.2%)	3.60	0.89
3	I do engage students in informal conversations to share knowledge	24 (29.3%)	56 (68.3%)	1 (1.2%)	1 (1.2%)	3.35	0.84
4	I participate in mentoring programs where I transfer tacit knowledge to students	30 (36.6%)	42 (51.2%)	9 (11.0%)	1 (1.2%)	3.10	0.78
	Weighted mean					3.43	
	Externalization						
5	I capture and codify tacit knowledge into documents, manuals or course materials		26 (31.7%)			44 (53.7%)	9 (11.0%)
6	My institution encourages documenting best practices, lessons learned and operational procedures	23 (28.0%)	37 (45.1%)	20 (24.4%)	2 (2.4%)	2.87	0.71
7	I use tools or platforms that facilitate externalization of knowledge (such as wikis, blogs or online chats)	25 (30.5%)	29 (35.4%)	20 (24.4%)	8 (9.8%)	2.13	0.69
8	The institutional communication channel (classrooms, student portal) is effective in disseminating explicit knowledge to students	20 (24.4%)	44 (53.7%)	9 (11.0%)	3 (3.7%)	2.01	0.61
	Weighted mean					2.47	
	Combination						
9	I engage students in brainstorming sessions, workshops, or hackathons to combine existing knowledge and generate new ideas	20 (24.4%)	40 (48.8%)	19 (23.2%)	3 (3.7%)	3.06	0.87

12	I review and update existing knowledge resources (such as course materials, and manuals) to incorporate new learnings and best practices	31 (37.8%)	34 (41.5%)	16 (19.5%)	1 (1.2%)	2.86	0.69
10	I am interested in getting to know students' opinions in class or through reading their posts in the discussion forum	16 (19.5%)	46 (56.1%)	15 (18.3%)	5 (6.1%)	2.76	0.76
11	I share information resources with students (such as posting links or other documents, using online communication to inform them about something, etc)	24 (29.3%)	39 (47.6%)	15 (18.3%)	4 (4.9%)	2.21	0.72
	Weighted mean					2.72	
	Internalization						
15	I promote continuous learning that encourages students to internalize and apply knowledge from various sources.	26 (31.7%)	49 (59.8%)	4 (4.9%)	3 (3.7%)	3.24	0.91
14	I apply the knowledge acquired from training programs, manuals, and other explicit sources to lecturing	34 (41.5%)	42 (51.2%)	6 (7.3%)	-	3.02	0.89
13	I encourage students to internalize explicit knowledge and transform it into tacit knowledge through personal experience and reflection	31 (37.8%)	33 (40.2%)	17 (20.7%)	1 (1.2%)	2.98	0.72
	Weighted mean					3.15	
	Average Mean: 2.95						

SA=Strongly agree, A=Agree, D=Disagree, SD=Strongly disagree

Source: Fieldwork, 2024

Table 4.4 shows the various knowledge management practices of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The rating scale that was adopted in measuring various knowledge management practices of the OTM lecturers were: Strongly Agree, Agree, Disagree, and Strongly Disagree. But for reporting, Strongly Agree and Agree were merged to become Agree (A) while, Disagree and Strongly Disagree were to become Disagree (D). Results show that 68 (80.2%) respondents agreed that the institution encourages lecturers to build personal relationships that facilitate knowledge sharing, while 14 (17.1%) disagreed. Similarly, 74 (90.2%) agreed that some specific activities or platforms promote the socialization of knowledge, while 8 (9.7%) disagreed. A total of 80 (97.6%) agreed that they engage students in informal conversations to share knowledge, while 2 (2.4%) disagreed. Furthermore, 72 (87.8%) agreed that they participate in mentoring programs where I transfer tacit knowledge to students. Again, 60 (73.1%) agreed that the institution encourages documenting best practices, lessons learned and operational procedures, while 22 (26.8%) disagreed.

Also, 54 (65.9%) agreed that they use tools or platforms that facilitate externalization of knowledge (such as wikis, blogs or online chats), while 28 (34.2%) disagreed. The sum of 70 (85.4%) respondents agreed that they capture and codify tacit knowledge into documents, manuals or course materials, while 12 (14.7%) disagreed. A total number of 64 (78.1%) agreed that institutional communication channels (classrooms, student portal) are effective in disseminating explicit knowledge to students, while 12 (14.7%) disagreed. Again, 60 (73.2%) agreed that they engage students in brainstorming sessions, workshops, or hackathons to combine existing knowledge and generate new ideas, while 22 (26.9%) disagreed. Furthermore, 62 (75.6%) agreed that they are interested in getting to know students' opinions

in class or through reading their posts in discussion forums, while 20 (24.4%) disagreed. In addition, 63 (76.9%) agreed that they share information resources with students (such as posting links or other documents, using online communication to inform them about something and so on.), while 19 (23.2%) disagreed. Whereas 65 (79.3%) agreed they review and update existing knowledge resources (such as course materials and manuals,) to incorporate new learnings and best practices, 17 (20.7%) disagreed. Again, 64 (78%) agreed that they encourage students to internalize explicit knowledge and transform it into tacit knowledge through personal experience and reflection, while 18 (21.9%) disagreed. A total of 76 (92.7%) agreed that they apply the knowledge acquired from training program manuals, and other explicit sources to lecturing while 6 (7.3%) disagreed. Again, 75 (91.5%) agreed that they promote continuous learning that encourages students to internalize and apply knowledge from various sources, while 7 (8.6%) disagreed. Again, 81 (98.8%) agreed that they integrate knowledge acquired into skills and expertise, becoming part of my intuition, while 1 (1.2%) disagreed.

The weighted mean is 2.95, thus, it could be revealed from the decision rule that, the various knowledge management practices of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria include socialization, externalization, combination and internalization. It could be inferred that these polytechnics encourage lecturers to build personal relationships that facilitate knowledge sharing and also encourage documenting best practices, lessons learned and operational procedures. OTM lecturers in Osun and Oyo State Polytechnics are effective in managing and utilizing knowledge within their academic and professional contexts

4.3 Test of Hypotheses

$H_0$1: There will be no significant influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria.

Table 4.6a: Influence of of Information Seeking Behaviour (starting, differentiating, browsing, extracting, actual use) on Service Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488[a]	.183	.175	4.30312

Predictors: (Constant), information seeking behaviour
Source: Fieldwork, 2024

Table 4.6b: Influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on Service Quality

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	376.698	1	376.698	7.233	.000[b]
	Residual	4166.284	80	52.079		
	Total	4514.982	81			

a. Dependent Variable: Service Quality
Predictors: (Constant), information seeking behaviour
Source: Fieldwork, 2024

Table 4.6c: Influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on Service Quality

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	21.361	.965		8.142	.000
	Information seeking behaviour	.209	.200	.439	3.451	.001

a. Dependent Variable: Service Quality

Source: Fieldwork, 2024

Tables 4.6a 4.6b and 4.6c reveal the significant influence of information seeking behaviour (starting, differentiating, browsing, extracting and actual use) on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. The result yielded a coefficient of

multiple regressions R = 0.183 and multiple R-square = 0.175. This suggests that information seeking behaviour (starting, browsing, differentiating, extracting, actual use) factors combined have a positive correlation with service quality accounted for 17.5% (Adj.R2= .175) variance in the prediction of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of information seeking behaviour (starting, browsing, differentiating, extracting, actual use) on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria ($F_{(1, 80)} = 7.233$; $p<0.05$). It was also revealed that information seeking behaviour was a potent predictor of service quality (Beta = .439, t= 3.451, $p<0.05$). However, information seeking behaviour (starting, browsing, differentiating, extracting, actual use) is a good indicator of the prediction of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria therefore, Ho1 is rejected.

$H_0$2: There will be no significant influence of knowledge management practice (Socialization, Externalization, Combination and Internalization) on the Service Quality of the OTM lecturers in Osun State Polytechnics, Nigeria.

Table 4.7a: Influence of knowledge management practice (Socialization, Externalization, Combination and Internalization) on Service Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.588[a]	.190	.182	5.10016

Predictors: (Constant), knowledge management

Table 4.7b: Influence of knowledge management practice (Socialization, Externalization, Combination and Internalization) on Service Quality

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	502.573	1	502.573	10.020	.000[b]
	Residual	4012.409	80	50.155		
	Total	4514.982	81			

a. Dependent Variable: Service Quality
b. Predictors: (Constant), Knowledge Management

Table 4.7c: Influence of knowledge management practice (Socialization, Externalization, Combination and Internalization) on Service Quality

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	17.361	.807		12.028	.000
	Perceive ease of use	.318	.402	.569	2.987	.000

a. Dependent Variable: Service Quality
Source: Fieldwork, 2024

Tables 4.7a 4.7b and 4.7c reveal the significant influence of knowledge management practice (socialization, externalization, combination and internalization) on the service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. The result yielded a coefficient of multiple regressions R = 0.588 and multiple R-square = 0.190. This suggests that knowledge management practice (socialization, externalization, combination and internalization) factors combined had a positive correlation with service quality and accounted for 18.2% (Adj.R2= .182) variance in the prediction of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of knowledge management practice (socialization, externalization, combination and internalization) on the service quality of the OTM lecturers in Osun State Polytechnics, Nigeria ($F_{(1,\ 80)}$ = 10.020; $p<0.05$). It was also revealed that knowledge management practice was a potent predictor of service quality (Beta = .569, t= 2.987, $p<0.05$). However, knowledge management practice (Socialization, Externalization, Combination and Internalization) is a good index for the prediction of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria, therefore, Ho2 is rejected.

$H_0$3: There will be no significant joint influence of information behaviour and knowledge management practices on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria

Table 4.8a: Influence of joint influence of information seeking behaviour and knowledge management practices on Service Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505[a]	.247	.242	4.78978

Predictors: (Constant), information seeking behaviour and knowledge management practices

Table 4.8b: Influence of Joint Influence of Information Seeking Behaviour and Knowledge Management Practices on Service Quality

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	492.275	2	246.138	2.649	.000[b]
	Residual	7340.598	79	92.919		
	Total	7832.873	81			

a. Dependent Variable: Service Quality

b. Predictors: (Constant), information behaviour and knowledge management

Table 4.8c: Influence of Joint Influence of information behaviour and knowledge management practices on Service Quality

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	21.287	9.809		13.074	.000
	Information seeking behaviour	.731	.107	.250	6.852	.000
	Knowledge management	.628	.102	.242	6.208	.001

Dependent Variable: Service Quality
Source: Fieldwork, 2024

Tables 4.8a, 4.8b and 4.8c revealed the combined influence of the independent variables (information behaviour and knowledge management practices) on the service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. It was tested using regression analysis. The result yielded a coefficient of multiple regression R = 0.505 and multiple R-square = 0.247. This suggests that the two factors combined accounted for 24.2% (Adj.R^2= .242)

variance in the prediction of service quality. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant combined influence of the independent variables (information behaviour and knowledge management practices) on job performance, $F_{(2, 79)} = 2.649$, $p<0.05$). It was also revealed that information seeking behaviour was a potent predictor of service quality (Beta = .250, t= 6.852, $p<0.05$), followed by knowledge management practice (Beta = .242, t= 6.208, $p<0.05$). This implies that information behaviour and knowledge management practices, when taken together, influenced the service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. Therefore, Ho3 is rejected.

4.4 Discussion of Findings

The aim of the study is to investigate the Influence of Information Seeking Behaviour and Knowledge Management Practices on Service Quality of Office Technology and Management Lecturers in Osun and Oyo State Polytechnics, Nigeria. To achieve this aim, the researcher raised three research questions and hypotheses respectively.

The results from research question one showed that the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high. This finding is in line with several similar studies while also contradicting other studies on the service quality of OTM lecturers. For instance, a study on the students' perception of service quality encountered during their course program in the polytechnic revealed that the service quality of polytechnic lecturers is not encouraging and satisfactory. Although there are composite and relative contributions of the service quality dimensions on students' perception of their future enrichment[1]. Five dimensions were also used by some other authors and the findings

revealed that there were deficiencies of service quality in assurance and responsiveness of the services offered thereby leading to student's underperformance[2].

On the other hand, the finding corroborates a study that revealed that the service quality provided by the higher institution was very satisfactory to the students[3] The finding also concurs with a study that found that students' expectations of service quality were higher than their perceptions of service quality which showed underperformance of TVET which led to losing of students to other competitors[4]. The finding also supports a study that pointed out that inadequate management systems and staff training are the reasons for poor quality service of TVET which hinders the objectives of TVET in the institution[5]. The finding also lends credence to a study that examined the effect of service quality of technical, vocational and education training on student performance in the Federal Polytechnic, Ilaro, Nigeria, and reported that the level of service quality of lecturers was moderately high. Results also showed that empathy, reliability and responsiveness of SERVQUAL are significant dimensions of service quality of TVET affecting student performance, and Tangibility and Assurance are not significant dimensions of service quality of TVET affecting student performance in the studied institution in Nigeria. Therefore, the study concluded that student's performance is affected by the service quality of TVET in the Federal Polytechnic, Ilaro Ogun State Nigeria[6]. The implication of this is that factors like availability of digital enhanced teaching equipment like audio-visual equipment, computer system, facilities such as libraries, computer laboratories and continuous professional development programs of OTM lecturers in Osun and Oyo State polytechnics has shown significant impact on the service quality of these lecturers. Also, support from colleagues for collaboration and innovation among others has in turn enhance their service quality.

Results from research question two showed that the level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high. A study

however revealed that many lecturers fail to explore diverse, global, or cutting-edge databases and resources due to limited time, lack of awareness, or a preference for traditional sources[7]. Similar to the previous study, another study found that, although information-seeking behaviour among Nigerian Polytechnic Lecturers may be high overall, but it is restricted by the lack of current resources, the excessive use of printed materials, and the limited use of electronic resources. The study also found that institutional barriers, such as inadequate digital infrastructure, often limit the amount of information that lecturers can access and utilize[8].

Results from this finding however lends credence to several studies, for example the study that examined factors influencing information seeking behaviour among civil servants in Ibadan, Nigeria using the descriptive cross-sectional study conducted among 337 civil servants working in the Federal Secretariat, Ibadan, Nigeria. Results showed that a little more than one-third (34.5%) of respondents considered good service delivery as the most important factor affecting ISB. It was concluded that appropriate information-seeking behaviour was found to be high among civil servants. However, lower cadre workers and those with lower levels of education need to be targeted during policy formulation to improve benefits and information accessibility[9].

The finding also agrees with a study that investigated work-related information-seeking behaviour of janitors at the University of Dar es Salaam, Tanzania and the result showed that most respondents had inadequate information literacy skills that limited their ability to comprehend work-related information and identify relevant sources where they could search and obtain reliable work-related information. It was affirmed that understanding the information-seeking behaviour of janitors is imperative to meaningfully respond to their information needs. A better understanding of the janitors' work-related information needs, sources, and challenges they face when seeking such information will help to design an

appropriate information delivery system that will consider the information-seeking behaviour of this underprivileged working class[10].

The finding also validates a study that reported that researchers seek information basically on learning, research activities, career progression, self-development, condition of service/promotion guidelines and so on. Also, the authors noted that researchers seek the information they need by consulting journals, e-resources, books, bibliographies, the internet, interacting with friends and colleagues, index/ abstracts etcetera. It was also noted researchers majorly use information to get materials for learning and research activities, advancement for their professional career as well as for their promotion and condition of service[11]. The implication of this is that lecturers in lecturers in Osun and Oyo State Polytechnics, Nigeria identified materials of interest when searching for information, utilization of academic databases and online resources while searching for information as these improved their information seeking behaviour.

Results from research question three study found that the various knowledge management practices of the OTM lecturers in Osun State Polytechnics, Nigeria include socialization, externalization, combination and internalization. There are several studies that support this finding, although most of the studies focused on one or two dimensions to the exclusion of others. For instance, a study was carried out in Saudi Arabia to assess the impact of Knowledge management on employees in the Technology sector, the result revealed that capturing explicit knowledge in documents and databases is a common focus of KM practices. This may undervalue the significance of tacit knowledge or the expertise and experience that is difficult to formalize. If employees only use information that has been documented, it can lead to a knowledge gap[10]. In a study that looks at KM practices from a different angle, the authors noted that, drawing from the results, lecturers in Nigerian Polytechnics had moderately high KM practices, they were however significantly constrained by a lack of

institutional infrastructure, such as digital libraries, online journals, and collaborative platforms. This lack of institutional support prevents lecturers from fully engaging in KM processes like knowledge sharing, storage, and retrieval. The authors further noted that, factors such as an aversion to change, fear of intellectual property theft, and lack of incentive structures also contributed to a reluctance to innovate within their KM practices by lecturers in Nigerian Polytechnics[12].

The finding in another clime supports a study that was conducted to examine knowledge management practices and its implications in the contemporary business context adopting the systematic review and found that knowledge management is the main key or the intangible asset that provides competitive advantage and it is considered as the central dimension of creating innovations for the organizations. Ultimately knowledge management assists organizations to be unique from their competitors and create greater value for their customers as a whole. The author further stated that effective knowledge management through capabilities of development will be an advantage to organizational performance. When the organizations have a better development of capabilities, they are in a position to provide marketing offerings to cater to customers' diverse needs[13]. The finding also supports a study and concludes that knowledge management practices will bring an effective outcome of the organizations' innovation, product improvement as well as employee improvement. Knowledge management also helps to enhance the effectiveness and efficiency of an organization's manpower[14]. It could then be inferred from this finding that Osun and Oyo State Polytechnics encourage lecturers to build personal relationships that facilitate knowledge sharing and also encourage documenting best practices, lessons learned and operational procedures.

The result from hypothesis one showed clearly that there was a significant influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual

information use) on the Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The finding goes in line with some studies, while there are critical perspectives that suggest the influence of information-seeking behaviour on service quality is more complex and may not be as direct or uniformly significant as it appears. For instance, A study suggests that while information-seeking behaviour is a critical factor in improving academic productivity, it is not the sole determinant of service quality. The authors argue that the actual use of the information and the ability to synthesize it effectively are what ultimately enhance service quality. The author further mentioned that many lecturers may actively seek information but fail to apply it effectively due to various barriers such as poor digital literacy or lack of resources[15]. In line with this current study, some other authors however argued against the above notion and suggests that the ability to actively search for, retrieve, and apply relevant information directly enhances teaching, research output, and overall performance. Supporters of this perspective view the application and use of information searched as part of information seeking activity. They emphasize that lecturers with robust information-seeking behaviour are more likely to engage with updated knowledge, refine their teaching practices, and produce innovative research, which contributes positively to their service quality[16].

Another study was conducted on the influence of information seeking behaviour on service quality among employees and the result showed that there was a significant influence of information seeking behaviour on service quality. It was also revealed that seeking information improves the knowledge position of a decision-maker and increases the effectiveness of the final decision. The author affirmed that effective provision of information requires a comprehensive understanding of the information needs and seeking behaviour of the information user[17]. The study also supports a study that was conducted in a university setting that revealed a high information-seeking pattern among employees working at the

University of Lagos. It was revealed that the employees constantly sought information whenever they needed it. To meet their information needs, employees were reported to rely much on the University bulletin and staff union[18].

The finding also agrees with another study that examined the information seeking behaviour on the Web of thirty-four knowledge workers and proposed a model. They argued that information seeking on the web can be effectively studied by taking into consideration both the information seeking tactics and reasons prompting a person to seek information[17]. The finding also goes in line with a study that investigated the information seeking behaviour of faculty members and research scholars in the School of Physical Sciences, Mizoram University, Aizawl, and reported that the level of information seeking of the respondents was moderately high. The findings show that the respondents both preferred to use the printed and electronic sources of information but the majority of the respondents (75%) indicated that the internet is the most important source of information regularly used by them to get information[20]. This implies that the extent and effectiveness of lecturers' information-seeking activities positively impact their teaching, research, and overall academic service delivery.

Results from hypothesis two showed that there was a significant influence of knowledge management practice (Socialization, Externalization, Combination and Internalization) on the Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The finding contradicts some findings that were carried out in the past. For instance, a study revealed that many lecturers are not adequately trained to engage in knowledge management practices, limiting KM's effectiveness on service quality. The study found that lecturers were unaware of how to use KM systems effectively or were not provided with sufficient training, particularly in developing regions like Nigeria. This lack of engagement with KM practices led to minimal improvements in their teaching and research quality[21].

In a counter opinion to the above argument, a study supports the idea that knowledge management enables continuous improvement and professional development. The authors indicates that organizations with strong KM practices see higher levels of innovation, improved decision-making, and enhanced performance outcomes. In academic environments, this translates into improved teaching and research quality. The authors further stated that collaboration is crucial and observed in academic settings. Therefore, when lecturers actively collaborate and share insights, they produce higher-quality work and improve their teaching practices, resulting in better student learning outcomes[22].

The finding of this study also supports a study that was conducted on the influence of knowledge management practices on the quality of service of employees using the descriptive survey. Results revealed that there is a relationship between knowledge management and performance improvement measures. Quality organizational knowledge can be used in decision makings. It can be concluded that if the organizational knowledge quality is better, the organizational performance improves significantly. Organizations that are rich in knowledge can enhance their creativity and efficiency helping them to reach a new quality level[23].

The finding also validates a study more recent study that examined the impact of knowledge management practices on the quality of services in nursing homes in Slovenia and found that various knowledge management practices included knowledge creation, transfer, and implementation. It was also found that there was a significant and positive relationship between knowledge storage and the quality of services only in NH without an E-Qualin certificate[24]. The finding corroborates a study that revealed that there is a significant correlation between learning organization and knowledge management, also there is a significant correlation between knowledge management and service quality, and finally, there is a significant correlation between learning organization and service quality. The most

important of which are: It is necessary to plan, organize, lead, and monitor enterprise knowledge and process management with emphasis on efficiency and effectiveness of the right of access to it[25].

The finding also agrees with a study that examined organizational knowledge management practices and their impact on organizational focus and service quality by assessing the case of the service industry in Ghana using the descriptive survey design. Results showed that there was a significant influence of knowledge management practices on service quality. It was also revealed that firms considered knowledge more valuable if it enhanced customer satisfaction and reputation rather than solely focused on developing new products and services. Furthermore, it was found that organizations measured the impact of their knowledge based on several metrics, including revenue goals, the facilitation of learning for future efforts, and the development of new products and services. The study further suggests that knowledge asset mapping can aid organizations in properly accounting for and tracking knowledge resources, which can enhance the ability of managers to concentrate these resources on knowledge risks and opportunities. the study found evidence suggesting that productivity increases with increased organizational knowledge, indicating the need for businesses to set up thorough knowledge management systems to compare internal organizational performance to market and consumer expectations[26].

The above assertions hold merit that the way lecturers manage, share, and apply knowledge positively impacts their teaching, research, and overall service delivery.

Results from hypothesis three showed that there was a significant influence of significant joint influence of information seeking behaviour and knowledge management practices on the service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The finding goes in line with a study that investigated the information seeking behaviour of the

professoriate in selected federal universities in southwest Nigeria and reported that there was a significant influence of information seeking behaviour on quality service. It was also reported that professoriate need information mainly for developing content used for teaching and conducting research. They seek information for teaching and research in online databases and electronic journals, while depending on textbooks and printed journals. It was also found that respondents mainly of laptops and desktops to access information. They frequently share research information in subscription-based and fee-based open-access journals. The professoriate generally exhibits a positive attitude towards electronic resources[27]. The finding also supports a study that was conducted on knowledge management processes toward organizational performance – a knowledge-based view perspective: an analogy of emerging and developing economies and reported that knowledge management practices have a significant influence on service quality. This study supports another study that examined the impact of knowledge management on service quality: the mediating role of organization learning using descriptive survey and the sample comprised 398 employees. The result revealed that there is a statistical impact at a significant level ($\alpha \leq 0.05$) of knowledge management on service quality through the learning organization as a mediating variable in Alexandria Water Company in Egypt[28].

It can be inferred from the above findings that the concept, information seeking behaviour and knowledge management (KM) practices jointly influence the service quality of OTM lecturers in Osun and Oyo State Polytechnics, is rooted, based on these two determinants which are interconnected and collectively bear significant influence to academic staff professional performance. The nature of information-seeking allows lecturers to remain continuously updated with latest developments and KM practices provided the organization, sharing and application of knowledge. This alignment enables significant improvements in

teaching, research and overall service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigera.

Endnotes

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Chapter Five

Conclusion

This chapter provides the concluding part of the study. It is organised under various subheadings such as summary of findings, conclusion, recommendations, contribution to knowledge and suggestions for further studies.

Summary of Findings

The study examined the influence of information seeking behaviour, and knowledge management practice on the service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The study adopted a descriptive survey research design to achieve the purpose of the study. This is a type of design that seeks to establish investigation among variables by observation, in which the researcher does not have control over the variables of interest and therefore cannot manipulate them.

The findings revealed that:

1. The level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria was moderately high.
2. The level of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria as reported by the students was moderately high.
3. The various knowledge management practices of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria include socialization, externalization, combination and internalization.

4. The level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high.
5. There was a significant influence of information seeking behaviour (starting, chaining, browsing, differentiating, monitoring, extracting, verifying ending) on the Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.
6. There was a significant influence of knowledge management practice (Socialization, Externalization, Combination and Internalization) on the Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.
7. There was a significant joint influence of information behaviour and knowledge management practices on the Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

5.2 Conclusion

Based on the findings of the study, it was revealed that the level of service quality of lecturers in Osun and Oyo State Polytechnics, Nigeria was moderately high. It was also revealed that the level of knowledge management practices of lecturers in Osun and Oyo State Polytechnics, Nigeria was moderately high. It was also found that various knowledge management practices of the OTM lecturers in Osun State Polytechnics, Nigeria include socialization, externalization, combination and internalization. It could be concluded that knowledge management practice and information seeking behaviour influenced the service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

Management of polytechnics should provide conducive teaching and learning environment for lecturers and students as this could in turn enhance the quality of service.

1. Polytechnic management should organize in-service training for lecturers on the utilization of audio-visual technology/equipment for effective teaching as this would enhance their level of service quality.
2. Lecturers should be open in in terms of receiving feedback from the students on their teaching and the course materials they use which could in turn heighten their service quality.
3. For high quality service, lecturers should provide timely and constructive feedback on assignments and exams to students. Also, they should be accessible to students by making sure that they communicate their office hours to those who may like to see them on academic matters.
4. To enhance the knowledge management practice in the institution, lecturers should be encouraged to build personal relationships that facilitate knowledge sharing.
5. Lecturers should use tools or platforms that facilitate externalization of knowledge such as wikis, blogs or online chats. Also, lecturers could use the institutional communication channel (classrooms, student portal) is effective in disseminating explicit knowledge to students.
6. Lecturers should compare information from different sources to identify discrepancies during information searches before they go to the classroom for teaching.
7. Lecturers should use different sources both online and offline (use of different textbooks) to gather information that would be relevant to the teaching process.

5.4 Contribution to Knowledge

This thesis has successfully developed a theoretical framework that is helpful for future research in this area. Besides, this study has provided new insight into those factors that could heighten the service quality of lecturers in polytechnics. Also, it has contributed in the sense that lecturers would know that they need to provide quality service to students by ensuring that they are equipped with the necessary skills and adopt the modern ICT facilities which would make teaching more effective as this could turn make them to meet the mission and vision of the polytechnics. The literature reviewed in this study has conceptually given a better understanding and knowledge of information seeking behaviour, knowledge management practice and service quality of lecturers in polytechnics. Further, the same study is encouraged to be done in other states using both government and private tertiary institutions. The literature has contributed geographically as it focused mainly on polytechnics in Osun and Oyo states which could serve as a basis for other researchers to make reference to this work when choosing the scope of their studies. Lastly, this thesis has contributed to the existing body of knowledge on information seeking behaviour, knowledge management practice on Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria, as it would serve as resource materials for other researchers who want to carry similar studies.

5.5 Suggestions for Further Studies

The study examined the influence of information seeking behaviour, knowledge management practice on service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The study has its limitations as it only selected polytechnic lecturers in two states of the south-western states, and also not considering university lecturers from each state. The following areas should therefore be explored by subsequent researchers;

1. A study of this nature could also be carried out using OTM lecturers from polytechnics and universities in Osun and Oyo State as well as other states in the southwest, of Nigeria. More samples should be used so that the result could provide a wider representation of the populace. A study on the influence of environmental factors on the service quality of OTM lecturers in Southwestern Nigeria could also be examined.

2. The influence of organizational commitment, motivation and service quality of OTM lecturers in Federal polytechnics in South-south Nigeria could also be investigated. Organizational culture and ICT use and service quality of OTM lecturers in Polytechnics in Southeast Nigeria could be examined.

3. Future research undertakings could be on qualitative research to bring out salient features around the topic that quantitative research may not bring forth. In this way, observations from life experiences for instance will be handy in describing the real situation pertaining to information seeking behaviour, and knowledge management practice on service quality of the OTM lecturers. This means that the use of interviews and focus group discussions could be used to collect data from the respondents.

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Appendix I

Questionnaire

Lead City University

Faculty of Communication and Information Sciences

Department of Information Management

Dear respondent,

The researcher is a postgraduate student of the above-named institution gathering data for the purpose of academic research titled "I***nformation Seeking Behaviour, Knowledge Management Practices and Service Quality of Polytechnics in Osun and Oyo State, Nigeria***. To achieve this, your optimum cooperation is needed. Also, there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you.

SECTION A: Demographic Information

Instruction: Please, tick (√) the appropriate answer to the questions asked below:

1. Gender: Male ( ), Female ( )
2. Age: 20-24 ( ) 25 – 29 ( ), 30 – 34 ( ), 35 – 39 ( ), 40 – 44 ( ), 45- 49 ( ), 50 and above ( )
3. Educational Level: Diploma ( ) Bachelor's degree ( ) Master's degree ( ) PhD ( )
4. Years of experience: 5 years and below ( ), 6– 10 ( ), 11 – 15 ( ), 16 – 20 ( ), 21 – 25 ( ), 26 - 30 ( )

Section B: Level of Service Quality of Lecturers in Polytechnics of Osun and Oyo State Nigeria

The statement in this section concerns service quality as observed by lecturers in the selected Polytechnics in Osun and Oyo State, Nigeria. Using four-point likert scale provided below. Please thick the appropriate choice that indicates your opinion on job satisfaction. Very low = 1, Low = 2, High = 3, Very high = 4

SN	**Service Quality of Lecturer: Please provide information with respect teaching in your polytechnic**				
	Tangibles	**VH 4**	**H 3**	**L 2**	**VL 1**
1	I always maintain a neat appearance at school				
2	Conduciveness of the physical facilities where I teach				

3	Utilization of audio-visual technology/equipment				
4	Effectiveness of course materials I provide on the learning experience for students.				
5	Utilization of diverse teaching methods with students				
	Reliability				
6	My punctuality record for classes				
7	I maintain a consistent approach to teaching.				
8	My passion about teaching and committed to the success of the students.				
9	My accessibility to students during office hours or through other communication channels.				
10	My timely and constructive feedback on assignments and tests to help students understand their progress and areas for improvement				
	Responsiveness				
11	My promptly respond to student inquiries, emails and messages				
12	My responsiveness to students needs adjusting teaching materials				
13	My willingness to help students with their studies outside of class, either through office hours, email or online forums				
14	I grade assignments and exams fairly and in a timely manner				
15	My openness to feedback from students on my teaching and the course material				
	Assurance				
16	My focus on teaching without financial concerns				
17	My easy access to adequate resources, such as libraries, laboratories and computer facilities				
18	Support I get from colleagues for collaboration and innovation				
19	Offering of opportunities by school to lecturers in order continuously improve their teaching skills and knowledge through workshops, conferences and training				
20	Provision of clear path for career advancement by my institution				
	Empathy				
21	Understanding of diverse background and needs of my students				
22	Utilization of active listening technique (eye contact, nodding and so on) for my students.				
23	My genuine care and concern for their students.				
24	My level of emotional intelligence, which allows me to understand and manage my emotions.				
25	My provision of other necessary course materials needed by the students				

SECTION C: Information Seeking Behaviour

The statement in this section concerns Information seeking behaviour of Lecturers as applicable to your institution. Using the four-point Likert-type-scale provided, please thick the appropriate choice that indicates your opinion on information seeking behaviour.

Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree= 1

	Information seeking behaviour: please respond to the following with respect to information seeking behaviour in your institution				
SN	**Starting**	**VH 4**	**H 3**	**L 2**	**VL 1**
1	My easy identification of materials to search through for Information				
2	Utilization of Boolean operators (AND, OR and NOT) when I search for information in databases				
3	Use of library resources and catalogs to access books, journals and other scholarly materials				
	Differentiating Information				
4	My difficulty to identify relevant information among other information				
5	My comparison of information from different sources to identify discrepancies during information search				
6	I do identify materials of interest when searching for information				
	Browsing	**VH 4**	**H 3**	**L 2**	**VL 1**
7	Recognizing relevant information by joining email lists, social media communities, or study groups				
8	Coming across relevant information when I am not consciously looking for it.				
9	Scanning table of content or heading for my searches				
	Extracting	**VH**	**H**	**L**	**VL**

		4	3	2	1
10	Having difficulties when doing bibliographic searches in databases				
11	Utilization of resources from libraries, colleagues while searching for information				
12	Utilization of academic databases, online resources, while searching for information				
	Actual Information use	**VH 4**	**H 3**	**L 2**	**VL 1**
13	Information obtained from my information source(s) are found useful				
14	Usage of information to develop course materials, design engaging learning activities				
15	Reliant on information to learn new skills, stay informed about educational practices and explore career opportunities				

SECTION D: Knowledge Management Practices

The statement in this section concerns knowledge management practice of Lecturers as applicable to your institution. Using the four-point Likert-type-scale provided, please thick the appropriate choice that indicates your opinion on knowledge management practice.

Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree= 1

	Knowledge management practices: please respond to the following with respect to knowledge transfer in your institution				
	Socialization	**SA 4**	**A 3**	**D 2**	**SD 1**
1	The institution encourages lecturers to build personal relationships that facilitate knowledge sharing				
2	There are specific activities or platforms that promote socialization of knowledge				
3	I do engage students in informal conversations to				

	share knowledge				
4	I participate in mentoring programs where I transfer tacit knowledge to students				
	Externalization				
1	My institution encourages documenting best practices, lessons learned and operational procedures				
2	I use tools or platforms that facilitate externalization of knowledge (such as, wikis, blogs or online chats)				
3	I capture and codify tacit knowledge into documents, manuals or course materials				
4	The institutional communication channel (classrooms, student portal) is effective in disseminating explicit knowledge to students				
	Combination				
5	I engage students in brainstorming sessions, workshops, or hackathons to combine existing knowledge and generate new ideas				
6	I am interested in getting to know student's opinion in class or through reading their posts in discussions forum				
7	I share information resources with students (such as, posting links or other documents, using online communication to inform them about something etc)				
8	I review and update existing knowledge resources (such as, course materials, manuals,) to incorporate new learnings and best practices				
	Internalization				
9	I encourage students to internalize explicit knowledge and transform it into tacit knowledge through personal experience and reflection				
10	I apply the knowledge acquired from training programs, manual, and other explicit sources to lecturing				
11	I promote continuous learning that encourage students to internalize and apply knowledge from various sources.				
12	I integrate knowledge acquired into skills and expertise, becoming part of my intuition				

Appendix II

Lead City University

Faculty of Communication and Information Sciences

Department of Information Management

Dear Respondent,

The researcher is a postgraduate student of the above-named institution gathering data for the purpose of academic research on the topic "Information Seeking Behaviour, Knowledge Management Practice and Service Quality of Polytechnics in Osun and Oyo State, Nigeria. To achieve this, your optimum cooperation is needed, there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you.

SECTION A: Demographic Information

Instruction: Please, tick (√) the appropriate answer to the questions asked below:

1. Gender: Male ( ), Female ( )
2. Age: 14 years and below ( ), 15-24 ( ) ,25 – 34 ( ), 35 – 44 ( ), 45 – 54 ( ), 55-64 ( ), 65 and above ( )
3. Level: ND I ( ), ND II ( ), HND I( ), HND II ( )

Section B: Level of Service Quality of Lecturers in Polytechnics of Osun and Oyo State Nigeria

The statement in this section concerns service quality as observed by Lecturers in the selected Polytechnics in Osun State, Nigeria. Using four-point likert scale provided below. Please thick the appropriate choice that indicates your opinion on job satisfaction. Very low = 1, Low = 2, High = 3, Very high = 4

Very High" = 4, "High" = 3, "Low" = 2, and "Very Low" = 1

SN	Service Quality of Lecturer	VH 4	H 3	L 2	VL 1
	Tangibles				
1	Lecturers always maintain a neat appearance at school				
2	Conduciveness of the physical facilities where lecturers teach				
3	Utilization of audio-visual aid equipment/technology				
4	Effectiveness of course materials provided by the lecturers on my learning experience				

5	Lecturer's diverse teaching methods				
	Reliability				
6	Lecturers' punctuality classes				
7	Lecturers maintain consistent approach to teaching				
8	Lecturers' passion about teaching				
9	Accessibility of students to Lecturers during office hours or through other communication channels.				
10	Provision of timely and constructive feedback on assignments and exams by lecturers				
	Responsiveness				
11	Prompt response of lecturers to student inquiries, emails and messages				
12	Responsiveness of lecturers to students' needs by adjusting teaching materials as necessary				
13	Willingness of lecturers to help students with their studies outside of class, either through office hours, email or online forums				
14	Lecturers grade assignments and exams fairly and in a timely manner				
15	Openness of lecturers to feedback from students on their teaching and the course material				
	Assurance				
16	Lecturers' need to a fair salary or benefits so that they can focus on their teaching without financial concerns				
17	Lecturers' access to adequate resources (such as; libraries, laboratories and computer facilities)				
18	The support lecturers get by their colleagues, administrators.				
19	Improvement efforts of lecturers on their teaching skills and knowledge through workshops, conferences, training and so on				
20	Recognizing and rewarding outstanding teaching through awards or other forms of recognition				
	Empathy				
21	Lecturers taking time to understand their students' diverse needs and backgrounds				
22	Lecturers actively listen to their students.				
23	Genuine care and concern of lecturers for their students.				
24	The level of lecturers' emotional intelligence, which allows them to understand and manage their own emotions				
25	Lecturers' provision of other necessary course materials needed by the students				

Bio-data

A. Personal Data

Full Name: Abdulrahmon Adesoji ADEYEMI

Adress: No.6, Parakoyi's Compound, Oke-Amola, Odeomu, Osun State.

Email: Adabaz832@gmail.com

Phone Number: 08137181095

Date and Place of Birth: 17th February, 1996

Nationality: Nigerian

Marital Status: Single

No. of Children & their Ages: Nil

Name and Address of Spouse: Nil

Name and Address of Next of Kin: Adeyemi Musodiq Adewale

No.6, Parakoyi's Compound, Oke-Amola, Odeomu, Osun State.

Date of Assumption of Duty in Current Establishment: 5th October, 2021

Status on First Appointment in Current Establishment: Graduate Assistant

Present Position: Graduate Assistant

Date of Confirmation of Appointment: 6th January, 2023

Faculty: Communication and Information Sciences

Department: Information Management

B. Educational Background

Local Government Primary School, Ijebu-ode, Ogun State.

(Primary School Leaving Certificate). 2008

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F. Publication

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The University Compliance Certification

This is to certify that this thesis by Abdulrahmon Adesoji ADEYEMI with Matric No LCU/PG/003217 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

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Signature **Date**