

Chapter One

Introduction

1.1 Background to the Study

Students are the reason that a school or any educational institution exists. They are the most important asset for any educational institution. The goal of education is to ensure that students gain knowledge and experience that will enable them to be useful to themselves and society. In fact, it is extremely important to note that a human being's entire existence is commonly based on the amount of knowledge he or she acquires, how much this knowledge is utilized in developing himself, his country, and the world at large¹. The overarching goal of education is learning, which implies a change in students' behaviour following instruction. The student's learning level determines the extent to which his behaviour will change. As a result, all activities in the classroom are geared toward achieving this most important goal and objective of education.

In the school system, the extent to which these objectives have been met is determined by any appropriate method of assessment, such as a test, the results of which are reflected in the students' academic performance. The country's social and economic development is inextricably linked to student academic performance². The performance of the students is critical in producing the best quality graduates who will become great leaders and manpower for the country, ultimately responsible for the country's economic and social development³.

Academic performance refers to the advancement of a student's existing knowledge and skills, as measured by their GPA, as well as the development of their personality and academic progression from lower to higher levels of study⁴. One of the most common ways to evaluate teaching and learning outcomes is through student academic performance. This approach

provides feedback on the success of learning to the student, teacher, parents, and other educational stakeholders. Students' performance in higher institution is a concern not only to administrators and educators, but also corporations in the labour market and relevant educational stakeholders. Academic performance is one of the most important factors considered by employers when hiring new employees, particularly recent graduates³. As a result, most undergraduate students in the higher institutions of learning exert maximum effort in their studies in order to obtain a good grade and meet the employer's expectations. The Cumulative Grade Point Average (CGPA) is mostly used in grading of assessed students' academic performance.

However, in this study, we looked at academic performance from the perception of the students. Hence, we will focus on self-reported grade and performance accomplishment as measures of perceived academic performance. Self-reported grade is a means by which students rate the quality of their own effort in a specific assigned academic exercise. Self-reported grade also the student's grade in previous assessment by the student. Perceived performance accomplishment is the confidence a student has in his ability to do or complete a given academic task. It also refers to personal grading based on student attainment of assigned academic work. The former successes promote mastery outcome while reoccurrence failures reduce performance accomplishment.

Failure rates in Nigeria's higher education institutions are frightening, and this has been a major source of concern for everyone. Finding a solution to this important educational

challenge has prompted researchers to look into the factors that influence student performance. Educators and researchers have long been interested in investigating the factors that influence the quality of students' academic performance. Many factors influence academic performance, including parents' educational levels and income, teachers' subject knowledge, truancy, textbook availability and accessibility, libraries, practical laboratories, meal provision, and many others¹. Shortage of books and materials, teaching and teacher education, the type of teachers, their experience, professional qualifications, commitment to work and instruction time in which students spend in actual learning activities are all possible factors that may contribute to the students' academic performance⁵.

Furthermore, Students' academic gain and learning performance are influenced by a variety of factors such as gender, age, teaching faculty, students' schooling, father/guardian social economic status, students' residential area, medium of instruction in schools, tuition trend, daily study hour, and accommodation as hosteliaries or day scholars⁶. However, the student's information behaviour is also a significant factor influencing his academic performance.

Information has become an essential tool for competitive advantage at the individual, organizational, societal, and national levels.⁷ Information plays an important role in the daily professional and personal lives of individuals and we always face the challenge of taking charge of the information that we need for work, study, fun, everyday decision making and tasks⁸. The 2003 World Summit on the Information Society also stressed that, information play a major role in human development⁹. The Civil Society Declaration, which was made at the World Summit on the Information Society (WIS), recognizes the important role that information plays in the development of humankind. Moreover, the Civil Society Forum also

noted that there are a lot of barriers to vulnerable groups' access to information in society based on economic, educational, technical, political and social grounds, such as ethnicity, age, and gender relations. Furthermore, the Civil Society Forum identified specific areas of the information needs to include: health information, education and basic literacy, sustainable development, and conflict management¹⁰.

The concept of "information" is difficult to define because it is not always a tangible object. It is more of an abstract phenomenon that occurs between tangible objects. Many major and minor efforts have been made over the years to clarify the concept of information; however, no definitive conclusion has been reached thus far¹⁰. However, as many disciplines and scholars as there are definitions of information, there are as many definitions of information. Information is defined as data presented in easily understandable form, to which meaning has been attributed within a context for its use¹¹. In a more dynamic sense, the message is communicated or expressed through a medium of communication or expression. Information is "all facts, conclusions, ideas, and creative works of the human intellect and imagination that have been communicated formally and informally, in any form¹². It is widely acknowledged that information can improve people's knowledge, and it is also believed that it has the potential to assist people in dealing with challenges that arise in their daily lives¹³.

The success of any educational institution largely depends on the extent to which information resources are provided to its human resources which include staff and students¹⁴. The provision of an effective library has been a major strategy of making these information

resources available in the education system. The library provides resources which are important in supporting and strengthening the quality of education produced in schools¹⁵.

Some two decades ago, there was a limit to how much information one could obtain, most likely because one would have to travel a long distance to obtain necessary information. However, in this day and age of technology, the situation is different. The increased availability of web-based information via the Internet, as well as advancements in electronic publishing and related digital technology, has resulted in an abundance of electronic resources and services in the library¹⁶. Libraries have faced significant challenges and opportunities as a result of the dynamic change in library resources and the rapid transition to electronic resources. There is a wealth of information at one's fingertips, both relevant and irrelevant, that a higher education student could explore for learning purposes. One of the challenges that higher education students face is finding the right information to meet their information needs at the right time. This is due to the variety of sources through which information is presented, the changing needs and tastes of library users, the need to keep up with new developments, technological advancement, and the dynamic nature of publishing¹⁷.

Perhaps the availability of countless types of information as well as numerous search engines in various locations on a single platform necessitates the development of special searching skills to assist students in meeting their needs¹⁶. Evaluation of plentifully available resources is highly important for designing, developing and maintaining effective information retrieval and information uses in a real-life operational environment¹⁹. Perception into information seeking can be gained by understanding how users seek information sources and how they choose contents to meet their needs¹⁶.

How people interact with information has a significant impact on the outcomes of their decisions, whether they are deciding on minor daily concerns or more significant issues that have a greater impact on their lives¹³. Although, in an effort to make information more freely available and accessible, some notable factors that influence the information behaviour of undergraduates who are seen as consumers are: frequency of use of sources of information, the intention of usage, outcome expectations, understandings of information quality, belief in information sources, confidence in evaluating information quality, and further exploration of information sources⁸. This is why information behaviour is such an important part of our decision-making processes. We base our decisions on the information we have at our disposal, whether we think about it or not and whether we actively seek, passively acquire, or avoid it. Whether the information source is a book, a friend's advice, a blogger's opinion, or a television advertisement, it serves as the foundation for our daily life decisions. Consequently, what is known as information behaviour plays a significant role in the decision-making processes that students engage in¹³.

The concept of information behaviour has been a major issue of study in academic environment especially in the developing countries⁷. In the field of human information behaviour students are generally one of the most investigated groups, but the field of students' information behaviour is difficult to draw into a coherent knowledge base¹⁹. The term "information behaviour" is now widely used to describe the various ways in which humans interact with information, particularly the ways in which people seek and use information²⁰. Information behaviour is also a term of art used in library and information science to refer to a sub-discipline that conducts a variety of types of research to better understand the human

relationship to information. It includes active information seeking, passive behaviours such as information encountering, and active information avoidance. Information behaviour is the totality of human behaviour in relation to sources and channels of information, including both active and passive information seeking, and information use²¹. Thus, it includes face-to-face communication with others, as well as the passive reception of information as in, for example, watching TV advertisements, without any intention to act on the information given²³.

Information behaviour has many constructs, they are; information need, information seeking behaviour, information use, information source, information sharing and so on. But for the purpose of this study, the researcher decided to select information need, information seeking behaviour and information use out of these constructs because these metrics are more appropriate for the study. The three constructs of Information behaviour (independent variable) was measured by the following metrics respectively; Information need (visceral needs, conscious need, formalized need and compromised need), information seeking behaviour (starting, chaining, browsing, differentiating, monitoring and extracting).

Information need is the amount of information that will satisfactorily meet a students' need of Federal Cooperative College, Ibadan, Oyo State at a particular time. The following metrics discussed below were used to measured information need; Visceral need is the identification of feeling of uncertainty by students or unconscious need for information not existing in the remembered experience. This is the situation whereby students know there is need to solve but they cannot visualize what the need is, not to talk of how to resolve it. Conscious need is a conscious mental description of need by students or these are needs with-in brain expression of the need. Formalized need is a situation whereby the students form a qualified and rational

statement of his/her need i.e. making formal statement about the need. The students must know the information need to meet or means to resolve it. Compromised need is the way students presented their need to the information system. It is the point of negotiation between student and an intermediary toward resolving an information need. It may be structured or directed.

Information Seeking is all efforts put in place by students of Federal Cooperative College, Ibadan, Oyo State searching and gathering information to satisfy information needs. The following metrics discussed below will be used to measured information seeking behaviour of students of Federal Cooperative College, Ibadan, Oyo State; Starting is the strategies used by the students of Federal Cooperative College, Ibadan, Oyo State to begin information seeking processor identifying the initial materials or resources to search through and selecting starting points for the search. It also entails all process that form the initial search for the information like identifying sources of interest that could serves as starting point of the search. The source can be chosen due to the perceived availability and quality of the information from such source.

Chaining is the following up on these new leads from the initial source is the act of chaining or following leads from the starting source to referential connections to other sources that contribute new sources of information. Browsing it is the process of showing the students to a resource space by examining its contents or casually looking for information in areas of interest. The students can browse through lists of titles, subject heading, summaries, abstract, table of contents etc. Differentiating is the process whereby the students select from various sources examined by pointing out differences in the nature and quality of the information

suggested or selecting among the known sources by noting the distinctions of characteristics and value of the information. Differentiating activity depend on the student's initial interactions with the sources, commendation from personal contacts or reviews in published sources. Monitoring is keeping up-to-date on a topic by regularly following specific sources by the students, as well as using small set of care sources including key personal contacts and publications (books, journals, magazines, catalogue, newspapers, databases, bibliographies, indexes and so on). Extracting is the process where the students strictly going through a specific source or sources in order to identifies appropriate material/resource of interest in an information source or methodically analysing sources to identify materials of interest.

Information use is the application of available information by students of Federal Cooperative College, Ibadan, Oyo State to meet information needs. The following metrics discussed below will be used to measured information use of students of Federal Cooperative College, Ibadan, Oyo State; Frequency of use of information is the rate at which the students of Federal Cooperative College, Ibadan, Oyo State make use of available information within their disposal often or regularly to meet or solve their information need. Usefulness of information is the level or extent at which the students of Federal Cooperative College, Ibadan, Oyo State understand the received information as valuable or beneficial to solve the situation at hand.

Information behaviour of the undergraduates is essential in supporting access to and use of information resources in satisfying the information needs they require⁸. Information behaviour centres on people's information needs, search, management, sharing and use both purposively and passively in diverse ways that influence their daily lives. Information behaviour of people depending on the reasons for which they intend to exploit information is critically necessary

to be considered. Information is very important in planning, decision-making and the execution of plans which are crucial determinants of a student's success in school. Furthermore, access should be given to accurate, timely and relevant information which helps people meet their socio-economic; political needs and enable them meaningfully play a part in the national developmental process. In this instance, information is fundamental to undergraduates in the achievement of their educational pursuits and career. It also helps to build the intellectual capacity of the society. Information is said to be a valuable resource that can help one to be at a competitive advantageous position whether for academic pursuit or intellectual development²².

Perception into information seeking can be gained by understanding how users seek information sources and how they choose contents to meet their needs¹⁶. The information seeking behaviour of students was observed on the use electronic resources with limit of instructor's direction as knowledgeable persons along with tips from colleagues as nearest sources¹⁶. In spite of the tremendous technology advancement in university education and teaching worldwide, there are evidences that students' information seeking behaviour and use of electronic resources is influenced by information literacy barriers. Hence, information literacy skills should be given a considerable attention to enhance student's accessibility to authoritative and quality information sources.

In a study, it was observed that, having access to databases off campus was preference to students, which means that they would likely prefer to access at their own spare time, at their own convenient place rather than library¹⁶. In other words, the library is no longer the only place to satisfy students' needs, but resources availability online is crucial. It is, therefore expected that future students' information seeking behaviour will change tremendously as

every level of their study will be online. Students will no longer struggle with using software applications as will easily navigate electronic resources interfaces and fully utilize digital tools and none will struggle with basic electronic resources functionality. Information behaviour is a broad term that encompasses concepts such as information need, information sources, information seeking, information use, and information sharing²².

Information Seeking Behaviour is the purposive seeking for information as a consequence of a need to satisfy some goal. It stressed further that, in the course of seeking, the individual may interact with manual information systems (such as a newspaper or a library), or with computer-based systems (such as the World Wide Web)²³. Information seeking is the process of searching and finding information, and of producing new knowledge. Factors that influence information-seeking behaviour may include the discipline, the demands of faculty members, the curriculum, and personal characteristics²³. The combination of all these factors creates an ever-changing information-seeking environment.

The more interested the students are in a topic, the more information they seek about it. Since people's capacity for assimilating new information is limited, proper attention is paid particular to information which can be related to previous knowledge²⁴. Information seeking behaviour of a student depends largely on the student's need²⁵. The extent of need determines the extent to which a student seeks information. A user can only embark on various information seeking strategies from various information sources to meet users' information needs which applied to his areas of interest after his/her information needs are defined¹⁴. The information needs of individual are enormous and the way they accomplish this is diverse. Thus, the desires to identify the information needs of undergraduates are important, so are the

diverse methods used in meeting such needs⁷. Information needs can be seen as the “information gap or ignorance observed or discovered through various unconscious, unplanned and unstructured dynamisms of data and information manoeuvring, manipulating, and exchange between a potential information user and other information source or system”²⁶. A user’s information need determines the sources from which they obtain information to meet their information needs.

The sources of information are numerous. Information needs of users can be met by a library by acquiring, organizing and making available relevant information resources backed by appropriate facilities and delivered by means best known to them, which could be manual or through Information and Communication Technologies (ICTs)²⁷. Thus, library is an important information source to the user. Furthermore, the librarians could also be information sources that users may consult when in need¹⁴. In the present age of technological advancement, the use of ICT as a source of information cannot be overstated. Therefore, various researchers have agreed that ICTs could be a major information source for library information users²⁸. In addition, since science is a very information-intensive field, it implies that scientists are regular users of information and that their information needs are in the focus of many information providers²⁹. One can conclude that scientific publishers are among largest information providers in the world, which is a clear indication of the scope of scientific information needs.

Information use behaviour consists of the physical and mental acts involved in incorporating the information found into the person's existing knowledge base²³. It may involve, therefore, physical acts such as marking sections in a text to note their importance or significance, as

well as mental acts that involves, for example, comparison of new information with existing knowledge³⁰.

Students have a wide range of information needs, ranging from academic to non-academic information that will assist them in achieving their academic goals. These include information that will aid them in completing their assignments, project work, research, and general studies. Furthermore, students on campus require information about admission processes, registration processes, housing processes, tuition payment processes, course selection processes, departments, lecturers' profiles, guiding rules, university regulations, and a variety of other topics⁸. Students' information behaviour, i.e., how they search for information, the sources of their information, their need for information, and how the information is used and shared with others, must be given proper attention if they are to produce the desired academic performance. Students' information behaviour is critical in facilitating access to and use of information resources in order to meet their required information needs for improved academic performance.

The academic library and other sources of information need to embark on users' needs assessment from time to time to be able to make available needed information resources that would meet users' needs and also enhance use of information available which will consequently have a tremendous effect on the perceived academic performance of the students. Furthermore, proper awareness programme is necessary to enhance information search of users and easy access to the right information sources. These are necessary for the improvement of perceived academic performance of the students.

1.2 Statement of the Problem

Students' perceived academic performance in higher educational institutions is something that everyone expects to be of a high quality because of the roles the educational sector plays in providing service to the community. Those who fail to perform better in the college cannot contribute well to human resources because they lack the necessary skills. In spite of its importance, many students' academic performance is perceived to be lower than expectations due to one or more factors. Teaching and learning in a higher education institution cannot be separated from student exposure to information which is key to their perceived academic performance. In other words, information is linked to the overall perceived academic performance of students. Students often face the challenge of identifying the appropriate sources of information, how available information can be sought and used to meet their academic as well as sharing relevant information as part of their contribution to knowledge. This poor information behaviour has affected the perceived academic performance of the students.

Researchers have paid close attention to a number of factors that influence undergraduate perceived academic performance. There are also handful studies conducted on information behaviour of student. However, researchers have done very little research on the relationship between student information behaviour and academic performance in Federal Cooperative College, Ibadan, Oyo State. Furthermore, the few studies that have been conducted have either only focused on a specific aspect of information behaviour or link information behaviour with other variables which are not academic performance. Based on the highlighted research gaps and the problem description, it is thought that further research into information behaviour (Information need, Information Seeking and information use) and students' perceived

academic performance in Federal Cooperative College, Ibadan, Oyo State is required. In this regard, the study examined the level of information behaviour (Information need, Information Seeking and information use) of students in Federal Cooperative College, Ibadan, Oyo State. In addition, the impact of information behaviour (Information need, Information Seeking and information use) on students' academic performance was also investigated in this study.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the impact of information behaviour (Information need, Information Seeking and information use) on students' perceived academic performance in Federal Cooperative College, Ibadan, Oyo State. Specifically, the objectives of the study are to:

- i. examine the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.
- ii. identify the information needs of students in Federal Cooperative College, Ibadan, Oyo State.
- iii. examine the information seeking behaviour of students in Federal Cooperative College, Ibadan, Oyo State.
- iv. identify the level of information usage of students in Federal Cooperative College, Ibadan, Oyo State.
- v. examine the influence of information needs on perceived academic performance.
- vi. determine the influence of information seeking behaviour on perceived academic performance.
- vii. examine the influence of information usage on perceived academic performance.

viii. ascertain the combined influence of Information need, Information Seeking and information use on perceived students' academic performance.

1.4 Research Questions

The research questions of the study are derived from the objectives of the study as stated below:

- i. What is the perceived academic performance of Federal Cooperative College' students in Ibadan, Oyo State?
- ii. What are the students' Information need in Federal Cooperative College, Ibadan, Oyo State?
- iii. What are the Information seeking behaviour of undergraduate students in Federal Cooperative College, Ibadan, Oyo State?
- iv. What is the level of Information usage among undergraduate students in Federal Cooperative College, Ibadan, Oyo State?

1.5 Hypotheses

H₀1: there is no significant influence of information needs on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

H₀2: there is no significant influence of information seeking behaviour on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

H₀3: there is no significant influence of information usage on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

H₀₄: there is no significant combined influence of information behaviour (information needs, information seeking behaviour and information use) on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

1.6 Significance of the Study

The findings of this study will be useful for planning and provision of relevant up-to-date academic facilities by the college management, the policy makers and other stakeholders in educational sector.

Students' academic performance is used to determine the extent of knowledge they have gained. The extent to which students in higher education gain knowledge is largely determined by their information behaviour. With so much information available in this technological era, one would expect a significant improvement in students' academic performance in higher education institutions. However, the academic performance of students has not improved in any way. This necessitates familiarizing students with the strategies of seeking information from the appropriate source, obtaining the necessary information, using the information appropriately, and sharing it for the benefit of others. Their academic performance will improve as a result of such effective information behaviour.

As a result, the findings of this study provided students with knowledge of the best places to find relevant information. The study also reveals to students the tried-and-true strategies for gathering information and meeting students' information needs. Furthermore, this study will teach students how to properly apply available information and share whatever information they have. Students contribute to knowledge by sharing information, which will help them develop their society. The findings of this study may be useful in developing policies that affect students' information behaviour.

1.7 Scope of the Study

The study seeks to investigate how information behaviour (Information need, Information Seeking and information use) influence students' perceived academic performance. The perceived academic performance (dependent variable) was measured with Self-reported grade and Perceived performance accomplishment while the three constructs of Information behaviour (independent variable) : Information need (visceral needs, conscious need, formal need and comprised need), Information seeking behaviour (starting, chaining, browsing, differentiating, monitoring and extracting) and Information use (frequency of use and usefulness) were used to measure information behaviour.

The geographical scope of the study was Federal Cooperative College, Eleyele, Ibadan, Oyo State. The target respondents for this study was all students of various departments in Federal Cooperative College, Ibadan, Oyo State. The reason for excluding OND1 students is that, they have less than a year experience and new in the system, so they may not be able to rate their academic performance very well in their first semester.

1.8 Operational Definition of Terms

Perceived Academic Performance: The perceived academic performance is how a student of Federal Cooperative College, Ibadan, Oyo State evaluates his/her performance academically or students would score their total performance academically. The perceived academic performance was measured by perceived performance accomplishment and self-reported grade.

Self-reported grade is a means by which students of Federal Cooperative College, Ibadan, Oyo State rate the quality of their own effort in a specific assigned academic exercise.

Perceived performance accomplishment is the confidence a student of Federal Cooperative College, Ibadan, Oyo State has in his ability to do or complete a given academic task. It is also mean the personal grading based on student attainment of assigned academic work.

Information Behaviour is the totality of activities students of Federal Cooperative College, Ibadan, Oyo State engage in such as sourcing, seeking, using and sharing information to satisfy information need.

Information need is the amount of information that will satisfactorily meet a students' need of Federal Cooperative College, Ibadan, Oyo State at a particular time.

Visceral need is the identification of feeling of uncertainty by students or unconscious need for information not existing in the remembered experience. This is the situation whereby students know there is need to solve but they can't visualize what the need is, not to talk of how to resolve it.

Conscious need is a conscious mental description of need by students or these are needs with-in brain expression of the need.

Formalized need is a situation whereby the students form a qualified and rational statement of his/her need i.e. making formal statement about the need. The students must know the information need they need to meet or means to resolve it.

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Chaining is the following up on these new leads from the initial source or following leads from the starting source to referential connections to other sources that contribute new sources of information.

Browsing is the process of showing the students of Federal Cooperative College, Ibadan, Oyo State to a resource space by examining its contents or casually looking for information in areas of interest.

Differentiating is the process whereby the students of Federal Cooperative College, Ibadan, Oyo State select from various sources examined by pointing out differences in the nature and quality of the information suggested or selecting among the known sources by noting the distinctions of characteristics and value of the information.

Monitoring is keeping up-to-date on a topic by regularly following specific sources by the students of Federal Cooperative College, Ibadan, Oyo State, as well as using small set of care sources including key personal contacts and publications.

Extracting is the process where the students of Federal Cooperative College, Ibadan, Oyo State, strictly going through a specific source or sources in order to identifies appropriate material/resource of interest in an information source or methodically analysing sources to identify materials of interest.

Information use is the application of available information by students of Federal Cooperative College, Ibadan, Oyo State to meet information needs.

Frequency of use of information is the rate at which the students of Federal Cooperative College, Ibadan, Oyo State make use of available information within their disposal often or regularly to meet or solve their information need.

Usefulness of information is the level or extent at which the students of Federal Cooperative College, Ibadan, Oyo State understand the received information as valuable or beneficial to solve the situation at hand.

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Endnotes

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Chapter Two

Literature Review

This chapter reviewed the related literature. The review was done under different sub headings, namely; conceptual review, theoretical review, empirical review, conceptual framework and summary of gaps in literature.

2.1 Conceptual Review

2.1.1 Perceived Academic Performance of students

2.1.2 The Concept of Information Behaviour of students

2.2 Theoretical Review

2.2.1 Self Efficacy Theory

2.2.2 Wilson's Information Behaviour Model

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2.3.1 Information Need and Perceived Academic Performance

2.3.2 Information Seeking and Perceived Academic Performance

2.3.3 Information Use and Perceived Academic Performance

2.3.4 Information Behaviour Perceived Academic Performance

2.4 Conceptual Framework

2.5 Summary of Literature Review

2.1 Conceptual Review

2.1.1 Perceived Academic Performance

There is an increasing concern nowadays about students' academic performance in the higher institution. This has been reflected by the standard of graduate that are being rolled out every year into the labour market, many who are unable to perform on the job. In spite of the huge resources allocated for the education of this category of learners by the government and other educational stakeholders yearly. It has been discovered that the perceived academic performance of the students does not commensurate with the effort of these stakeholders. The success of any educational institution is determined by the performance of its students in both cognitive and non-cognitive assessment¹. This makes academic performance of students very crucial to the students, the institution, educational stakeholders and the society at large.

Academic performance is referred as the result of teaching and learning which is usually measured in relation to what is attained at the end of an instructional programme through achievement test or continuous assessment². Academic performance can be defined in terms of the performance of examinations and tests¹. Grades are indeed the most well-known indicator of academic performance. Grades are the student's "score" for their classes and overall tenure. Grades could be in form of a tallying or average of assignment and test scores. It may often be affected by different factors such as student's attendance and instructor opinion of the student as well. Grading systems differ significantly by county and school; common scales include a percentage form 1-100, lettering systems from A-F, and grade point averages (GPA) from 0-4.0 or above⁴.

In Nigeria, CGPA is used by administrators to evaluate students' academic performance⁵. Some other researchers used test results since they were studying performance for a specific subject⁶. Research has shown that in many countries of the world the most approved students'

performance indicator is the GPA as higher institution administrators use it to evaluate students' academic performance⁷. GPA is mostly used as students' academic performance indicator because it shows the student performance for a particular semester. However, GPA is a representation of academic achievement on a single one-dimensional scale and is constructed entirely from course grade information; therefore, it is non-inclusive⁸.

In contrast, perceived academic performance (PAP) is a student self-evaluation of academic performance that helps us understand the students' opinion about their academic achievement (i.e., high, average, low) and how they perceive themselves (i.e., positively or negatively), which is a function of their self-esteem⁹. In the present study the focus is not majorly on the students' academic performance measured through actual grade from the college but rather on how the students perceive their own academic performance. Perceived academic is a subjective estimation of what students believe they have learned¹⁰. Students' perceptions of their academic achievements serve as a foundation for knowledge acquisition and talent development. Perceived academic achievement refers to the information learned over time, as measured by a teacher's grades and/or educational goals set by students and instructors. It is an excellent predictor of educational success. It demonstrates and evaluates how far a school, its teachers, and its students have progressed. Exam, test, and course work results are used to determine a student's perceived academic performance¹⁰.

The perceived academic performance of an undergraduate is a measure of an individual student's perception of his academic performance¹¹. It reveals how and a student views his/her academic performance, indicating whether or not he/she views himself as highly as an A+ student with a grade percentage between 90-100% and the highest obtainable GPA depending

on the grading system, or whether he/she views himself as low as a student with a grade percentage between 0-39% and a GPA score of 0⁹.

Perceived academic performance of students have been measured in different ways by different researchers. For instance, in a study, “A single-item measure was used to ask students how they would rate their overall academic performance; ‘failing’, ‘below average’, ‘average’, or ‘above average’. Scores were recorded into a 2-category variable of failing/below average (‘failing’) or average/above average (‘ok’)”¹². The students’ perception on their academic performance has also been measured by other researchers through a rating scale consisting of items designed to elicit responses on students’ academic performance¹⁰. Students’ perceived academic performance has been found to reflect their actual academic performance, with students scoring higher in self-perceived academic competence attaining higher grades and students scoring low attaining low marks¹⁰.

Self-reported grade is a means by which students rate the quality of their own effort in a specific assigned academic exercise. It is also the student’s grade in previous assessment by the student. Perceived performance accomplishment is the confidence a student has in his ability to do or complete a given academic task. It is also mean the personal grading based on student attainment of assigned academic work.

2.1.2 The Concept of Information Behaviour

The concept of information as we use it in everyday, as it applies to knowledge communicated, plays a crucial role in contemporary society.¹³ Actually, the exponential growth of information has grouped our society into two “information haves” meaning information rich i.e. those who have information and “information has nots” meaning information poor i.e. those who don’t have information¹⁴.

The development and prevalent use of computer networks since the end of World War II, and the advent of information science as a discipline in the 1950s, are evidence of this focus. Although knowledge and its communication are essential phenomena of every human society in every dispensation, it is the increase of information technology and its universal impacts that describe ours as an information society¹⁵. In fact, the present era is called the “Information era” Information has become the most important element for progress in today’s society¹⁵.

It will be right to consider information as an essential condition for economic development together with capital, labour, and raw material; but what makes information more importantly significant at present is its digital nature. The impact of information technology on the natural and social sciences has made this everyday concept a highly controversial concept¹⁵. The achievement goals by every individual today depend largely on effective communication of information, and the most valuable component that makes communication effective is information¹⁶. Information is crucial and is a highly demanded resource for individual’s growth and survival. It serves as the major substance which is used in knowing something, making decision, taking action, thinking and learning right information at the right time helps in overall development of the society¹⁶. It also helps the people to solve their problems and clear their uncertainty. Survival will be very difficult without proper availability and accessibility of information. For an instant, the progress of modern societies as well as individuals depends a great deal upon the provision of the right kind of information, in the right form, at the right time and the right quantity.

If information is this valuable, it must be put to proper use, that is, made available to people or group of people who need it, after ascertaining the groups' information needs. Therefore, libraries and other information agencies must be commended for the role they play in the life of undergraduates in the universities¹⁸. The word 'Information, is difficult to define precisely although its properties and effects are noticeable in all walks of life^{18, 19}. Information is a resource that has different definitions according to the format, and media used to package or transfer it, as well as the discipline that defines it²⁰.

Information is characterized in culturally identifiable symbols, signs, signals, images and values. It can be described as the content of sciences, arts, facts, fiction, opinion, artefacts, literature, memories, religion, mores, myths, beliefs, folklore, expressions, culture, rituals, customs, tradition and values and whatever we see or do²⁰. Despite the difficulties inherent in reaching a consensus in the definition of information, various researchers have defined the concept in a diverse way. Information can be defined as a data that has meaning through relational connection²¹. Information is also seen as data that have been subjected to some processing functions capable of answering user's enquiry be it recorded, summarized, or simply collected that would help in decision making²². The definitions above implied that, data can be considered as information if it conveys a meaning to the person who receives it and also found useful. Reliable information is required for making available knowledge and practical strategy needed to improve the world²².

Information is well understood in terms of books, journals, magazines, public and private sector documents of all kinds, whether published for mass circulation or unpublished and restricted or confidential in nature, results of research efforts which are made available to colleagues in form of reports, books articles and non-printed materials²⁵. Furthermore, from

the above definitions, information can be referred to as a major backbone in any decision making, it serves as a crucial source of confidence when decision is being made²³. Information help someone to move from a state of unknown to known. To students, information is very important to their academic success; it serves as a foundation for them to build meaningful academic assertion on subjects²⁶. However, these differences in the definition of information had led to the categorization of information definition into three (3) strands¹⁸. The first is the scientific and technical information (STI). This is within the sphere of scientific and technological communities. The second strand is socio-cultural. In this context, information is regarded as knowledge, which is transferable in the conduct of various activities. In the final strand, information is perceived as a basic resource and a vital and unique connection between different activities, intellectual and material, in the service of society, institutions and individuals.

At this point, it is important to note that information is needed by everybody (more importantly the higher institution undergraduate students) to achieve success in his or her goals and aspirations²⁵. However, one's information need is a determinant of the type of information he/she seeks.

It is widely known that information can make a difference in people's knowledge, and it is also believed that it has the ability to help people deal with different challenges that confront them in their everyday lives²⁷. Information is key to man's survival and prosperity. Therefore, information is very important and necessary in day-to-day activities of human being²². Information is needed in every works of life, the availability of information enables individuals or groups to make reasonable decision and reduce their level of uncertainty²⁷. It is the flow of information which keeps the academic society alive, effective, efficient, moving

and progressing toward the achievement its objectives. A higher institution is more or less structured by the level of information availability and accessible for use. Information is thus a major agent of action and change. It cut across all constituents, processes and every activity of man in a society to make life safe, comfortable, richer and to realize its full potential. The more complex and sophisticated a group or society, more information it generates and consumes²⁰.

Five basic roles of information have been identified as follows²⁰:(a) Information creates a survival mechanism of defense and protection at all levels. (b) It is the foundation for cooperation in society. When information flow properly within a society, social integration and development is enhanced. Information can be used in large quantity to coordinate and control the activities of people for their collective survival, safety, wellbeing and progress. (c) It an individual or a society to gain and maintain power over others who are less privilege in gaining access to information. For instance, an undergraduate who gain access to an information useful for his academic performance and use such information effectively and efficiently is likely to outperform the others. (d) Information helps in dominating other species, and manipulates nature. With information, humans have presided over this earth and space and has manipulated the nature for new discovery. (e) Lastly, information has helped humans to excel and overcome some major constrains such as :(i). Biological and hereditary constraints. We can fly, move faster than any animal, and see what is invisible to the naked eye. (ii). Space and times constraints: distance is no more a barrier in our globalized village. One does not need to travel far distance in order to access information. (iii). Limitations of

natural resources for social and technological development. Information is the substitute for all-natural resources.

Information behaviour can be considered as a very wide concept, this is obvious from the way both individuals and large-scale complex group interact with information, more importantly, the ways in which people seek and utilize information²⁸.

The concept of how people need, seek, manage, share and use information in various contexts both actively and passively is regarded as their information behaviour²⁷. Information behaviour means the activities of a person that may be engaged in identifying their own information needs, searching for such information in any way, and using or transferring that information²⁹. "Information behaviour" is described as all the ways in which people interact with information, in particular, the ways in which they seek and use information. The information behaviour of Nigerian Undergraduates in the world of Web 2.0 at Federal University of Petroleum Resources, Nigeria. Eight hundred and three (803) students participated in the study and mixed method approach was used. The questionnaire was structured on information needs, information resources and infrastructure, and challenges to information seeking. The study result revealed that undergraduates need information for daily activities and academic reasons¹¹³.

In addition, Information behaviour is also the term of art used in library and information science to refer to a sub discipline that engages in a wide range of types of research conducted in order to understand the human relationship to information. Information behaviour is the totality of human behaviour in relation to sources and channels of information, including both active and passive information seeking, and information use.

The definition above suggests that, undergraduates could interact with information either actively or passively. Thus, undergraduates' information behaviour includes face to-face communication with other students or sources of information, as well as passive reception of information from radio programmes, watching TV advertisements, without any intention to act on the information given²⁷.

The need, sources, Search, use and sharing information have become one of the most important activities in today's world. This obviously is not peculiar to only students in higher institutions since everyone, everywhere and all the times is in need and searching for information in a technological advanced world of today. Although, in the milieu of education, the attainment of educational goals depends largely on the information behaviour of students and every other stakeholders of the academic community. To achieve their academic goals, Students of higher institutions adopts different searching processes, use different phrases and mostly spend more time to search for information to satisfy their needs. It is assumed that poor information skills are preventing them from searching information effectively³¹. All information skills employed by an individual in order to satisfy his/her information needs is known as information behaviour. Hence, Information behaviour is an umbrella term for Information need, Information Seeking and information use. This implies that information behaviour of the student is the totality of effort the student put in place in search of relevant, recent and appropriate information from the right source and the use of such information to solve his/her pressing need and also sharing such information with other as a way of meeting their information needs.

Information sources can be defined as the materials or means through which information can be found. Information sources are defined as materials, means, avenues or packs through which information can be received or sourced in²².

Also, some researchers have opined that a major strategy to providing information resources has been through the provision of effective library in the education system³³. It was noted that the most widely used source of information available to literate societies is the library³⁵. Therefore, the library has become an indispensable information source to information user³⁴. Furthermore, the librarians and the various infrastructure put in place by the libraries such as ICT, shelves etc. could also be information sources that users may consult when in need. It cannot be overstated that in our technological era, the use of internet as a source of information is gradually taking over the traditional way of sourcing for information in the library especially among the undergraduate students. This is because, undergraduate students, who have grown up in the digital age, have been exposed to the Internet environment since childhood, and accordingly, they are expected to exhibit unique information use patterns which engage more digital media and resources rather than the traditional method of sourcing for information.

Multiple types of information sources exist which provide information, but the most important type of the sources are formal sources and informal sources; formal sources include print and electronic sources and informal sources include personal communications²⁵, another major classification of information type is primary, secondary, and tertiary sources.

Primary Sources: these are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original

materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information³⁵. The extent to which information is shared could be affected by proportionate; Accurate; Relevant; Adequate; Timely; Security; Record⁴⁵.

In addition, study has revealed that the motivational factors for sharing information included source credibility; networking motives, altruism, reciprocity, self-promotion, socializing, monetary rewards, perceptions of information quality and entertainment among others³⁵.

The concept of an information need is fundamental to library and information science, as a central aim of the field is concerned with the retrieval of information relevant to the user's information need⁴⁴. The "information need" is another term that has been discussed and approached from many different perspectives. "Information need is a term closely related to the concept of information seeking behaviour. A user recognizes an information need, articulates it into a question, or, request which is conveyed through formal or/and informal channels of communication and information systems, in order to receive a response (verbal, written, visual) which will satisfy that need⁴⁵. Therefore, information seeking occurs after the individual identifies his information need⁴⁶.

The method of information need analysis is use to identify the all relevant required information uses to achieve specific goal. Information need refers to a situation of inadequate knowledge, an anomalous state of knowledge (ASK), or a position where someone is compelled to search for information, in order to resolve the 'inability', and is probably manifested as gaps, shortcomings, uncertainties, or incoherence⁴⁷. Therefore, undergraduate

information needs are the result of insufficient comprehension on a particular topic, and in this case, refers to issues relating to their academic or even outside their academic. The information need is a factual situation in which, there exists an inseparable interconnection with “information” and “need”, information needs can therefore be said to be the amount of positive information an individual or group of users need to have for their work, recreation and many other like satisfaction^{48,35}.

“Information is a key contributor to the development of individuals and communities. People need the information to develop their potential through education and training, to succeed in business, to enrich their cultural experience, and to take control of their daily lives⁴⁹.” An individual’s information needs could be social, economic, political, and cultural or educational⁴⁶. The basic information needs of people can be categorized into five broad functions which are: the fact-finding function, which provides answers to specific question; the current awareness function, which keeps information up-to-date; the research function, which investigates a new field in-depth; the briefing function, which obtains a background understanding of an issue; and the stimulus function, which provides ideas to obtain stimulus²²

Information needs are also categorized into the following⁵⁰.(1) Educational and academics information needs.(2) Political information needs(3) Job opportunities and business information needs.(4) Economic information needs(5) Social and entertainment (arts) information needs.(6) Agricultural, geographical and environmental information needs.(7) Medical and health information needs.(8) Scientific and technological information needs(9) Religious and cultural information needs.(10)Legal and human rights information needs.(11)

International and global information needs. Studies have shown that majority of undergraduates need information to prepare for examination, updating knowledge, writing assignment and project¹⁸.

Information needs are influenced by a variety of factors such as the range of information sources available; the uses to which the information will be put; the background, motivation, professional orientation and individual characteristics of user. Furthermore, illiteracy; poverty, efficient information delivery mechanism, ignorance, unawareness, inaccessibility is among the list of the factors that influence an undergraduate information need⁵¹.

The study researched on the matters in information need of law students in Delta State University, Abraka, Nigeria. The descriptive survey research method was used for this study. One thousand and twenty-nine (1,029) students was the population of the study, the sample size of one hundred and five (105) respondents. Questionnaire was used as the data collection instrument. The results shown that the main information need of law students in the university are information on current research, personal development and growth, legal matters, academic and innovative skills/ explorative knowledge. It was concluded that the law students need information to succeed in their legal career⁸⁹. The study investigated information need and information seeking behaviour of students from the department of library and information science in River State University in digital in age. Descriptive research survey method was used, three hundred and twenty-four (324) students were used as the population and two hundred and forty-five was chosen as sample. Structured questionnaires were used to collect the data and analysed using descriptive statistics, frequency distribution and percentages. The results shown that the information need of students were academic, information communication and technology and internet. Assignment and examination were

the motivating factors and they consulted internet, colleagues, lecture notes, personal findings and lecturers when seeking for information to address their information needs⁹⁰.

A study examined information need and seeking behaviour of medical students of PAMO University of medical sciences Port-Harcourt, River State. The study population of three hundred and seventy-one (371) in 100 and 300 level students, a census sampling method was used to sample the whole population. Five research questions and five objectives were used for the study. Descriptive survey design was used. Three hundred and sixty-five (365) out of 371 questionnaires were valid for the analysis, multiple statistical tools, frequency distribution of the simple percentage and mean scores were used to analysed the study. The results shown that the information needs of medical students of PAMO University are, departmental activities, assignment, academic information, type of book to use for the course, examination timetable, laboratory practicals, medical news, course curriculum and so on. The medical students of PAMO University search various sources whenever they are looking for information, such as, lecturers, classmates, e-books, databases, medical textbooks and so on; the respondents use library frequently and they were satisfied with the library services. The study recommended the introduction of information need and information seeking behaviour as a course of study in all higher institution of learning¹¹¹.

In a study to examined the information need and information seeking behaviour of Agricultural Students in Kogi State University. Three hundred and fifty-six (356) participated in the study but only two hundred and eighty-six (286) questionnaires were returned by the respondents for the analysis. Survey research design was used for the study and the data was

collected through questionnaire. The finding of the study revealed students of Kogi State need information mainly for assignments and the internet is the main source of searching for information. The study also recommended that the school authority should equipped the library with adequate relevant information resources to meet information need of agricultural students timely and economically¹¹².

Information seeking is as old as human existence because it is crucial to the survival and development of human society²². Everyday each of us is forced to solve many different vital problems connected with working, training, education, etc. for us to make decision in every concrete situation, it is necessary to have complete and up to date information about these things⁵³. "Information seeking is described as human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker. Information seeking behaviour is ensued from the recognition of some needs, as perceived by the students, who as a consequence makes demand upon on formal system such as libraries and information centres, or some other person and any other available sources in order to satisfy the perceived information need. Therefore, information seeking behaviour can be defined as the purposive seeking for information as a consequence of a need to satisfy some goals⁴⁸. Before an individual embark upon information search, there must always be a goal which he or she have to achieve with such information.

An undergraduate does not just look for information; he or she does that with an intention to achieve a predetermined goal. Furthermore, Information seeking behaviour refers to the behaviour of students during the processes of seeking information for assignment, research projects and other non-academic related activities²².

Information seeking is a basic activity indulged in by all people and manifested through a particular way of behaviour. It can be described as an individual's manner of gathering and sourcing information for personal use, knowledge updating and development⁵⁴. Information seeking behaviour is considered as a human behaviour to search for information in purposeful way to fill a gap⁴⁸. The decisions concerning which communication channels and information systems will be used, as well as in which way and how all constitute the information seeking behaviour of a user⁴⁸. Information seeking behaviour involves personal reasons for seeking information, the kinds of information which are being sought, and the ways and sources with which needed information is being sought. Information seeking behaviour is expressed in various forms, from reading printed material to research and experimentation. Scholars, students and faculty actively seek current information from the various media available in libraries, e.g. encyclopaedias, journals and more currently, electronic media³⁵. Two types of Information seeking behaviour have been identified which are: Compulsory Information seeking behaviour and Discretionary Information Seeking⁵⁵.

In the first type of information seeking behaviour, a person is compelled or forced to search for necessary information because of his statures. Professional is forced to search for information to access the information in their respective field to become more current and relevant. For example, lecturers, Engineers, philosophers, economist etc. On the other hand, a person is referred to as discretionary information seeker if he engages in searching for information that may not be essential and/or whose source is not known with certainty.

Five groups of information seekers have been identified which include⁵⁶: 'non-seekers': this group of people do not make access to information a priority; 'lone, wide rangers': they prefer to work alone, reading and scanning widely, and relying on serendipitous information

discovery ‘unsettled, self-conscious seekers’: they are concerned about missing important information; ‘confident collectors’: they amass their own information collections, rather than routinely searching for information; ‘hunters’: these are regular information-gatherers with focus on currently relevant information.

Furthermore, there are six types of information habits exhibited by information seekers based on appearance, body language, and intonation in response to questions to include³⁷:

‘information overlord’: they operate a wide and controlled information environment; ‘information entrepreneurs’: these information seekers create an information-rich environment, using many sources and strategies; ‘information hunters’: they are organized and predictable information gatherer, in narrowly focused areas; ‘information pragmatists’: these are occasional gatherers of information, they do so only when need arises; ‘information plodders’: they rarely seek information, they rely more on their own knowledge or personal contacts; ‘information derelicts’: they seem to neither be in need nor use information..

Undergraduate students are confronted with different challenges while seeking information. These challenges can be classified into three: Collection challenges: Finding resources from information sources sometimes could be challenging for the students, some students complain about Lack of relevant books/newspapers/journals, Lack of multiple copies in heavily used books and unclear Categorization of books most especially in the library as this may not be the case for online materials. Availability of Facilities: one other major challenge faced by students is inadequate information facilities. Conducive reading environment, availability of constant electricity, inadequate internet facility inadequate librarian and library staff member have been major problem of information seeking in many high institutions.

Information seeking Training Needs: another challenge is that, many undergraduates do not have information seeking skills, hence, they need to be trained on how to use Internet, how to use the online catalogue, how to manage resources/ referencing /summarizing and how to access databases in the library⁵⁷.

The challenges of information seeking behaviour faced by students was were also found in a study on the information seeking behaviour of final year law students in South-Western Nigerian universities⁵⁸ the study found out that lack of information skill was found as a major barrier to respondents' information seeking as students were found to face search terms barriers. The study also found that Law library services and Nigerian respect norm in which elders are accorded high respect were found as major barriers to information seeking as respondents are afraid to seek help from elders. Furthermore, Lack of money was also found as a major barrier which ignited other barriers like MTN (a telecommunication company). MTN mode of service was found to be unfriendly to students as their service rate was found to be very high. Finding has also shown that lack of comprehensive book collection, lack of internet connectivity when seeking for information, inadequate e-resources, lack of printed journals, the non-supportive behaviour of library staff and lack of awareness about information sources constitute students' information seeking challenge.

In a study to examine the information-seeking behaviour of science and technology scholars in Nigeria to enhance proper way to follow in relation to information supply. One hundred and fourteen (114) respondents from Federal Institute of Industrial Research Oshodi. Survey research method was used in the study. The results shown that science and technology

scholars usually sourced information from articles journals, internet and academicians. Information is used for decision –making, academic works meeting personal information needs and so on. Some of the drawback encountered during research works are; lack of current information materials or books, lack of access and adoption of electronic resources or electronic database¹⁰⁰.

The investigated web information-seeking behaviour among undergraduate students by using researchers' databases, search machines and so on. Three hundred (300) respondents were used in the study (100 respondents from one private owned university, 100 respondents from one state owned university and 100 respondents from one federal owned university). Descriptive analysis, one-way ANOVA and Cross-tabulation was used for the analysis of data using Statistical Package for Social Science (SPSS) software. The findings revealed that the main measuring requirement of information sources by undergraduate students were the importance of information source with few students using the author and up-to-date of information source. It also revealed that more than 50% relied on relevance, currency, accuracy, authority and accessibility of search machines or engines to source for their information needs, these invariably increase the students' information literacy knowledge¹⁰¹.

A study on the information seeking behaviour of Jawaharlal Nehru University students⁶⁸. The study employed the survey method of research design. The primary data was collected using a structured questionnaire design to elicit the response and opinion of the library users. Total 110 questionnaires were randomly distributed among the library users out of which 98 questionnaires received back and found fit for analysis. The data collected carefully, analysed and presented in tabular form. The findings showed 66.32% respondents uses library to

acquire information for academic purpose whereas 50% search information for competitive exam preparation. Furthermore, the study revealed that information seeking may be motivated by a wide variety of needs, entertainments, including personals, etc. The successful operation of a library depends on the large number of services that is provided by the library to its users. The researcher suggested that librarian should help users to search information and assist them to develop their information seeking skills.

The study investigated postgraduate student's information seeking behaviour in the faculty of management sciences, Bayero University, Kano, Nigeria. Two hundred (200) respondents participated in the study, 50 respondents each from four departments in faculty of management sciences. Survey research design was used to collect the data. The results of the study shown that postgraduate students seek information in order to prepare for their examination, up-scaling their knowledge base, personal study, thesis and so on. However, the finding reveals that most of the students that participated in the study patronise library for information need relating to examination preparation while minority of the respondents are there for academic improvement. The study recommends that enabling environment should be provided for library patrons¹¹⁰.

The study examined the health information seeking behaviour of Nigerian undergraduates on social media. Two hundred (200) respondents from the Lead City University, Ibadan, participated in the study. The researcher used survey research design to collect the data for the study. The result revealed that undergraduates use social media as sources of health information and they do not search health information on the social media on a regular basis

but only when there is need for it. The study also revealed that social media are genuine devices for undergraduates to get health information that can help them better. The study further advised the undergraduates to deliberate and dynamic in using social media to source for their health information needs based on professional opinion or views¹¹⁴.

Information use is the result of searching and acquiring information for decision making and in the creation of new values or innovations. Information use is the fulcrum that drives information need and information seeking since it represents the ultimate process for which information is needed and sought for⁵⁹. In other word, information need and information seeking cannot be separated from information use. information use is often linked to information need, in that information is needed so it can be used, however, it is needful to also considered what happens with the information once it has been obtained, and how it is applied to accomplishing a specific task or goal. In the case of a goal-oriented information problem, it is essential to explicitly understand how information is used to address the problem. Otherwise we do not know if the actions, the help provided or the systems implemented produce relevant results (to the user). If the information sought for, and returned, is inadequate for the work task then such a system cannot claim to support the user¹⁸.

An undergraduate information use depends largely on his/her information need and the amount of information that is sought for. In order to meet the information needs of individuals, adequate knowledge about information seeking behaviour and information use is crucial⁴⁸. Information use is one of five elements of information behaviour, along with information source, information needs, information seeking and information sharing.

However, information use has received less attention in the research literature compared with other elements¹⁸.

“The word ‘use’ is both a Verb and a Noun. The verb implies consumption, put into service or seeking for information. So, this could be the meaning and definition of ‘Use’ hence the word is largely an inclusive concept, and is more pragmatic⁶⁰.” Information use can be referred to as the result of information access, for example: decision-making, problem solving, innovation and learning⁶¹. Simply put it is the things people do with information¹. Information use can be learning, decision-making, problem solving, innovation. Information use behaviour of an undergraduate is the extent to which the student makes use of information resources at his disposal. Having access to relevant and timely information has a role to play in the way the information is used⁴⁸. There are different categories of information users. Such includes students, lecturers, market women, trader, farmers, bankers, journalists etc¹⁸.

The information behaviour of students towards the use of library information resources in Universities in Oyo State, Nigeria³³. The Wilson’s model of Information Behaviour and a correlational survey research design was adopted. A sample size of four hundred respondents was drawn from selected universities in South Western Nigeria, using a simple random sampling technique. The instrument used for data collection was a structured questionnaire. Regression analysis and correlation analysis were used to analysis data obtained from the field. Findings from the study revealed that among the information behaviour independent variables which include information needs, seeking and sources, only information needs significantly influence information use. However, information needs, seeking and sources all together have a significant joint effect on students’ information use. Also, the study established that

information accessibility has significant controlling effect on the relationship between information availability and use which makes information availability and accessibility very useful variables in the information behaviour study especially as regards to students as conceptualized in the academic community in the study.

Information users can be categories based on their information needs, activities and work⁵¹. This includes: (a) Workers in fundamental research. (b) Workers in applied research or development, including, medical and agricultural research. (c) Technologists, including engineers, architects, medical practitioners, and agriculturists. (d) Writers of reports, textbooks, teachers, and students etc. (e) Scientific and technical journalists. (f) The interested public. (g) Historians of science. The study surveyed acquisition, visibility, accessibility and use of periodical by postgraduate students of library and information science in Federal University Libraries in Nigeria. Four hundred and eleven (411) respondents was drawn from seven Federal University libraries in Nigeria as the study population, Descriptive survey design was used. 411 was used as sample size and total enumeration sampling technique was used. Questionnaires were used for data collection and analysed using frequency, mean and standard deviation. Pearson's Product Moment Correlation Coefficient (PPMC) multiple regression were used to test the hypotheses at 0.05 level of significance. The results shown that post graduate students use periodicals by searching, downloading and locating them from various sources and retrieve them to solve their information needs⁹¹.

The study investigated the factors affecting library usage among university students in south-east geopolitical zone of Nigeria. The study used primary data, with reliability coefficient of 0.78, descriptive and inferential statistics was used to analysed the data. The result shown that

factors such as awareness, conducive environment, examination and so on has a significant influence on the library usage to meet their information needs⁹².

A study on awareness, access and utilization of library catalogue by undergraduate students of faculty of Law of Osun State University, Oshogbo, Osun State, Nigeria. Forty-five (45) respondents were used in the study, survey research design was used. The data was collected from the respondents through structure questionnaire. The data collected was analysed through simple percentage and frequency. The results revealed that 40% of the students that participated in the study were aware of user education programme and 4.0% of the students were aware of information brochure. 47.0% of students were able to access the library catalogue with the aids of author access point, 44.4% of the students believed that both awareness and access facilitates prompt accessibility to information. With view of the above findings, study revealed that awareness sensitization and author access points encourage utilization of library catalogue¹⁰².

The information needs and seeking behaviour of Engineering college students in Madurai Kamaraj University. Three hundred (300) students were participated in the collection of the data, using pre-test questionnaire and snowball sampling technique. The results shown that 55.33% students are utilizing the library for examination preparation, 38% of the students were utilizing hard copy and 81% students are utilizing the pen drive. It also revealed in the study that libraries should embrace digital resource¹⁰³.

The undergraduates' use of electronic information resources in Kaduna State University. The total population of the study was 5,100 undergraduates with the sample size of three hundred and seventy (370) using Yamane formula. The data was collected from the undergraduates

using structured questionnaire. The results revealed that all the undergraduates that participated in the survey used web-based source than other sources due to its conveniences and they lack sufficient knowledge to use other e-resources collection. It was also revealed that electronic resources play a major function in providing information to most of the undergraduates in Kaduna State University in order to accomplish their academic goal. The results of the study further revealed that majority of the undergraduates in KASU are not familiar of e-resources and those that are aware don't have adequate knowledge to use the resources, this in turn affected their level of utilization¹⁰⁴.

The assessment of information literacy skills: A survey of final year undergraduates of library and information science in Nigerian universities. One thousand, three hundred and fifty (1,350) final year undergraduates of library and information science from 15 universities participated in the study. The results of the study shown that most of the library and information science final year students use journal articles, then internet resources and online databases in course of seeking for information. The study also reveal that the undergraduates evaluated their capability to arrange information and combine views from consulted information as great. Their shortcoming was inability to make fair use of intellectual properties with committing plagiarism and so on¹¹⁶.

The availability, use and constraints to use of electronic information resources by postgraduate students in the University of Ibadan, Oyo State. Three hundred (300) postgraduate students from seven faculties out of thirteen faculties were selected randomly using descriptive survey design and descriptive statistics method percentage, mean and standard deviation to analysed the data collected through questionnaire. It found that internet

was ranked most available and used in the university. The study identified a lot of challenges that hindered the use of electronic information resources ranging from inadequate power supply, slow internet connectivity, lack of searching technique skill, lack of information technology knowledge or IT compliance, inability to retrieve relevant records to meet information needs and so on. The researchers also suggested that all the aforementioned constraints should be addressed in order to enhance effective utilization of electronic resources by the postgraduate students in the university¹¹⁷.

2.2 Theoretical Framework

2.2.1 Self Efficacy Theory by Albert Bandura (1977, 1986, 1997)

The self- efficacy theory believes that people tend to work in such a way that they see themselves to be capable of doing a given activity perfectly or correctly. Self-efficacy means personal faith in his or her ability to exhibit character needed to achieve better results. Self-efficacy shows boldness in the capability to manipulate one's behaviour and social environment.

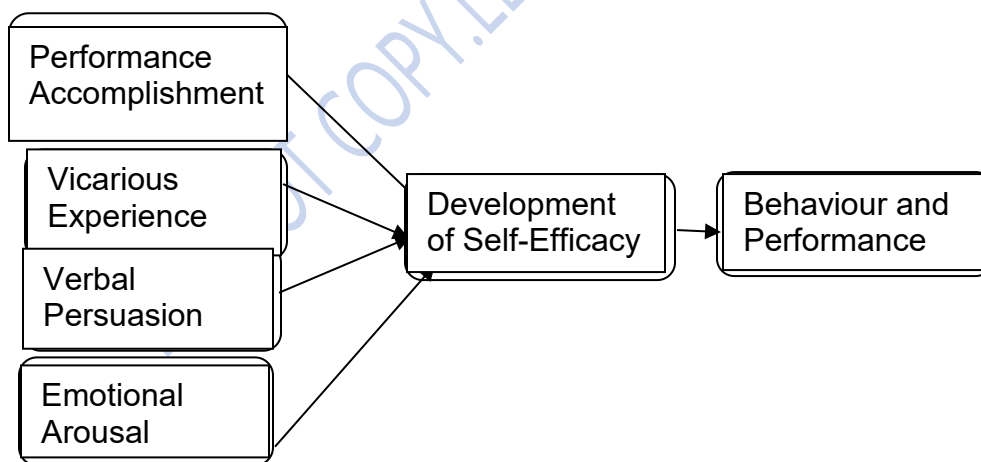


Figure 1: Albert Bandura's components of Self-Efficacy model

Sources: Albert Bandura (1977)

Bandura drew attention to the interrelationships among components used in self-efficacy.

Self-efficacy has four components, which are: performance accomplishments, vicarious experience, verbal persuasion and emotional arousal or states. But, for the purpose of this study, the researcher will be using performance accomplishments to measured perceived academic performance of the students in Federal Cooperative Colleges in Nigeria. Performance accomplishment; means experiences an individual acquires when facing a new task or capable of acquiring new skills and are good at doing it.

In a study ,258 university students took part in an on line study involving demographic items and scale measuring the relationship between grit (consistency of interest and perseverance of effort), self-efficacy and academic performance in parallel and serial model. The result of the study shown that ‘grit’ (i.e. consistency of interest and perseverance of effort) positively links with academic performance through a consecutive course of mediators such as self-efficacy and achievement orientation goals. The result buttressed the significant relationship between mastery, approach goals and academic performance⁸⁶.

In a study, 352 data were collected through e-mail in the study. Qualitative analysis quantitative research method was used in the study, the results were subjected to inferential and descriptive statistics. The results revealed that self-efficacy scores of academics with respect to their oral communication in English revealed no significance difference in term of their department academic title, academic experience and age variable. It also revealed that there is a significant difference between self-efficacy belief scores and experience abroad, current language examination scores and academic activities involvement in abroad⁸⁷.

In another study carried out to investigate the relationship between resilience and academic performance and the likely mediating function of self-efficacy. The finding shown that significant correlations between self-efficacy, resilience and academic performance. Self-efficacy was seen to play a mediating role between academic performance and resilience, which explains a pattern of adaptive behaviours in adolescent students. Self-efficacy is crucial for the personal and psychological development of students, to check school dropout and improve the students' experience and academic performance⁸⁸.

The study surveyed the role individual innovativeness couple with e-learning self-efficacy play in predicting the e-learning readiness of year 1 and year 2 students of Open University, Yenagoa study centre. 476 students took part in the survey, quantitative approach was used in the questionnaires and 217 questionnaires was returned. Statistical tools (Pearson Product Moment Correlation Coefficient and T-Test) was used to analysed the data collected. The results shown significant relationship between e-learning self-efficacy and e-learning readiness among year 1 and year 2 students in the center⁹³. The study investigated relationship between creative mind-set and creative problem-solving using creative self-efficacy as a mediator. A total of 152 students of Midwestern University were involved in the study, the findings shown that both creative mind-set and creative self-efficacy were positively related to solution quality and originality while fixed creative mind-sets were negatively related⁹⁴.

The study revealed that students having strong self-efficacy choose to involve themselves in various academic domain for facilitating development in their skills and capabilities. When they have essential vital knowledge, use their efforts to face difficulty in demanding activities⁹⁵.The study investigated the relationship between academic performance and self-

efficacy among university undergraduate students, data was collected from two universities (private and public) through questionnaires, to analyse academic self-efficacy and the cumulative grade point average (GPA). 293 (140 females and 153 males) respondents were selected from the three faculties (science, humanities and education) using stratified sampling. The data was analysed using descriptive and inferential statistics. The finding revealed that there is a statistically significant relationship between academic self-efficacy and academic performance among university undergraduate students ($r(293) = .816, p < .01$). There were differences noticed concerning gender in the students' academic self-efficacy ($t(291) = 2.76, p < .01$), and academic performance ($t(291) = 1.56, p < .05$)⁹⁶.

In a study conducted to examine the impact of self-efficacy and personality on the academic performance. One hundred and thirty-seven respondents were drawn from grade 11 senior high school of St. Paul College of Bocaue took part in the survey. Descriptive –correlation research method was used to explain the respondents' profile in relation to their self-efficacy, personality and academic performance. The null hypothesis was tested at .05 alpha level of significance to determine the effect of self-efficacy, personality and academic performance of the students. The finding shown that self-efficacy and personality do not significantly affect the academic performance of students⁹⁷.

A survey was conducted in The Islamia University of Bahawalpur, Pakistan⁷⁶. The objective of the study was to assess the influence of students' self-efficacy and their use of electronic resources on their academic performance. The sample consisted of 307 students who participated from five different faculties. A questionnaire was developed to gather the data for this study on variables related to demographic information of the respondents, their use

of 'library's electronic resources', 'self-efficacy', and 'academic performance'. The results of the study concluded that the use of library's e-resources has a significant influence on the academic performance of the students. However, it has a negative influence on students' self-efficacy due to availability of wide ranging e-resources. The results of the study also concluded that self-efficacy is not correlated with academic performance of the students, however, it is negatively correlated with the use of university library's e-resources.

A mediation model was conducted to examine the direct effect of students' online learning self-efficacy on their performance proficiency and the mediation effect of information-seeking self-efficacy⁷⁰. The study surveyed 359 online undergraduate and graduate students regarding their information-seeking self-efficacy, online learning self-efficacy, and performance proficiency. Multivariate correlational analysis showed that all three variables significantly correlated. Of the three variables, online learning self-efficacy has the strongest correlation to performance proficiency, while the variable with the least amount of correlation is between online-learning and information-seeking efficacies. Moreover, a significant regression equation showed that students' average performance proficiency increased by 0.359 for each point of online learning self-efficacy and 0.323 for each point of information-seeking self-efficacy. Furthermore, mediation analysis revealed that information-seeking self-efficacy partially mediated the relationship between online learning self-efficacy and performance proficiency. In conclusion, information-seeking self-efficacy is a partial mediator and plays a buffering role between online learning self-efficacy and performance proficiency.

2.2.2 Wilson's Information Behaviour Model 1981

This study used Wilson's information behaviour model (1981) as the theoretical framework. The model was first developed in 1981 and revised in 1994, 1996 and 1999. Wilson's model has been changed overtime and will continue to change as technology and the nature of information changes⁶³ it is considered one of the fundamental works in the field of information behaviour, hence, it is well quoted due to its pioneering nature in proposing models of information⁶⁴ The model is chosen because it is a general information behaviour model which is used to present the typical concepts and the relationships of various concepts of information behaviour consisting of information need, information seeking, information use, information source and information sharing⁶⁵. The model is based on two basic assumptions, namely:

That the information need is not a primary need but a secondary one that arises out of other basic needs that stem from an individual's work, life, or external environment. In the process of searching for information to satisfy a need, the information seeker is likely to encounter different barriers or personal, interpersonal or environmental challenges which can lead to success or failure, and the degree to which the need is addressed or satisfied³⁹. The Wilson's information behaviour model is developed in 1981 consists of 12 components that represent the information behaviour process as shown in figure1 below. These components are: information user, need, satisfaction or dissatisfaction, information use, information seeking behaviour, demand on the information system or other information sources, success or failure, information transfer, other people, and information exchange.

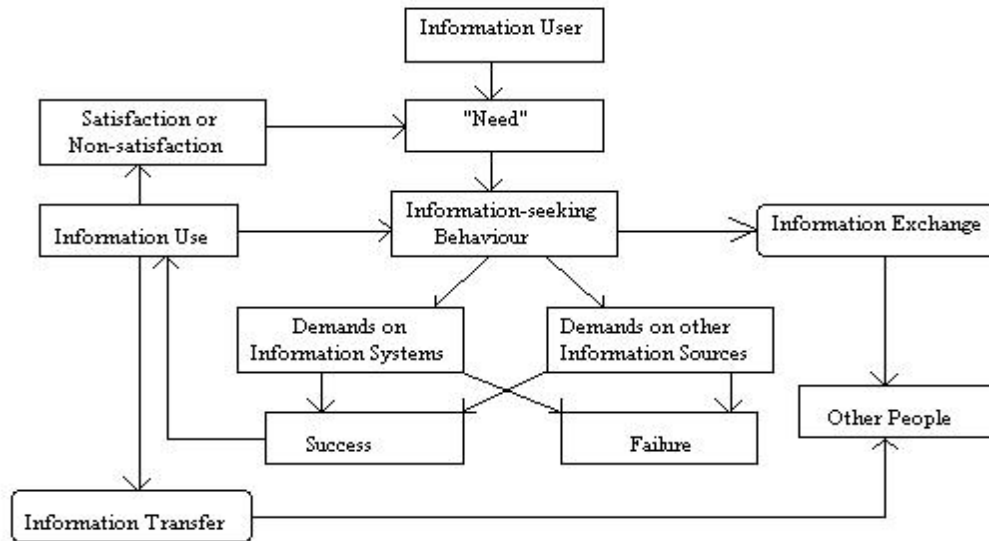


Figure 2: Wilson’s information behaviour model of steps in information behaviour

Sources: Wilson (1981)

Wilson drew attention to the interrelationships among concepts used in information behaviour. According to Wilson, information behaviour results from the recognition of some needs perceived by the user. That behaviour may take several forms. For example, the user undergraduates may search for information upon formal systems that are customarily defined as information systems (such as libraries, on-line services, or information centres), or upon systems which may perform information functions in addition to a primary source of information. These other information sources are non-information function centres (such colleagues or lecturers) which may be used to obtain information that could aid their information behaviour. These may be referred to as information sources. On the other hand, the users (undergraduate) may seek information from other people, rather than from systems, and this is expressed in the figure 1 as involving 'information exchange'. Furthermore, the models show that the information use behaviour of the user depends on the failure or success

of the information seeking process and this determined the quantity and quality of information that can be shared (information transfer) by the user and his/ her satisfactory or non-satisfactory. The whole process is the information behaviour process.

In spite of the simplicity and comprehensiveness of Wilson's models, the earlier models were found to have some weaknesses. One, all the hypotheses were implicit, and not made explicit. Two, it assumed that failure to get information was a dead end and did not include "feedback" on whether the information seekers' needs were satisfied. Also, the earlier model failed to make reference to documents and ignored the characteristics of the source and personal preferences of the individual⁷⁰. Hence, the earlier version has been revised to address the weaknesses. The uniqueness of Wilson's models of information behaviour as mentioned earlier together with its revision overtime makes it to stand out among other information behaviour models. This makes the model to fit in properly into the present study.

2.3 Empirical Review

2.3.1 Information Need and Perceived Academic Performance

In a study conducted to Investigate Undergraduate's Information Needs, Information Seeking Behaviour and Satisfaction with Library Resources and Services⁴¹. The aim was to discover the information needs of Maharaja Bir Bikram College library users along with their information seeking behaviour and also establish the existing library scenario of the college. The population of the study was all students of Maharaja Bir Bikram College of Agartala, Tripura which constitute the college library users. The study adopted a simple random sampling method for primary data collection and as secondary method, related literature

reviews also done to obtain the idea from previous relevant work. The instrument used for data collection was a set of questionnaires. The primary data were collected from 301 respondents and the secondary data were gathered from previously published relevant literature. Collected data were presented in tabular form and Microsoft excel was used to analysed the data. The findings showed that maximum number of students visit library for access books to achieve academic success. It also discovered that most of the students are not aware about library collections and services as well as library e-resources therefore they preferred print materials as first choice. The study further revealed that problems face by the respondents are non-availability of updated study materials, shortage of information searching skill, lack of cooperation from library staff, shortage of current information sources. The investigation showed those users are not more satisfied with their college library resources and services.

A study to compare information needs, sources, and use by faculty of science undergraduate students in universities in southwest Nigeria¹⁹. The descriptive survey method of investigation was adopted for this study. The population for this study comprised all faculties of sciences students of University of Ibadan, Ibadan, Nigeria from 100 level-500 level who offered at least seven of the core disciplines in the Faculty of Science and as follows in the distribution in sampling techniques. Stratified sampling technique with equal allocation method was used to select the whole faculties of Sciences undergraduate from university of Ibadan, making a total of 500 students out of 2,435 populations. Data was collected using a questionnaire from 500 students while data were analysed using frequency counts, percentages, mean and standard deviation. The study showed that Students information needs are basically for

completing homework, information professionals are still unable to professionally identify information needs of students, students rely on textbooks, internet, billboards and social gatherings as major sources of information, handbills are highly utilized, preparing of notes was found as the major constraint to the usage of information while the demystification of information needs and sources was found to aid the use of information. The study concluded that information need of faculties of sciences undergraduate students are noted ingredient for student's success in their various departments while it was recommended among others that in order to sustain and ensure the high level of accessing materials among undergraduates of science student, all links that will aid them to access materials maximally must be provided by various institution of learning in University of Ibadan, Nigeria.

A study on information need and information seeking behaviour of college students in Guwahati Metro⁶⁶. The aim of the study identifies a comparative trend of information use pattern and to evaluate the existing information environment of the college libraries of Guwahati Metro and to find out the ways and means of better information related situation. The study employed a survey research design. Findings of the study showed that students seek information mainly for academic study and for competitive exam and students support Google search engine and OPAC for search information. Findings also stated shortage of study materials and information sources as well as low range of internet connectivity is the main barrier.

Also, the information needs and the information seeking behaviour of the students as users of College of Health Sciences Library, Ladoke Akintola University of Technology (LAUTECH) Ogbomoso, Nigeria was investigated. The descriptive survey research design was adopted

using the questionnaire as tool for data collection. The data for this study were collected by administering questionnaire to 150 undergraduate students of College of health Science as users of faculty library. The finding revealed that 42, 35, and 15% of the users visit the library daily, every day and once in a week. This implied that the library environment is conducive for learning. Also, findings show that 27.7, 23.1, 21.5, and 15.4% majority of students' purpose of seeking information in the library is to preparing for examination, updating knowledge, writing assignment and project.

The information needs and seeking behaviour of students of the veterinary medicine at the Usmanu Danfodiyo University, Sokoto (UDUS)⁶⁷. The population of the study consisted of a total number of 576 undergraduate veterinary medicine students. The study adopted the on descriptive survey design employing a structured questionnaire designed to find out the information needs and search behaviour of the undergraduate students of the Faculty of Veterinary Medicine, UDUS.

It was found that the veterinary medicine students mostly need academic information to carry out any given assignments, class tests, examinations and research projects. The study also revealed that for the student to meet their information needs, they usually visit the veterinary library, consult their personal collections, seek assistance from the library staff, surf the Internet and discuss with course mates. However, they are frustrated by the slowness in downloading information from the Internet, irregular power supply, lack of photocopying services, and lack of information skills.

Investigation on information needs and seeking behaviour of students of the Nigerian Army School of Education, Ilorin, Nigeria²². The study adopted descriptive survey research design. Population for the study comprised of students at the Nigerian Army School of Education, Ilorin. The findings of the study showed that academic information is the major information need of the students of the Nigerian Army School of Education, Ilorin, Nigeria. The findings further revealed that the Internet and library are the most commonly used sources of information. The findings also showed that the major purpose at which the students seek information is to update their knowledge and to enhance their professional activities. However, the findings generally indicated that most students firstly acknowledge their information needs and compare available resources before making the final decision and if they seem not comfortable with the information they need in a particular information material, they will continue searching for information until they are satisfied. Among numerous challenges affecting information seeking behaviour of students, the study found insufficient library opening hours as the major challenge confronting the students of the Nigerian Army School of Education. The study recommended that library working hours should be extended to meet the need of the students and that the library management should ensure that adequate collection of books is made available.

In a study conducted to examine the information –seeking behaviour of undergraduate students of Dhaka University, Bangladesh. Data was collected from 339 students out 450 questionnaires sent out (75.33% response rate). The finding revealed that majority of undergraduate students needed academic information to meet their information needs. They used library to conduct research and to study for examination related issues. The study also

revealed that students' information capabilities were not encouraging and they were not conscious or aware of the available resources in the library⁷⁴.

2.3.2 Information Seeking and Perceived Academic Performance

The relation between information-seeking strategies and grades in university was tested empirically⁶⁹. The researchers' synthesis arguments from the literature on information-seeking behaviour and approaches to learning in tertiary education. Building on the distinction between deep- and surface-level learning, they developed a classification of online search strategies and contrast it with traditional information behaviour. Multivariate analyses using a two-wave online survey among undergraduate students at a German university indicated that using advanced online information-seeking strategies is a significant and robust predictor of better grades. However, there are notable differences between subject groups: Traditional information behaviour is still crucial in the humanities. Advanced search strategies are beneficial in all settings, but only one in four students uses these early on, while this share increases to around 50% over the course of studies.

A mediation model was conducted to examine the direct effect of students' online learning self-efficacy on their performance proficiency and the mediation effect of information-seeking self-efficacy⁷⁰. The study surveyed 359 online undergraduate and graduate students regarding their information-seeking self-efficacy, online learning self-efficacy, and performance proficiency. Multivariate correlational analysis showed that all three variables significantly correlated. Of the three variables, online learning self-efficacy has the strongest correlation to performance proficiency, while the variable with the least amount of correlation is between

online-learning and information-seeking efficacies. Moreover, a significant regression equation showed that students' average performance proficiency increased by 0.359 for each point of online learning self-efficacy and 0.323 for each point of information-seeking self-efficacy. Furthermore, mediation analysis revealed that information-seeking self-efficacy partially mediated the relationship between online learning self-efficacy and performance proficiency. In conclusion, information-seeking self-efficacy is a partial mediator and plays a buffering role between online learning self-efficacy and performance proficiency.

Another study explored how the scholarly accomplishments of students might increment due to specific fundamental causes⁷¹. The academic performance of the student was prioritized as a dependent variable, and the independent indicators chosen were “information seeking, IT ability, reading/writing capacity, and resilience.” At the same time, age, gender, marital status, and family income were included in the control variables. The research subject samples were limited to ($N = 288$) postgraduate students from three mega universities in Islamabad, Pakistan. Forward regression analysis was performed to decide the impact of the indicators. The results indicate that information seeking affects academic performance positively and significantly.

A study on the information seeking Behaviour of the humanities and social science undergraduates of the University of Colombo⁷². The study aimed to examine the information resource usage of the undergraduates, the barriers they encounter in seeking and using the information and the information seeking process of the undergraduates. Findings revealed that majority of students use Internet instead of trusted resources provided by the library. Their main purpose of using information is to write assignments. The majority use self-taught

criteria to evaluate information instead of standard methods. Furthermore, the study showed that they mostly consult their peers and senior students for help with information resource usage and the majority have not had any training in using the library resources or Internet for their academic activities. Students encounter many barriers related to resources, facilities, services and training which discourage them from approaching the library as the first place to satisfy their information needs. Students do not gain maturity in information seeking behaviour through the progression of their academic period and therefore they have problems irrespective of their academic year of study, faculty or gender.

Information searching behaviour of Dubai University students in respect of electronic resources⁷³. Purpose of the study was to investigate information-seeking behaviour and problems faced by the library users while they search e-resources. The study revealed that, due to shortage of information skills students were unable to search information effectively.

The information-seeking behaviour of the undergraduate students at Dhaka University, Bangladesh. Undergraduate students at Dhaka University are the target population for this study⁷⁴. A convenience sampling method was used considering the larger population of the study as it was difficult to obtain a sampling frame consisting of all undergraduate students at Dhaka University. The instrument used was questionnaire. The questionnaires were distributed to the students and data were collected over a period of 60 days between November and December 2017. Of the 450 questionnaires distributed, 339 were returned where the response rate was 75.33%. The study showed that most undergraduates needed academic and job-related information. To meet those needs, they often went to the library to

study and to prepare for competitive job exams. For doing academic work, they were heavily dependent on the class lectures and they were only slightly satisfied with the library services they get. The study also revealed that undergraduates' information skills were poor and they were not aware of the library resources.

A study to determine the information needs and information seeking behaviour of nursing and clinical students at Aga Khan University (AKU)⁸⁴. The study adopted a mixed method research. The targeted population comprised of 88 clinical and nursing students and 12 library staff at the university. The study revealed technological issues that influence the students' information seeking such as existence of obsolete computers in the library, the lack of skills of librarians to support students, complexity in the use of some electronic resources as well as the slow internet.

Investigation on perceived emotion in the information-seeking behaviour of Manchester Metropolitan University Students. The study used descriptor- explanatory design that entails explaining the situation through a thorough examination of literature and explanation of issue through primary data collected through interaction with the respondents (i.e. one-on-one discussion with the students). The results shown that the students need for information that happens via the identification of information need or research problem and the survey for foundation information⁹⁹.

The study investigated information seeking-behaviour of security students in Mzuzu University. One hundred and nine students participated in the study. The mixed method approach was used to administered the questionnaires in a three sets of focus group

interactions. The study was anchored on Kuhlthau's information search process theory. The findings revealed that majority of students chose internet as their information source. Kuhlthau's information search process reveal some behaviours or feelings like, uncertainty, excitement, optimism and so on, were encountered by majority of the students they initiated an information search process for accomplishing a given task. The study also revealed that the information needs of scaling-up security studies students are gear-toward academic and task related goals. Information gathering and seeking is a vital tool in their work, as they collect information in line with criminal matters and general intelligence¹⁰⁹.

2.3.3 Information Use and Perceived Academic Performance

The Role of Digital Information Use on Student Performance and Collaboration in Marginal Universities was investigated. The researchers proposed a model that explains the changing information behaviours of students in this digital age and the effect this has on their learning outcomes. Questionnaire data from 303 students were collected and analysed using structural equation modelling partial least squares (SEM-PLS)⁷⁵. The study found that the proposed model explains 60.2% of student satisfaction, 24.2% of academic performance, 24.1% of information sharing, and 19.8% of their information exchange behaviour. This study confirms that the use of digital information and its antecedent factors have significant effects on the college experience of students. This has several implications for information systems research and practice, especially in the design and assessment of technology use in learning environments⁷⁸.

A survey was conducted in The Islamia University of Bahawalpur, Pakistan⁷⁶. The objective of the study was to assess the influence of students' self-efficacy and their use of electronic resources on their academic performance. The sample consisted of 307 students who participated from five different faculties. A questionnaire was developed to gather the data for this study on variables related to demographic information of the respondents, their use of 'library's electronic resources', 'self-efficacy', and 'academic performance'. The results of the study concluded that the use of library's e-resources has a significant influence on the academic performance of the students. However, it has a negative influence on students' self-efficacy due to availability of wide-ranging e-resources. The results of the study also concluded that self-efficacy is not correlated with academic performance of the students, however, it is negatively correlated with the use of university library's e-resources.

Another study investigated the Perceived Influence of Information Sources Availability and Use on the Academic Performance of Secondary School Students in a Nigerian Metropolitan City⁷⁷, using a descriptive survey design. Two hundred and eight senior secondary school students were randomly selected from six secondary schools in Ibadan. Data was collected using a self-structured questionnaire that covers all the variables under study. Percentage was used to answer the research questions while Pearson product moment correlation coefficient was used to test the hypotheses postulated. The findings indicated that information sources that are mostly available in secondary schools are the teachers and lesson notes while library and internet facilities are the least available. The result of the hypotheses showed significant relationship between the independent variables (information

sources availability and use) and dependent variable (academic performance). Implication for counselling and recommendations were made based on the results of the findings.

A study measured library value through the satisfaction of library user⁷⁸. The aim of the study was to investigate library users' satisfaction of library services, resources, staff conduct and impact of the library on the academic achievements of users. The study is a survey of two university libraries namely, the Ghana Institute of Journalism (GIJ) Library, and Todd and Ruth Warren Library, Ashesi University College (AUC), Ghana.

The survey ascertained that academic libraries are of high value to both students and faculty. Library services, resources, physical environment and staff conduct all recorded high satisfaction. Among the services, book lending and photocopy services recorded highest levels of satisfaction. The study also revealed that through the library students have been able to obtain some lifelong learning skills such as presentation skills, ability to use internet, and the ability to find information materials in a library. Furthermore, it was recorded that through the library some students got good grades. Moreover, 80% majority of respondents were satisfied with library information resources.

A study on Information behaviour of students towards the use of library information resources in Universities in Oyo State, Nigeria³⁷. The aim of the study was to investigate the information behaviour of students towards the use of library information resources in Universities in Oyo State, Nigeria. The study adapted the Wilson's model of Information Behaviour and adopted a correlational survey research design. The targeted population for the study was University students in Oyo State, Nigeria. A sample size of four hundred

respondents was drawn from and equal numbers (100) of respondents were spread across the selected universities in South Western Nigeria, using a simple random sampling technique giving a total of four hundred. The Four universities randomly selected for the study include: Universities selected are University of Ibadan, Ibadan (A Federal University); Lead City University, Ibadan and Ajayi Crowder University, Oyo (Private Universities); and Ladoke Akintola University of Technology, Ogbomosho (State University). The instrument used for data collection was a structured questionnaire. Regression analysis and correlation analysis were used to analysis data obtained from the field. Findings from the study revealed that among the information behaviour independent variables which include information needs, seeking and sources, only information needs significantly influence information use. However, information needs, seeking and sources do have a significant joint effect on students' information use. Also, information accessibility was found to have significant controlling effect on the relationship between information availability and use which makes information availability and accessibility very useful variables in the information behaviour study especially as regards to students as conceptualized in the academic community in this study. The study recommends that academic library should endeavour to embark on users' needs assessment from time to time to be able to make available needed information resources that would meet users' needs and also enhance use of information available.

The assessment of academic utilization of online information resources by undergraduate students in University of Nigeria, Nsukka. Twenty-five thousand, six hundred and fifty-seven (25,657) was the total population of the study which is the total number of registered regular undergraduate students in UNN while two thousand, five hundred (2,500) was used as sample size of the study being 10% of the population. Descriptive survey design was used for the

study. The findings revealed that majority of the online information resources were not utilized by the undergraduate students. Online information resources were utilizing to solve some academic activities such as, examination, course works, research projects and so on. The study also identified some challenges resulting to low patronage of online information resources like insufficient computer in the library, epileptic power supply, low bandwidth servers and so on. The revealed that alternative power supply, provision of more computer in the library, high server's bandwidth and so on, should be provided to encourage online information resources usage by the undergraduate students¹⁰⁵.

2.3.4 Information Behaviour and Perceived Academic Performance

Review of literatures revealed that there are very few recent studies on information behaviour of undergraduate students and their perceived academic performance in Nigeria.

A study to compare information needs, sources, and use by faculty of science undergraduate students in universities in southwest Nigeria¹⁹. The descriptive survey method of investigation was adopted for this study. The population for this study comprised all faculties of sciences undergraduate students of university of Ibadan, Ibadan, Nigeria from 100 level-500 level who offered at least seven of the core disciplines in the Faculty of Science and these includes (Computer Science, Chemistry, Microbiology, Industrial Chemistry, Physics, Archaeology and Anthropology) as follows in the distribution in sampling techniques. Stratified sampling technique with equal allocation method was used to select the whole faculties of Sciences undergraduate from university of Ibadan, making a total of 500 students out of 2,435 populations. Data was collected using a questionnaire from 500 students while data were analysed using frequency counts, percentages, mean and standard deviation. The study

showed that Students information needs are basically for completing homework, information professionals are still unable to professionally identify information needs of students, students rely on textbooks, internet, billboards and social gatherings as major sources of information, handbills are highly utilized, preparing of notes was found as the major constraint to the usage of information while the demystification of information needs and sources was found to aid the use of information. The study concluded that information need of faculties of sciences undergraduate students are noted ingredient for student's success in their various departments while it was recommended among others that in order to sustain and ensure the high level of accessing materials among undergraduates of science student, all links that will aid them to access materials maximally must be provided by various institution of learning in University of Ibadan, Nigeria. Everyday each of us is forced to solve many different vital problems connected with working, training, education, etc. for us to make decision in every concrete situation, it is necessary to have complete and up to date information about these things⁵³.

Information is needed for decision making and the reduction of uncertainty. It will be an understatement to say that information is vital in daily life; it is an important part of a nation's resources. Gaining access to information is a basic fundamental right. Information is not only vital for technological, scientific and economic progress as erroneously seen by some people, it is also a medium of social transformation and communication¹⁷. Students' involvement or engagement in unhealthy behaviour resulted to poor academic performance. A survey was conducted on 1,256 girl's student, the result shown that involvement in dangerous behaviour or activity resulted to poor self-confidence, low aspiration and poor interest in schooling. The

findings also indicate that education stakeholders can centre on soft-skills to improve academic performance⁸⁵.

The classroom environment determines students' performance in chemistry. One hundred (100) respondents were chosen among the chemistry students this study. The data was collected through Classroom Environment Questionnaire (CEQ) and Chemistry Achievement Test (CAT). In the study two hypotheses were observed and stratified random sampling technique was used. The independent T-Test was used to analysed the data. The findings revealed that classroom environment has significant contribution to students' performance in chemistry¹⁰⁶. The access, usage and influence of mass media on students' academic performance: A private university experience.

The effective use of library and its impact on students' study habits in selected universities in Lagos State, Nigeria. Three hundred and ninety-three respondents that participated in the study were chosen from University of Lagos and Lagos State University. Descriptive survey design and convenience sample technique was used to collect data. The instrument was designed using 5-point Likert Scale with close-ended questions. The data was analyzed with Pearson Correlation Coefficient inferential statistical tool. The findings revealed that a significant relationship between the effective use of library and study habits of students with a correlation value of 0.820. Again, the Pearson correlation coefficient was 0.819 showing that there was a significant relationship in the academic performance of students who have formed study habits via the effective use of the library and those who have not. The study also shows that library styling with up-to-date information resources will encourage the users to patronize the library¹⁰⁷.

The study investigated the scientific information literacy, attitude and persuasiveness in decision making among Nigerian students. Three hundred and fifteen (315) questionnaires was administered to collect data from the respondents (postgraduate students in the University of Ibadan). The results revealed that attitude to science was strongly positive, religious information was little stronger persuasiveness in decision making among the students than scientific information, and much more than cultural information. Mastery of scientific methodology and critical thinking behaviour have positive influence on students' persuasiveness of science whereas cultural belief has negative predictive influence on their persuasiveness of science. The study also revealed that students' attitude to science and their persuasiveness of science can be influenced by their levels of mastery of science methodology and cultural belief, though in a contrary manner¹⁰⁸.

A study on information needs, information seeking behaviour and information use of undergraduates in two Nigerian Universities. The study population were 200 levels -500 levels undergraduates of Obafemi Awolowo University, Ile-Ife, Osun State (OAU) and Federal University of Agriculture, Abeokuta, Ogun State with 15,847 students and 10,042 students respectively. The total population of the two universities was 34,889 undergraduate students. The instruments used for the study was two-stage sampling technique, which are, random sampling technique and purposive sampling technique. Two hundred and thirteen (213) questionnaires which is 96.3% were valid for the analysis out two hundred and twenty-one questionnaires administered for the study. The results shown that respondents mostly use internet (47.9%) and printed materials (21%), then newspaper and magazines. Knowledge up-scaling, examination preparation, academic improvement and so on were the main needs of

the undergraduates. The results also shown that most commonly used information sources were internet, printed materials, magazines and newspapers. In the course of information seeking, the students encountered some setback like, power outage, outdated materials, scare information resources, low internet services and so on¹¹⁵.

2.4 Conceptual Framework

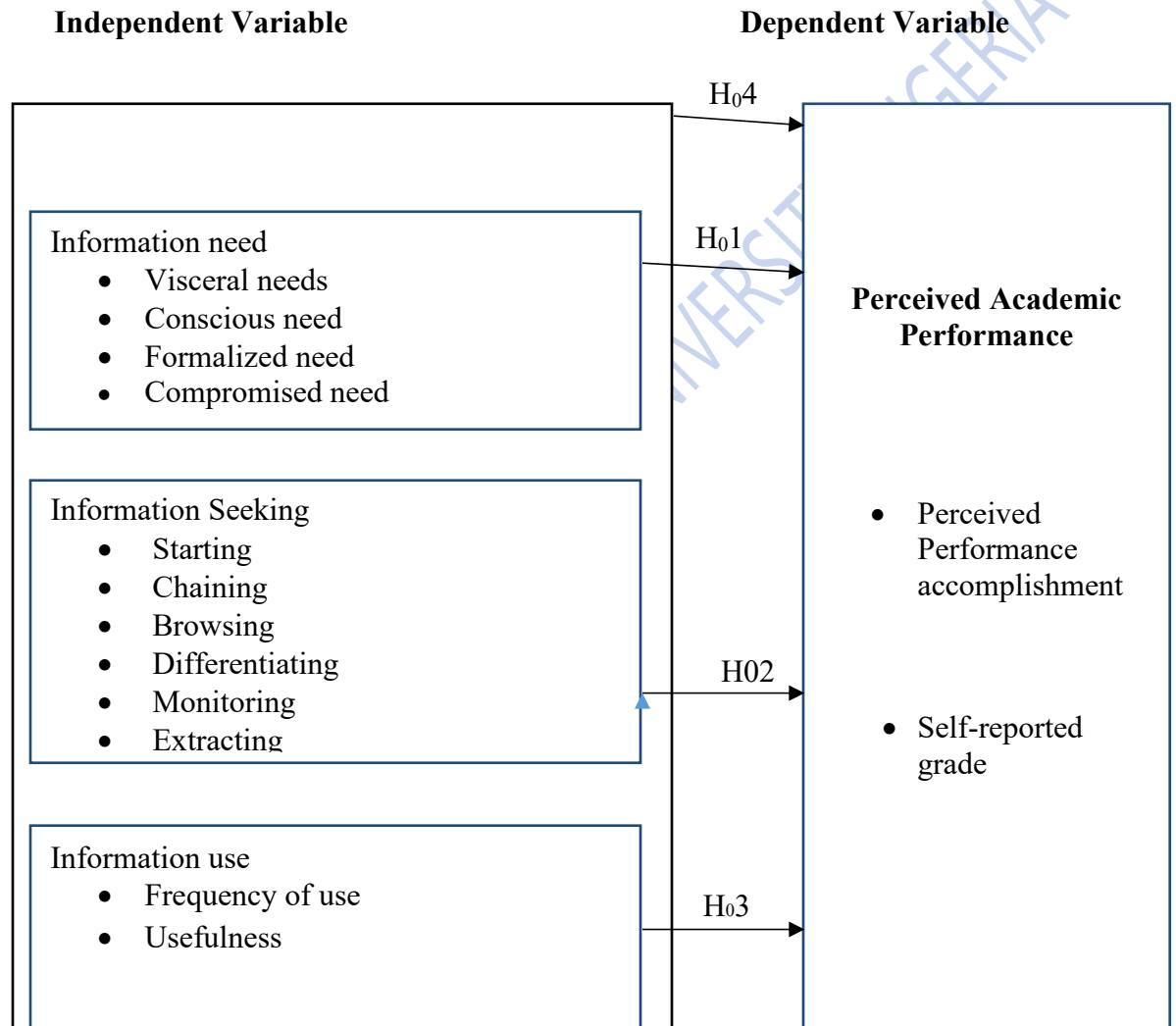


Figure 3: conceptual framework of (Information Behavior and Perceived Academic Performance of Students in Federal Cooperative College, Ibadan, Oyo State)

(Sources: Researcher's Conceptual Model, 2022)

The conceptual framework in figure 2 shows that the study has one independent variable (information behaviour) with sub-variables (information need, information seeking and information use) and one dependent variable (undergraduate students' Perceived Academic Performance). Students' perceived academic performance were measured using performance accomplishment and self-reported grades. The students' perceived academic performance indicators were developed for the study by empirically grouping related academic performance metrics. Academic self-efficacy has been found to be a substantial measure of academic performance in studies^{79,80}. Although student self-reports of grades are likely to be less accurate as compared to their actual report cards, it does appear to provide an assessment that matches the pattern of other academic indicators, including student achievement scores⁸¹.

The independent variable (information behaviour) in the model was adapted from the Wilson's information behaviour model of steps in information behaviour³². Information behaviour consists of sub-variables (Information need, Information Seeking and information use) which are inter-related and contribute to the central idea (information behaviour). The model showed the relationship among Information need, Information Seeking and information use as indicated by the in the diagram. It also showed that a student's information need leads to his information seeking behaviour.

Therefore, information seeking occurs after the individual identifies his information need⁴⁶. It further showed that the student's information seeking behaviour determine to a large extent to information use. The model further showed the metrics of Information need, Information Seeking and information use. It showed four levels of information needs in line with Taylor's

Levels of Information Needs⁸². Taylor has investigated information needs from the angle of psychology and has identified four levels of information needs which include:

Visceral need is the identification of feeling of uncertainty by students or unconscious need for information not existing in the remembered experience. This is the situation whereby students know there is need to solve but they can't visualize what the need is, not to talk of how to resolve it.

Conscious need is a conscious mental description of need by students or these are needs within brain expression of the need. Conscious needs are more emotional in tone

Formalized need is a situation whereby the students form a qualified and rational statement of his/her need i.e. making formal statement about the need. The students must know the information need they need to meet or means to resolve it. Compromised need is the way students presented their need to the information system. It is the point of negotiation between student and an intermediary toward resolving an information need. It may be structured or directed.

Also, the six actions in seeking for information in Ellis' information seeking behaviour model⁸³ was captured as metrics for information seeking behaviour. In Ellis' information seeking behaviour model, six actions in sourcing for information were identified, which include: starting, chaining, browsing, differentiating, monitoring, and extracting.

Starting is the strategies used by the users or patrons to begin information seeking processor identifying the initial materials or resources to search through and selecting starting points for the search. It also entails all process that form the initial search for the information like identifying sources of interest that could serves as starting point of the search. The sour can be chosen due to the perceived availability and quality of the information from such source.

Chaining is the following up on these new leads from the initial source is the act of chaining or following leads from the starting source to referential connections to other sources that contribute new sources of information. Browsing is the process of showing the students to a resource space by examining its contents or casually looking for information in areas of interest. The students can browse through lists of titles, subject heading, summaries, abstract, table of contents etc. Differentiating is the process whereby the students select from various sources examined by pointing out differences in the nature and quality of the information suggested or selecting among the known sources by noting the distinctions of characteristics and value of the information. Differentiating activity depend on the student's initial interactions with the sources, commendation from personal contacts or reviews in published sources. Monitoring is keeping up-to-date on a topic by regularly following specific sources by the students, as well as using small set of care sources including key personal contacts and publications (books, journals, magazines, catalogue, newspapers, databases, bibliographies, indexes and so on). Extracting is the process where the students strictly going through a specific source or sources in order to identifies appropriate material/resource of interest in an information source or methodically analysing sources to identify materials of interest.

The model further showed that information use is determined by usefulness and frequency of use. The Wilson's information behaviour model of steps in information behaviour showed that the information use behaviour of the user depends on the user's satisfaction or non-satisfaction.

Moreover, the model shows the relationship between the independent (information behaviour) and the dependent variable (students' Perceived Academic Performance). It further shows that each sub-variable under information behaviour also relates with the independent variable singly. The implication is that, the students' information behaviour indicators (Information need, Information Seeking and information use) can have a joint influence on their perceived academic performance just as they can also have individual influence on students' perceived academic performance.

2.5 Summary of Literature Review

The literature presented in this chapter show a gap regarding the study of undergraduate students' information behaviour in relation to their perceived academic performance. Empirical review of literature showed that grades are indeed the most well-known indicator of academic performance. Some other studies have well used the student self-evaluation of their own academic performance (perceived academic performance) as measure of students' performance. The bone of contention is the question of whether perceived academic performance can reflect the true performance of a student without any form of biasness. However, students' perceived academic performance has been found to reflect their actual academic performance, with students scoring higher in self-perceived academic competence attaining higher grades and students scoring low attaining low marks.

Most studies concentrated on one or at most three aspects of information behaviour in single study. For instance, a study conducted in Jawaharlal Nehru University only considered the information seeking behaviour of students⁷⁴. In another study carried out on Humanities and Social Science undergraduates of the University of Colombo only Information Seeking

Behaviour of the students was examined. However, most studies examined more than one construct of information behaviour^{41,72,73,76}. Very few studies considered up to three constructs of information behaviour in a single as in this present study. Information seeking behaviour was found to be the major aspect discussed in a broader perspective followed by information needs while only few studies have been conducted on other aspects of information behaviour as shown by the literature reviewed. In fact, there are very few studies conducted on students' information use behaviour. This means that there are more studies on information seeking behaviour than other aspects of information behaviour. The implication is that information needs and information seeking are most displayed information behaviours by information users. Although, these two variables are indispensable elements while considering students' information behaviour, other important aspects of this variable, such as, the uses, the sources and sharing of information must be given adequate attention alongside information need and information seeking so as to have a proper perspective of the undergraduate information behaviour.

Furthermore, a review of literature showed that, most researchers of information behaviour adopted quantitative approach in carrying out their study^{71,72,73,27} while only few adopted qualitative methods. For instance, a qualitatively method was adopted in a study conducted on information searching behaviour of Dubai University students in respect of electronic resources⁷⁷. Elsewhere, a study conducted in two university libraries in Ghana namely, the Ghana Institute of Journalism (GIJ) Library, and Todd and Ruth Warren Library, Ashesi University College (AUC), Ghana, to investigate library users' satisfaction of library services, resources, staff conduct and impact of the library on the academic achievements of users,

employed qualitative method of data collection. Other studies applied both quantitative and qualitative approach⁷⁵. A study conducted to determine the information needs and information seeking behaviour of nursing and clinical students at Aga Khan University (AKU)⁸⁴ is a typical example of adoption of a mixed method research. Although, quantitative method ensures that data are gathered from a wide range of participant, deeper information can be gathered from qualitative research. Owing to this fact, some researchers have employed a mixed-method research design. Hence, researchers will need to employ both quantitative and qualitative methods in carrying research on information behaviour for a better and generalizable finding.

The situations worsen when it comes to studies conducted on information behaviour and perceived academic performance of undergraduate students in Nigeria. Review of literatures revealed that there are very few recent studies on information behaviour of undergraduate students and their perceived academic performance in Nigeria. Only very few studies were found to address undergraduate students' information behaviour and academic success in their different departments. For instance, the relationship between information seeking behaviour and academic performance received more attention, followed by information need. However, there are little or no recent literatures on information behaviour (information need, information seeking and information use) and its relationship with the perceived academic performance of students.

Thus, this research will help in filling identified gaps in the previous studies on information behaviour by discussing the concept in broader perspectives and researching on five major

aspects of information behaviour. Furthermore, the study will also add to the very few existing studies on information behaviour (information need, information seeking, and information use) in relation to the perceived academic performance of undergraduate student

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Chapter Three

Methodology

This chapter describes the various procedures the study undertook in terms of the method adopted by the research work. The method used in this study is presented under the following section: Research design, Population of the Study, Sample and Sampling Techniques, Description of the Research Instruments, Validity of Research Instrument, Reliability of the Research Instrument, Data Collection, Data Analysis and Ethical Approval

3.1 Research Design

The research design adopted for the study is the survey research design, where variables are compared to establish the research measures. The design is suitable because the study is aimed at exploring the relationship between the independent and dependent variables, which are the students' information behaviour and perceived academic performance.

3.2 Population of the Study

The target population for this study is six hundred and forty-three (643) students as shown in Table 3.1.

It consists of all Students in Federal Cooperative College, Ibadan, Oyo State. Federal Cooperative College, Ibadan, Oyo State established in the year 1943. The reason for excluding OND1 students was that, they have less than a year experience and new in the system, so they may not be able to rate their academic performance very well in their first semester.

Table 3.1 Summary population size

S/N	Levels	Population
	OND 2	282
	HND 1	193
	HND2	168
	TOTAL	643

3.3 Sample Size and Sampling Techniques

The sample size used for this study is two hundred and forty-two (242) Students in Federal Cooperative College, Ibadan, Oyo State. This was derived from the six hundred and forty-three total population of the students excluding ND1, using an adopted table from Krejcie and Morgan for determining sample size of a known population.

Table 3.2. Table determining sample size of a known population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: N is population size; S is sample size.

Source: Krejcie & Morgan (1970)ⁱⁱ.

The study adopted a multi-stage sampling technique. Sampling was done in three stages in order to arrive at the appropriate sample size for this study. At the first stage of sampling, the OND2, HND1 and HND2 students will be selected purposively. The reason for choosing

OND2, HND1 and HND2 instead of including OND1 students is that, the new students who have just resumed may not be able to adequately rate their performance in the institution yet owing to the short time they have spent in the institution. However, the older students who have spent at least one year in the college would have exhibited information behaviour measures required for the study and was able to rate their performance from their past academic achievements in the college. At the second stage of sampling, simple random sampling techniques was employed to seven (7) departments from the Federal Cooperative College, Ibadan, Oyo State. At the third stage of the sampling, students were randomly sampled from each of the departments in the college.

The proportion of sample size to be obtained from each level is determined by the formula

Sample size x school population

Population size

OND2:	$\frac{242 \times 282}{643}$	= 106
HND1:	$\frac{242 \times 193}{643}$	= 73
HND2:	$\frac{242 \times 168}{643}$	= 63

Hence, a total number of two hundred and forty-two sample size was used for the study.

Table 3.3 Summary of Sampling Framework in the Federal Cooperative College, Ibadan.

S/N	Level	Population	Sample size
	OND2	282	106
	HND1	193	73
	HND2	168	63
	TOTAL	643	242

3.4 Description of the Research Instrument(s)

Questionnaire was used as the research instrument. It was design and used for data collection in this study which includes: Perceived Academic Performance Scale (PAPS) and Information Behaviour Questionnaire (IBQ)

Section A: Bio-data

This section was self-developed by the researcher to collect demographic information. The respondents' demographic information was measured using department, level of study, gender and age.

Section B: Perceived academic performance scale (PAPS)

The Perceived academic performance scale is an adapted scale from Verner-Filion & Valleran. Performance accomplishment and self-reported grade. While section B contain the perceived academic performance items. The perceived academic performance scale measures an individual student's perception of his/her academic performance. It consists of seven items

which include: I meet the official performance requirements expected of a student, which of the grade represent your last cumulative point average (CGPA), I have the ability to obtain my desired cumulative grade point average (CGPA), I satisfactorily perform every academic task required of me, I have an outstanding academic performance, I am satisfied with my academic performance and all effort is geared toward academic success. Each question was measured on a four-point Likert scale ranging from 1 “strongly agree” to 4 “strongly disagree”

Section C:

Information Behaviour Questionnaire (IBQ): this section of the questionnaire was used to obtain information on undergraduate information behaviour. The questionnaire was divided into three parts. This section was sub-divided into three constructs (information needs, information seeking and information use) consisting of items to measure the undergraduate information behaviour.

Each question was measured on a four-point Likert scale ranging from 1 “strongly agree” to 4 “strongly disagree”. Higher scores reflect a higher level of information behaviour (information need, information seeking or information use).

3.5 Validity of Research Instrument

The face and content validity of the research instrument was done. All The research instruments were facially and content validated by the Thesis Supervisor and two other experts within the information management field in Lead City University, Ibadan. The content validity was ascertained by ensuring that it covers all variables under study. Feedbacks from their comments and corrections was duly used to improve the quality of the items.

3.6 Reliability of the Research Instrument

The instruments were subjected to pilot study in Oyo State School of Nursing and Midwifery, Ibadan, which is not part of the study using 20 copies of questionnaires. The data obtained was subjected to Cronbach's alpha reliability test to establish internal consistency of the items. The reliability of the instrument was established using Cronbach's alpha to determine items which are consistent with the others. The Cronbach's alpha score for the information behaviours scale is 0.79 while the Cronbach's alpha score for perceived academic performance is 0.81. Result from the test was used to determine items that was included in the questionnaire.

3.7 Method of Data Collection

The researcher collected letter of introduction from the Department of Information Management, Faculty of Communication and Information Sciences (FCIS), Lead City University, Ibadan. With the letter of permission, the researcher visited the Federal Cooperative College's management to gain access to conduct the survey in the institutions.

A day training was conducted for three research assistants to ease the collection of data in the institution. Two hundred and forty-two (242) copies of questionnaires was administered. The researcher and research assistants worked with the human resources of the institution to ensure maximum cooperation. Respondents was assured of confidentiality of their responses while briefed them on the need for adequacy of responses and advantages embedded in the findings of the study. Thereafter the questionnaires were administered and retrieved within the span of three weeks. These was scored and the data obtained was subjected to data analysis.

3.8 Method of Data Analysis

The data obtained through the instruments used for the study was collated and analysed using quantitative method. The research questions were analysed using descriptive statistics (frequency and percentage) while the hypotheses were tested using inferential statistics (regression analysis). Simple linear regression was used to analyse hypotheses 1-3 while multiple regression analysis was used for the hypothesis 4. The acceptable level of significance was 0.05.

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Endnotes

1. R.V. Krejcie & W.M. Daryle. “*Determining sample size for research activities.*” **Educational and psychological measurement** 30(3), 1970, 607-610.
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Chapter Four

Results and Discussion of Findings

This chapter presents the results of the empirical data collected to answer to achieve the research objectives. The analysis focuses on answering the research questions and test the study hypotheses.

4.1 Demographic Analysis

Table 4.1: Demographic Distribution of the Respondents

Items	Frequency	Percentage
Department		
Business Administration	43	24.7
Accountancy	36	20.7
Computer Science	18	10.3
Marketing	32	18.4
Banking and Finance	33	19.0
Cooperative Economics & Management	8	4.6
Home & Rural Economics	4	2.3
Total	174	100.0
LEVEL		
OND 2	83	47.7
HND 1	71	40.8
HND 2	20	11.5
Total	174	100.0
Gender		
Male	85	48.9
Female	89	51.1
Total	174	100.0
Age		
Below 16	13	7.5
16-20	44	25.3
21-25	93	53.4
26-30	23	13.2
31+	1	.6
Total	174	100.0

Source: Field work, 2021.

Table 4.1 Presents the demographic distribution of the study respondents. The results show that all of the departments in the institutions are represented. The highest number of respondents, 43 (24.7%) Business Administration. This is closely followed by 36 (20.7%)

from Accountancy department; 33 (19%) of the respondents who are studying Banking and Finance, 18 (10.3%) respondents from Computer Science, 32 (18.4%) from the department of Marketing. At the lowest end, 8 (4.6%) of the respondents indicated that they are studying Cooperative Economics and Management while 4 (2.3%) are from Home & Rural Economics. All of the respondents are at different levels in their educations.

Majority of the students 83 (47.7%) reported that they are in OND 2; 71 (40.8 %) indicated that they are in HND 1 while 20 (11.5%) are from HND 2. These are level that have spent reasonable amount of time in the institution therefore qualify to answer the questions accurately. Another aspect of demographic examined is the gender of the respondents. The analysis of the gender distributions shows that there are 85 Males which constitutes 48.9% of the total respondents and 89 Females which represents 51.1 % of the total respondents. In term of age, 93 (53.4%) of the respondents are between 21-25 years of age; 44(25.3%) are in the age range 16-20 while 13(7.5%) are below 16. What the balanced age distribution mean is that the respondents are still young and amenable to mentoring and ready to change.

Research Question 1: What is the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State?

Table 4.2: Perceived Academic Performance of Students in Federal Cooperative College, Ibadan, Oyo State

Items	SA	A	D	SD	Mean
I meet the official performance requirements expected of a student	114	54	5	1	3.61
I have an outstanding academic performance	65.5	31.0	2.9	.6	2.21
I am satisfied with my academic performance	29	31	62	52	29.9
All my effort is geared toward	16.7	17.8	35.6	29.9	3.50
	100	61	13	--	3.50
	57.5	35.1	7.5		
	97	67	9	1	3.49

academic success	55.7	38.5	5.2	.6	
I satisfactorily perform every academic task required of me	91	73	6	4	3.44
I have the ability to obtain my desired CGPA	52.3	42.0	3.4	2.3	
	70	61	25	12	3.13
	40.2	35.1	14.4	6.9	
Average mean					3.23

Decision rule: low mean is < 2.5, moderate mean is = 2.5 and high mean is > 2.5

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Source: Field work, 2021.

Data presented in Table 4.2 shows the perceived academic achievement of the respondents. From the responses, it can be seen that 65.5% student strongly agreed that they meet the official performance requirements expected of a student in their institutions. Also, 31% agreed to this statement with only a few respondents who disagreed. This statement has a mean score of 3.61 which is considered high. However, only 16.7 % of the respondents strongly agreed that they have outstanding academic performance. Majority of the rest either disagreed (35.6%) or strongly disagreed (29.9%) to the statement. This gave the statement a mean score of 2.21 which is low according to the decision rule.

Table 4.2 also shows that 57.5% of the respondents strongly agreed and 3.50% agreed respectively that they are satisfied with their academic performance. This is further shown in the mean score of 3.50 for the statement. Similarly, 55.7% strongly agreed and 38.5% of the respondents agreed that all of their effort is focused on academic success. The level of this agreement is shown in a mean score of 3.49 for the statement which is regarded as high in this study. In addition, 52.3% of the respondents strongly agreed and 42% agreed respectively that they usually perform every academic task required of the satisfactorily. This is also shown in a mean score of 3.44. last but not the least. 42% of the respondents strongly agreed that they have the ability to obtain their desired CGPA while 35% also agreed to the statement. These combined together to yield a mean score of 3.13 which is above the average mean. Overall,

the level of perceived academic achievement shown by an aggregate mean score of 3.23 which is considered high according to the decision rule.

Research Question 2: What are the Information Needs of Undergraduate Students in Federal Cooperative College, Ibadan, Oyo State?

Table 4.3: Information Needs of Undergraduate Students in Federal Cooperative College, Ibadan, Oyo State.

Items	SA	A	D	SD	Mean
Viscera Need					
I find it easy to express my information need	32 18.4	53 30.5	56 32.2	33 19.0	2.48
I need information for general awareness	45 25.9	93 53.4	28 16.1	8 4.6	3.01
Conscious Need					
Forming a logical statement of my need when searching for information is easy.	78 44.8	75 43.1	14 8.0	7 4.0	3.29
I know my information need	93 53.4	73 42.0	6 3.4	2 1.1	3.48
Formalised Need					
I need information for personal development	90 51.7	78 44.8	5 2.9	1 0.6	3.48
I need information for updating knowledge	87 50.0	80 46.0	6 3.4	1 0.6	3.45
Compromised Need					
I need information to prepare for examination	108 62.1	58 33.3	8 4.6		3.57
I need information for assignment	109 62.6	53 30.5	4 2.3	4 2.3	3.53
I need information for project	--	5 2.9	57 32.8	112 64.4	1.39
Average Mean					3.07

Decision rule: low mean is < 2.5, moderate mean is = 2.5 and high mean is > 2.5

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Source: Field work, 2021.

The information needs of the respondents are analysed in Table 4.3. Data presented in the table shows that majority of the respondents find it difficult to express their information

needs. This is shown by the combination of 32.2% who disagreed and 19% who strongly disagreed that find it easy to express their information needs. The mean score for this statement is 2.48 which is considered low according to the decision rule. Broadly speaking, 25.9% strongly agreed and 53% agreed respectively that they need information for general awareness. This has a mean score of 3.01 which is high. Also, while majority may not be able to articulate their information needs to a librarian and others, majority of them 44.8% strongly agreed and 43.1% agreed respectively that it is easy for them to form logical statement of information need when searching for information from information systems. This statement has a mean score of 3.29 which is considered high. Also, 53.4% of the respondents strongly agreed while 42% agreed that they know their information need. This statement has a mean score of 3.48 indicating that the students have a high awareness of their information needs.

Similarly, data presented in table 4.3 showed that 55.7% of the respondents stringly agreed that they need information for personal development while 44.3% agreed to the statement. This has a mean score of 3.48 which indicated a higher need of information for personal development. Also 50% and 46.5% strongly agreed and agreed respectively that they need information for updating their knowledge. This statement also has a means score of 3.48 which also shows that it is highly positive. In addition, almost all the respondents strongly agreed (62.1%) and agreed (33.2%) respectively that they need information to prepare for examination. The statement has a mean score of 3.57. another major information need of the respondents is information for assignments. This is show by the 62.6% of the respondents who strongly agreed and 30.5% who agreed that they need information to complete class assignments. As a consequence, the item has a mean score of 3.53 which is considered as high

according to the criteria mean. It however found that the respondents rarely need information for project writing. Only 2.9% agreed that the need information for project while 32.8% disagree and 64.4 strongly disagree that they need information for project. The item has a mean score of 1.39 which indicates that project information is not part of the information need of the respondents. Overall, the aggregate mean for information needs is 3.07 which means that information needs of the respondents is high and they are highly aware of their information needs.

Research Question 3; What are the Information Seeking Behaviour of Students in Federal Cooperative College, Ibadan, Oyo State?

Table 4.4: Information Seeking Behaviour of Students in Federal Cooperative College, Ibadan, Oyo State.

Items	SA	A	D	SD	Mean
Starting					
I find it easy to identify the initial sources to search through for information	128 73.6	35 20.1%	6 3.4	5 2.9	3.64
I use the Boolean operators AND, OR and NOT when I search for information in databases.	89 51.1	78 44.8	-	7 4. 0	3.43
Chaining					
I receive the publication of new materials on any subject of interest through alert services.	96 55.2	64 36.8	12 9	2 6. 1	3.46 1.
I can connect from one source to the other that contributes new sources of information when searching for information	84 48.3	87 50.0	2 1	1 1.	3.46
Browsing					
I find information that is relevant through participating in mailing lists, social media groups, or study groups.	76 43.7	87 50.0	6 4	5 3. 9	3.34 2.
I come across relevant information even when I am not consciously looking for it.	101 58.0	69 39.7	2 1.1	2 1.1	3.55
I use keywords to make my searches more	2	3	93	76	1.60

specific	1.1	1.7	(53.4%)	(43.7%)	
Differentiating					
I find it difficult identifying relevant information among other information during search	52	86	-	36	2.89
	29.9	49.4		20.7	
I do identify materials of interest when searching for information	80	94			3.46
	46.0	54.0			
Monitoring					
I perform bibliographic search (library catalogues, article databases and citation indexes) for my research	78	17	79	--	2.99
	44.8	9.8	45.4		
I participate in scientific events (conferences, Seminars, Symposiums, Workshops, roundtable, etc.) to gain access to useful information	74	89	7	4	3.34
	42.5	51.1	4.0	2.3	
Extracting					
I have difficulties when doing bibliographic searches in databases	67	55	37	15	3.00
	38.5	31.6	21.3	8.6	
I find information that is relevant through participating in mailing lists, social media groups, or study groups.	78	87	4	5	3.37
	44.8	50.0	3	2.	2.
				9	

Decision rule: low mean is < 2.5, moderate mean is = 2.5 and high mean is > 2.5

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Source: Field work, 2021.

The information seeking behaviour of the respondents is presented in Table 4.4. The breakdown of the responses shows that 73.6% of the respondents strongly agreed while 20.1% agreed that they can easily to identify the initial sources where they can begin their information search. The is shown in a mean score of 3.64 for the item which is far higher than the average mean. Furthermore, 51.1% strongly agreed and 44.8% of the respondents agreed respectively that they often use Boolean operators (AND, OR and NOT) when searching for electronic information resources. This item also has a very high mean score of 3.43 indicating that majority of the respondents use Boolean Operators. The respondents also indicated that they receive alert for publication of new materials on any subject of interest through alert

services, with 55.2% strongly agree and 36.8% agreed. This result in a mean score of 3.46 which is also very high.

Results presented in Table 4.4 also indicate that the respondents engage in chaining during information search as 48.3% strongly agreed and 50% agreed that they can connect from one source to the other that contributes new sources of information when searching for information. As a consequence, this item has a mean score of 3.46 indicating a high level of chaining practice among the respondents. Similarly, 43.7% of the respondents strongly agreed and 50% agreed that they often find relevant information through mailing lists, social media groups, or study groups. This item has a mean score of 3.34 showing that it is highly practiced among the respondents. In addition, 58% and 39.8% of the respondents strongly agreed and agreed respectively that the often engage in browsing which leads to finding relevant information even when they are not consciously looking for it. Like the others, this practise also has a high mean score of 3.55. However, majority of the respondents disagreed (53.4%) and strongly disagreed (43.7%) respectively that they use keywords to make searches more specific. The low mean score of 1.60 for this item indicate that the respondents are not practicing keyword searching.

Another practice under information seeking behaviour is differentiating. For this practice, 29.9% and 49.4% of the respondents strongly agreed and agreed respectively that they often find it difficult to identify relevant information among other information during search. This has a mean score of 2.89 which put it slightly above average. However, 46% and 54% of the respondents strongly agreed and agreed respectively that they can generally identify materials of interest when searching for information. This is further shown in a mean score of 3.46. In addition to differentiating, the respondents also show ability for monitoring information

sources. Majority of the respondents strongly agreed (44.8%) and agreed (9.8%) that they perform bibliographic search of scholarly databases for their research. However, a significant proportion (45.4%) disagreed, indicating that they do not engage in this practice. Nonetheless, the item has a mean score of 2.99 which is still above average. In addition, 42.4% of the respondents strongly agreed while 51.1% agreed that they participate in conferences, Seminars, Symposiums, Workshops, etc. in order to gain access to useful information. This item has a mean score of 3.34 which is considered high.

The final aspect of information seeking behaviour is information extracting. The responses show that 38.5% of the respondents strongly agreed while 31.6% agreed that they often have difficulties conducting bibliographic searches in databases. The item has a mean score of 3.0 which means that the level of challenge is high. However, 44.8% of the respondents strongly agreed while 50% agreed that they find relevant information through participating in mailing lists, social media groups, or study groups. The mean score of 3.37 for this item indicates that it is the most used in information extraction by the respondents.

Research Question 4: What is the Level of Information Usage of Students in Federal Cooperative College, Ibadan, Oyo State?

Table 4.5: Level of Information Usage of Students in Federal Cooperative College, Ibadan, Oyo State.

Items	SA	A	D	SD	Mean
Usefulness					
I find useful information from my information source(s)	91	4	78		3.08
I use information to boost my academic performance	52.6	2.3	45.1		3.53
I can learn new things personally with	92	82			3.53
	52.9	47.1			
	78	91	5		3.42

the information at my disposal	44.8	52.3	2.9		
I am not satisfied with the information available for use	24	52	85	13	2.49
	13.8	29.9	48.9	7.5	
Average mean					3.13
Frequency of Use					
I use information for problem solving daily	77	86	4	7	3.34
	44.3	49.4	2.3	4.0	
I depend on information for daily decision making	63	104	3	4	3.30
	36.2	59.8	1.7	2.3	
I use only information given to me by lecturers in the class	24	31	92	27	2.30
		13.		1	
	8	17.8	52.9	5.5	
I make use of information everyday	75	89	6	4	3.35
	43.1	51.1	3.4	2.3	
Average mean					3.07
Decision rule: low mean is < 2.5, moderate mean is = 2.5 and high mean is > 2.5					
Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree					
Source: Field work, 2021.					

Table 4.5 presents the data on the use of information resources among the respondents. Information use is measured by two metrics; usefulness of information and frequency of information use. The responses on information usefulness shows that 52.6% of the respondents strongly agreed that they often find useful information from available information source. This item has a mean score of 3.08 which indicates that the chance of finding useful information by the respondents is very high. In the same vein, 52.9% of the respondents strongly agreed and 47.9% also agreed that they find the information useful in boosting their academic performance. This item has a mean score of 3.58 which indicates that the information is highly useful in boosting academic performance.

Furthermore, 44.8% of the respondents strongly agreed that they can learn new things with the information made available to them. This item has a mean score of 3.42 which means that the respondents find the information available to them highly useful for learning. This is shown in the level of satisfaction with available information as expressed by the respondents. Majority of the respondents disagreed (48.9%) and strongly disagreed (7.9%) respectively with the

statement; “I am not satisfied with the information available for use”. The negative statement has a mean score of 2.49 which shows a low level of dissatisfaction with available information resources. Overall, the average mean for information usefulness is 3.13 which indicates the respondents have a highly positive perception regarding the usefulness of the information at their disposal. This is reflected in the frequency of use of information resources by the respondents.

Majority of the respondents use information resources daily for problem solving as shown by 44.3% who strongly agreed and 49.4% of the respondents who agreed to the statement. The mean score of 3.34 also attest to a high-level daily information use for problem solving. Similarly, 36.2% of the respondents strongly agree while 59.8% agreed that they use information daily for decision making. This item also has a mean score of 3.30 which indicated a high-level daily information use for decision making. Interestingly, the respondents disagreed (52.9%) that they use only information given to me by lecturers in the class. This item has a mean score of 2.30 which indicates that only a few of the respondents rely only on lecture notes and handouts from lecturers for their information needs.

In addition, majority of the respondents strongly agreed (43.1%) and agreed (51.1%) respectively that they make use of information every day. This item has a mean score of 3.35 which indicate a high rate of information use. Overall, the average mean for frequency of information use among the respondents is 3.07 which indicates the respondents are highly frequent users of information at their disposal. In addition, the average means for both information usefulness (3.13) and frequency of use (3.07) is 3.10 which indicates a high level of information use among the respondents.

4.3 Research Hypotheses

This section presents the test of hypotheses to achieve the aim of determining the influence of information behaviour (Information need, Information Seeking and information use) on students' perceived academic performance in Federal Cooperative College, Ibadan, Oyo State. Each hypothesis is tested at a significance level of 0.05. Therefore, if the p-value which indicated the significance or the probability value exceeded the pre-set level of significance ($p > 0.05$), the hypothesis stated in null form is accepted, however, if the p-value is less than or equal to 0.05 ($p \leq 0.05$), the hypothesis is rejected.

H₀₁: There is no significant influence of information needs on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

Table 4.6(a-c) Summary of the Influence of Information Needs on Perceived Academic Performance.

Model Summary					
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.266 ^a	.071	.066		.34949

a. Predictors: (Constant), Information Need

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	1.604	1	1.604	13.136	.000 ^b	
Residual	21.009	172	.122			
Total	22.613	173				

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), Information Need

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.079	.138		7.820	.000
Information Need	.293	.081	.266	3.624	.000

Source: Field Survey Results (2022)

Table 4.6a presents the results of the linear regression analysis for the effect of information needs on the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

From the results in Table 4.6a, information need has a positive but weak significant relationship with the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria ($R = 0.266$, $p < 0.05$).

The coefficient of determination (Adj. R^2) of 0.066 shows that awareness of information needs predicts 6.6% of the changes in academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria, while the remaining 93.4% changes in perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria is explained by external variables not included in this study.

Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that awareness of information need has a significant effect on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria. This can be explained by the F-value (13.136) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that awareness of information

needs significantly influenced the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria.

In addition, the results of regression coefficients in Table 4.6c, revealed that at 95% confidence level, a unit change in awareness of information need will lead to a 0.293 increase in the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria given that all other factors are held constant. It is on the strength of this result (Adj. $R^2= 0.066$, $F(1,172) = 13.136$, $p= 0.000$), this study rejects the null hypothesis one (H_01) which states that there is no significant effect of information needs on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

H₀₂: There is no significant influence of information seeking behaviour on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

Table 4.7 (a-c): Summary of the Influence of Information Seeking Behaviour on Perceived Academic Performance.

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.452 ^a	.205	.200		.32339

a. Predictors: (Constant), Information Seeking

Determine the influence of information seeking behaviour on perceived academic performance.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.625	1	4.625	44.226	.000 ^b
Residual	17.988	172	.105		
Total	22.613	173			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), Information Seeking

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.704	.132		5.322	.000
Information Seeking Behaviour	.524	.079	.452	6.650	.000

a. Dependent Variable: Perceived Academic Performance

Source: Field Survey Results (2022)

Table 4.6a presents the results of the linear regression analysis for the effect of information seeking behaviour on the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

From the results in Table 4.7a, information need has a positive and significant relationship with the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria ($R = 0.452$, $p < 0.05$).

The coefficient of determination (Adj. R^2) of 0.200 shows that the information seeking behaviour of the students predicts 20% of the changes in academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria, while the remaining 80% changes in perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria is explained by external variables not included in this study.

Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that information seeking behaviour has a significant effect on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria. This can be explained by the F-value (44.226) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information seeking behaviours significantly influenced the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria.

In addition, the results of regression coefficients in Table 4.6c, revealed that at 95% confidence level, a unit change in information seeking behaviour will lead to a 0.524 increase in the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria given that all other factors are held constant. It is on the strength of this result (Adj. $R^2= 0.452$, $F(1,172) =44.226$, $p= 0.000$), this study rejects the null hypothesis one (H_02) which states that there is no significant effect of information seeking behaviour on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

H₀₃: There is no significant influence of information usage on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

Table 4.8 (a-c) Summary of the influence of information usage on perceived academic performance.

Model Summary

Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.277 ^a	.076	.071		.34845

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.729	1	1.729	14.242	.000 ^b
Residual	20.884	172	.121		
Total	22.613	173			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: (Constant), Information Seeking

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.070	.135		7.939	.000
Information Use	.270	.072	.277	3.774	.000

a. Dependent Variable: Perceived Academic Performance

Source: Field Survey Results (2022)

Table 4.6a presents the results of the linear regression analysis for the effect of information usage on the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

From the results in Table 4.8a, information usage has a positive, weak but significant relationship with the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria ($R = 0.277$, $p < 0.05$).

The coefficient of determination (Adj. R^2) of 0.071 shows that the information usage behaviour of the students predicts just 7.1% of the changes in academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria, while the remaining 92.9% changes in perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria is explained by external variables not included in this study.

Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that information usage behaviour has a significant effect on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria. This can be explained by the F-value (14.242) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information usage behaviours significantly influenced the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria.

In addition, the results of regression coefficients in Table 4.6c, revealed that at 95% confidence level, a unit change in information seeking behaviour will lead to a 0.270 increase in the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria given that all other factors are held constant. It is on the strength of this result (Adj. R^2 = 0.071, $F(1,172) = 14.242$, $p= 0.000$), this study rejects the null hypothesis one (H_03) which states that there is no significant effect of information usage behaviour on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State

H₀₄: There is no significant combined influence of information behaviour (Information Needs, Information Seeking Behaviour and Information Use) on perceived students' academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

Table 4.9 (a-c) Summary of The Combined Influence of Information Need, Information Seeking and Information Use on Perceived Students' Academic Performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.467 ^a	.218	.205	.32243

a. Predictors: (Constant), Information Need, Information Use, Information Seeking

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.940	3	1.647	15.838	.000 ^b
Residual	17.674	170	.104		
Total	22.613	173			

a. Dependent Variable: Perceived Academic Performance

b. Predictors: ((Constant), Information Need, Information Use, Information Seeking

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.558	.161		3.471	.000
Information Use	.119	.076	.122	1.568	.119
Information Seeking Behaviour	.464	.092	.400	5.056	.000

Information Need	.015	.091	.014	.163	.870
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a. Dependent Variable: Perceived Academic Performance

Source: Field Survey Results (2022)

Table 4.6a presents the results of the multiple regression analysis for the combined influence of information behaviour (Information Needs, Information Seeking Behaviour and Information Use) on the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State.

From the results in Table 4.9a, information behaviour has a positive significant relationship with the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria ($R = 0.467$, $p < 0.05$).

The coefficient of determination ($Adj. R^2$) of 0.205 shows that the information behaviour of the students predicts 20.5% of the changes in academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria, while the remaining 79.8% changes in perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria is explained by external variables not included in this study.

Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that information behaviour has a significant effect on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria. This can be explained by the F-value (15.838) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information behaviours significantly influenced the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria.

In addition, the results of regression coefficients in Table 4.9c, revealed that at 95% confidence level, a unit change in information seeking behaviour will lead to a 0.119 increase in the perceived academic performance of students in Federal Cooperative College, Ibadan,

Oyo State, Nigeria given that all other factors are held constant. Also, at 95% confidence level, a unit change in information needs will lead to a 0.015 while a unit change in the information seeking behaviour will lead to a 0.464 increase in the perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State, Nigeria given that all other factors are held constant. It is on the strength of this result (Adj. $R^2 = 0.467$, $F(3,172) = 15.838$, $p = 0.000$), this study rejects the null hypothesis one (H_{04}) which states that there is significant combined influence of information behaviour (information needs, information seeking behaviour and information use) on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State. However, it is only information seeking behaviour that individually predict the academic performance of the students while other variable such information needs and information use behaviour do not individually predict the academic performance of the students.

4.4 Discussion of Findings

The focus of the study is to determine the influence of information behaviour on perceived academic performance of students at the Federal Cooperative College, Ibadan, Oyo State. Quantitative data was collected through a structure questionnaire to answer the research questions and test the research hypotheses. The findings are discussed in this section.

The first research question is on the perceived academic performance of Federal Cooperative College' students in Ibadan, Oyo State. The finding shows that the students perceived their academic performance as high. However, majority of them indicate that they consider their academic just above average and not outstanding. This shows that, while they do not consider themselves as failures or underachievers, they are also aware that they can do better academically. Allowing students to measure their own academic ability has shown to be

effective by researchers. Students' perceived academic performance has been found to reflect their actual academic performance, with students scoring higher in self-perceived academic competence attaining higher grades and students scoring low attaining low marks¹.

The common practice for evaluation of students' academic performance in Nigeria is the CGPA,² and the use of occasional 'aptitude test' results, especially when researchers are studying performance for a specific subject³. GPA is mostly used as students' academic performance indicator because it shows the student performance for a particular semester. However, GPA is a representation of academic achievement on a single one-dimensional scale and is constructed entirely from course grade information; therefore, it is non-inclusive⁸.

In contrast, perceived academic performance (PAP) is a student self-evaluation of academic performance that helps us understand the students' opinion about their academic achievement (i.e., high, average, low) and how they perceive themselves (i.e., positively or negatively), which is a function of their self-esteem⁵. The finding of this study is therefore in line with global best practice. The onus lies on educators to determine factors that can affect the perception of students regarding their academic performance. One way of doing that is to understand the information needs of the concerned.

The second research question of this study focus on the students' information need at the Federal Cooperative College, Ibadan, Oyo State. The finding shows that the information needs of the students can be categories under viscera needs, conscious need, formalised need and comprised need. A significant portion of these needs are focused on academic activities. There are however some challenges with the students finding it difficult to explain their exact information needs to professionals such as librarians. In addition, the students do not think they need information to complete their projects despite the fact that there were ND 2 and

HND2 students in the study sample. The information need of students have been well discussed in literature.

In Nigeria, a scholar found that majority of students' purpose of seeking information in the library is to preparing for examination, updating knowledge, writing assignment and project. This importance of project information in this study is contrary to what was found in previous studies. Similarly, a study conducted in Usmanu Danfodiyo University, Sokoto (UDUS) also found that veterinary medicine students mostly need academic information to carry out any given assignments, class tests, examinations and research projects⁸. The use of information for academic purpose among students was also reported in a study showed that students information needs are basically for completing homework⁶.

Another study conducted among students in Malaysia also reported that students seek information mainly for academic study and for competitive exam and students support Google search engine and OPAC for search information. Findings also stated shortage of study materials and information sources as well as low range of internet connectivity is the main barrier⁷. Scholars have however warned that information professionals are still unable to professionally identify information needs of students. It is suggested that the information needs of students are not limited to academic sources alone. The majority of findings that have reported students as having only academic information needs can be due to questions that focused on only the use of information for academic purposes. This has been taken care of to certain extent in this study. The information needs of students also drive their information seeking behaviour.

The third research question seek to find out the information seeking behaviour of undergraduate students in Federal Cooperative College, Ibadan, Oyo State. Information seeking behaviour is measured by metrics such as starting, chaining, browsing, differentiating, monitoring and extracting. Overall, the study found a robust information seeking behaviour among the students. However, there are some gaps. These include the fact that the students often face challenge in choosing the relevant information resources from numerous similar resources, have challenges in the use of scholarly databases and rarely uses keyword search. This has also been reported in previous studies.

A study on information seeking behaviour of students in Sri-Lanka revealed that majority of students use Internet instead of scholarly databases and other curated information sources provided by the library. The majority of them were also found to use 'crude' use self-taught criteria to evaluate information instead of standard methods. Furthermore, the study showed that they mostly consult their peers and senior students for help with information resource usage and the majority have not had any training in using the library resources or Internet for their academic activities⁹. Similarly, another study conducted among students in Dubai revealed that, due to shortage of information skills students were unable to search information effectively¹¹.

All these findings and the flaws in the information seeking behaviour of students reported in other studies around the world suggests a disconnect between, libraries, information professionals and information users. It seems that technology has usurped the place of the library as the source of information. Information users have showing a willingness to sacrifice quality for easy accessibility. The principle of least effort has become the norm

among information users and since the library is currently lagging behind search engines in term ease of access to information, information users have seen the internet as the ‘authority’ when it comes to information dissemination. However, the internet has not presented itself as an authority but rather a portal through which users may access information that would be otherwise unavailable to them.

What the internet lack is the ability of information professional to help put life into information resources and guide information users through the difficult task of identifying, evaluating, retrieving and managing information resources. It is likely that the perception of information users regarding the proper information seeking behaviour will continue to be at variance until librarians can gain a stronger foothold in the digital environment. After identifying information needs and seeking for the needed information, the next stage is to use the information acquired.

The fourth research question in this study examined the level of information usage among undergraduate students in Federal Cooperative College, Ibadan, Oyo State. The use of information resources was measure through the perceived usefulness of information resources and the frequency of using the available resources. It was found that the level of information use among the student is high. They most perceive the information available as useful and many of them often make effort to supplement the information they receive from lecturers with information from other sources. However, a large number of them indicated that they simply make do with lecture notes and handouts from lecturers. The finding of this study regarding information use can be put into context with the reports from other scholars.

Experts agreed that information use is the result of searching and acquiring information for decision making and in the creation of new values or innovations. Information use is the fulcrum that drives information need and information seeking since it represents the ultimate process for which information is needed and sought for¹⁰. Hence when students seek for information, it is usually to achieve certain objectives. Information use can therefore be referred to as the result of information access, for example: decision-making, problem solving, innovation and learning¹¹. In view of these, the use of information resources as reported in this study is consistent with the conceptualization of information use provided by various scholars around the world. In addition, it has been established through various studies that undergraduate students make use of information resources whether from the library or from the internet^{13,14,15}. As stated, the use of information resources is targeted at achieving specific objectives. For students, the most examined goal is academic performance. In line with this, the study also tested various hypotheses to determine whether information seeking behaviour of the students.

Hypothesis one evaluated the influence of information needs on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State. The hypothesis testing revealed a significant influence of information needs on academic performance of the students. The implication of the result is that students who are aware of their information need are more likely to have a higher perception of academic achievement. In the same vein, the higher the level of awareness of information need among the students, the higher the perceived academic achievement and vice-versa. This finding has been echoed by various studies in Nigeria and abroad. Researchers found that awareness of information need among

undergraduate students in Sciences at the University of Ibadan, Nigeria contribute to their academic success¹⁹. This finding is logical in that when students are aware of the exact information they need, they are more likely to understand where and how to get such information which would go a long way in helping them solving various academic problems. Understanding information needs also include being able to explain or communicate it to professionals such as librarians who can help to find or direct the student to such information resources. The fact that students currently find it difficult to articulate their information needs can cause a setback in their quest to meet their information needs. One other factor that can affect academic performance is information seeking behaviour.

The second hypothesis of the study tested the influence of information seeking behaviour on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State. The study found that information seeking behaviour has a significant influence on perceived academic performance of the students. Simply put, as the information seeking behaviour becomes more mature, methodical and guided so is the likelihood of improved academic performance among the students. The implication is that students with poor information seeking behaviour may record poor academic performance.

Researchers have submitted that information seeking behaviour covers how student seek, manage, share and use information in various contexts both actively and passively¹⁸. It is a function of where they prefer to seeking for information, how they seek for information and what format of information they use. However, since this study has leaned towards digital information resources, the focus is mainly on how they seek form information. Although the finding shows a significantly robust information seeking behaviour which has significant

influence on academic performance, there are underlying issues that must be addressed. One of such is the inability of the students to make proper use of scholarly databases, instead opting for the use of social media, search engines, mailing lists and face to face discussion when they need information. Researchers have reported that this can have a negative impact on academic performance.

The third hypothesis tested in the study focused on the influence of information usage on perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State. The study also found that information use has a significant impact on the perceived academic performance of the students. This indicates that once a student is able to make use of the information resources he considers as relevant to his information needs, such student would gain confidence of better performance in terms of grade or any other metric used to measure academic success. This finding is similar to what was reported in previous studies.

Researcher from Pakistan echoed this finding when it was concluded that the use of library's e-resources has a significant influence on the academic performance of the students²⁰.

This is similar to the findings of a Nigerian study which also showed significant relationship between the information sources use and academic performance of secondary school students²¹. The study also shows that library styling with up-to-date information resources will encourage the users to patronize the library¹⁰⁷. These findings are logical because information is the lifeblood of any academic activity without which people will not be able to achieve any significant academic task.

Researcher opined that when scholars and information users reached a gap caused by lack of or inadequate information, they are mostly unable to continue with the academic task without the needed information. Indeed, information gap is a real term used to describe a situation where researchers have had to abandon their research due to lack of resources. The only thing that can bridge information gap is information. Students who are able to use relevant information resources and use them in the appropriate manner are assured of success in their academic endeavours. This has made it important for stakeholders to pay attention to the issue of information resources among various categories. Libraries have often invested heavily on the development of library collection which are expected to be well patronised by the target users. Also, parent bodies expect academic libraries to show value for the money released for print and electronic information resources that the library has put in place to support the teaching, learning and research going in the institution

The fourth hypothesis stated that there is no significant combined influence of information behaviour (information needs, information seeking behaviour and information use) on perceived students' academic performance of students in Federal Cooperative College, Ibadan, Oyo State. While the findings show that information behaviour of the students has a significance impact on their perceived academic performance of the student a breakdown of the result show that individual constructs such as information needs, information seeking behaviour and information use all have different value and level of influence on the perceived academic performance of the students. Indeed, it was only information seeking behaviour of the students that has a significant joint influence on the perceived academic performance

while others did not have a positive joint influence on the perceived academic performance of the students.

The finding can be understood in the context that information need cannot satisfy itself without successful information seeking which culminates in the retrieval of the needed information. When an individual perceives an information need, they are expressing the desire to move to another level; which is information seeking or information retrieval. In addition, information use comes after a several attempts has been made in term of articulating the information need and the information has been retrieved with the application information seeking methods. It is therefore possible that other dimensions of information behaviour are overshadowed by information seeking because of its centralized position among the other dimensions of information behaviour.

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Chapter Five

Conclusion

5.1 Summary of Findings

This study set out to investigate the impact of information behaviour and perceived academic performance of students in Federal Cooperative College, Ibadan, Oyo State. After careful and critical analysis of data collected from the respondents, the following findings were established from the study. The findings of the study are summarized as follows;

- i. The study found the students perceived their academic performance as high. However, majority of them indicate that they consider their academic just above average and not outstanding. This suggests that majority of them are aware that they are not performing to the best of their abilities.
- ii. The study also found that the information needs of the students can be categories under viscera needs, conscious need, formalized information need and compromised need. A significant portion of these needs are focused on academic activities. There are however some challenges with the students finding it difficult to explain their exact information needs to professionals such as librarians.
- iii. Furthermore, it was found that there is a high level of positive information seeking behaviour among the students. However, the students often face challenges in choosing the relevant information resources from numerous similar resources, have challenges in the use of scholarly databases and rarely uses keyword search.
- iv. It was also found that the level of information use among the student is high. They most perceive the information available as useful and many of them often make effort to supplement the information they receive from lecturers with information from other sources.

However, a large number of them indicated that they simply make do with lecture notes and handouts from lecturers.

v. The test of hypothesis one indicates that there is a significant influence of information needs on academic performance of the students. The implication of the result is that students who are aware of their information need are more like to have a higher perception of academic performance. In the same vein, the higher the level of awareness of information need among the students, the higher the perceived academic performance and vice-versa.

vi. The test of the second hypothesis also show that information seeking behaviour has a significant influence on perceived academic performance of the students. Simply put, as the information seeking behaviour becomes more mature, methodical and guided so is the likelihood of improved academic performance among the students. The implication is that students with poor information seeking behaviour may record poor academic performance.

vii. The study also found, through the test of the third hypothesis, that information use has a significant impact on the perceived academic performance of the students. This indicates that once a student is able to make use of the information resources he considers as relevant to his information needs, such student would gain confidence of better performance in term of grade or any other metric used to measure academic success.

viii. The fourth hypothesis also found a significant combined influence of information behaviour (information needs, information seeking behaviour and information use) on perceived students' academic performance of students in Federal Cooperative College, Ibadan, Oyo State. However, it was only information seeking behaviour of the students that has a significant joint influence on the perceived academic performance while others did not have a positive joint influence on the perceived academic performance of the students.

5.2 Conclusion

The buzz word of the modern day is that we have reached the information age where knowledge has become an essential commodity. Students are no longer in school to simply memorise some random facts and figures but to absorb knowledge through the synthesis of the information they come across. Academic performance is therefore no longer measured by the ability of students to simply pass written examination but also on their ability to absorb and create knowledge useful for them, their immediate environment and the larger society. This has gone beyond rote learning as it requires students to take advantage of the abundance of information in their environment to create new meaning and insights.

However, it is obvious that the overwhelming amount of information available to students may not help them acquire the needed knowledge unless they develop high level of information seeking behaviour that will enable them identify sources, evaluate them and easily retrieve the needed information resources. The reality is today being that many students lack the level of information behaviour necessary for effective use of information in a way that boost their academic performance. Library and information centres have a great role to play in improving this scenario as it is obvious that many students lack the kind of skills that can be imparted by information professionals instead relying in skills picked up from sources that themselves need help in navigating successfully in the modern information environment.

5.3 Recommendations

Based on the findings reported and conclusions reached in this study, the following recommendations are considered applicable:

1. The students should be provided with counselling and mentoring services that can improve academic self-efficacy so that they can perform to the best of their abilities. Librarians can play this role through various targeted library services.
2. Regular information literacy program should be organized for students so that they can become more aware of relevant information sources and learn how to articulate their information needs, especially to librarians who can help in retrieving the needed information.
3. Improved effort should be made to promote available relevant scholarly databases so that students can be aware of them and also learn how to properly use them in meeting their academic and personal information needs.
4. There is a need for targeted orientation programme to educate students with poor information seeking behaviour to learn how to use diverse sources of information in their academic writing.
5. Libraries should be equipped with the relevant information resources so that students can always find what they need whenever they visit the library to seek for information.
6. Libraries should adopt the use of technology in the provision of information literacy instructions. The traditional method will not be relevant to students who do not visit the library.
7. Librarians should work hand in hand with lecturers and instructors in designed exercises requiring the use of diverse information resources as to boost the skills of students in integrating various sources into their academic works thereby improving their academic performance

8. Librarians should develop various finding aids and information retrieval tools that can help students identify and retrieve the needed information with ease. Such tools will also help students identify new information sources and learn how to make effective use of these resources.

5.4 Contribution to Knowledge

The current study has made significant contributions to knowledge. The contributions can be categorized under empirical, theoretical and conceptual contributions. Furthermore, it has also made significant contributions to the theory and practice of librarianship as well as being of benefit to the larger society.

The study has made conceptual contribution to knowledge by coming up with a synthesised definition of perceived academic performance, a concept that has often being difficult to conceptualise. The study also contextualizes information behaviour in the concept of college students and develop a conceptual framework to show the relationship between the constructs of information behaviour and perceived academic performance of college students. Theoretically, the study has integrated two theories; the Self-efficacy theory and Wilson's information behaviour model to develop a framework that explains the link between information behaviour and academic performance of students. The successful integration of these theories is a further validation of their relevance to research in the African context. This study can therefore be used as justification by other researchers to adopt the theories in their studies. The empirical data collected in this study are also an addition to knowledge as it constitutes primary data that has never being collected before. They not only support the study hypotheses; they can also be integrated into other similar studies.

The study findings are also a contribution to existing literature in the field of librarianship and its finding can guide the practice of librarians in colleges of education and similar institutions. In addition, following the recommendations made in this study will lead to a better academic performance of students which will be a good return on the investment made on education by both individuals and governments. In the long run, the knowledgeable students that will be produced by the institution will contribute to their development of the society economically.

5.5 Suggested Areas for Further Studies

This study has touched on an area rarely focused on by researchers. Not much attention has been focused on Technical and Vocational Education Institutions in Nigeria. While this study focused on one institution, subsequent studies can focus on a group of institutions from South-West or other region of Nigeria. Furthermore, a longitudinal study that track the academic progress of students as the continue to develop information use abilities can be conducted in Polytechnics, Colleges of Education, Institute of Innovations, Research Institute and Universities in Oyo State, six geopolitical zone in Nigeria, West African Countries, African Continent and Globally to show the real impact of information seeking behaviour of students on their perceived academic performance.

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Lead City University, Ibadan
Faculty of Communication and Information Sciences (FCIS)

Department of Information Management

Perceived Academic Performance scale (PAPS)

(To be completed by students)

Dear Respondent,

I am a masters' student of Lead City University, Ibadan. I request for your support in filling this questionnaire. The questionnaire is designed to elicit information on information behaviour of students and their perceived academic performance in Federal Cooperative College, Ibadan, Oyo State. You are requested to please give correct and accurate information to all items as applied to you. It is purely for research purpose and all information given will be treated confidentially.

Thanks for your cooperation.

Bakare, O.

Section A: Bio Data

Please complete the information as appropriate

Name of Institution:

Department:

Level: OND2 () HND1 () HND2 ()

Gender: Male () Female ()

Age: below 16years () 16-20 years () 21-25 years () 26-30 years ()

31 years and above ()

Section B: Perceived Academic Performance scale (PAPS)

Kindly indicate your level of agreement with the statements as applicable in your institution,

by ticking 1 “Strongly Agree”, 2 “Agree”, 3” Disagree” 4“Strongly Disagree

S/N	Items	1	2	3	4	
	Perceived Performance accomplishment					
1	I meet the official performance requirements expected of a student					
2	I have an outstanding performance					
3	I am satisfied with my academic performance					
4	All my effort is geared toward academic success					
5	I satisfactorily perform every academic task required of me					
6	I have the ability to obtain my desired CGPA					
	Self- reported grade	% 0-39	% 40-49	% 50-59	% 60-69	% 70- 100
7	Which of these grades represent your last CGPA					

Section C: Information Behaviour

Introduction: kindly respond to each item below as it apply to you by a tick (√) to indicate.

1“Strongly Agree”, 2 “Agree”, 3” Strongly Disagree” 4“Disagree

S/N	Information seeking	1	2	3	4	
	Starting					
1	I find it easy to identify the initial materials to search through for ion					
2	I use the Boolean operators AND, OR and NOT when I search for information in databases.					
	Chaining					
3	I receive the publication of new materials on any subject of interest through alert services.					
4	I can connect from one source to the other that contributes new sources of information when searching for information					
	Browsing					
5	I find information that is relevant through participating in mailing lists, social media groups, or study groups.					
6	I come across relevant information even when I am not consciously looking for it.					
7	I use keywords to make my searches more specific					

	Differentiating					
8	I find it difficult identifying relevant information among other information during search					
9	I do identify materials of interest when searching for information					
	Monitoring					
10	I perform bibliographic search (library catalogues, article databases and citation indexes) for my research					
11	I participate in scientific events (conferences, Seminars, Symposiums, Workshops, roundtable, etc.) to gain access to useful information					
	Extracting					
12	I have difficulties when doing bibliographic searches in databases					
13	I find information that is relevant through participating in mailing lists, social media groups, or study groups.					
	Information needs					
	Visceral need					
14	I find it difficult to express my information need					
15	I need information for general awareness					
	Conscious need					
16	Forming a logical statement of my need when searching for information is easy.					

17	I know my information need					
	Formalized need					
18	I need information for personal development					
19	I need information for updating knowledge					
	Compromised need					
20	I need information to prepare for examination					
21	I need information for assignment					
22	I need information for project					
	Information use					
	Usefulness					
23	I find useful information from my information source(s)					
24	I use information to boost my academic performance					
25	I can learn new things personally with the information at my disposal					
26	I am not satisfied with the information available for use					
	Frequency of use					
27	I use information for problem solving daily					
28	I depend on information for daily decision making					
29	I use only information given to me by lecturers in the class					
30	I make use of information everyday					

Bio-data

Name	Bakare Olubunmi
Date of Birth	13 th March 1974
Place of Birth	Ayegunle-Oka Akoko
Nationality	Nigerian
State of Origin	Ondo
Local Government Area	Akoko South –West
Address	Federal Cooperative College, Eleyele, Ibadan, Oyo State
Name of Next of Kin	Bakare Bukola
Address and Next of Kin	Same Above

Educational Background

Educational Institutions attended with dates and Qualifications:

- i. **Primary Education:** St. Luke's Primary School, Ayegunle Oka Akoko, Ondo State.
- ii. **Secondary Education:** St. Patrick Secondary School, Iwaro-Oka Akoko, Ondo State.
- iii. **Higher Educational Institutions**
 - a. Higher National Diploma (HND) Certificate from Kwara State Polytechnic, Ilorin Kwara State in 1999
 - b. Post Graduate Diploma in Education from Usmanu Danfodiyo University, Sokoto in 2008
 - c. Bachelor of Art in Public Administration from Ambrose Alli University, Ekpoma, Edo State in 2010.

- d. Master in Library and Information Science from Lead City University, Ibadan,
Oyo State 2022

A. Working Experience with Dates

- a. **Organization:** Royal International College, Ilorin, Kwara State.

Role: Principal

Date: 2012-2014

- b. **Organization:** Federal Ministry of Agriculture, Abuja.

Role: Assistance Chief Cooperative Officer

Date: 2014 -2020

- c. **Organization:** Federal Cooperative College, Eleyele, Ibadan, Oyo State

Role: Librarian

Date: 2020-Date

Signature

Date

University Compliance Certificate

This is to certify that this thesis by Bakare, Olubunmi with Matric No LCU/PG/002017 in the department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

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