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Assessing Information Needs and Using Library Resources among Academics at Kwara State Polytechnics

Kabir Alabi Sulaiman^{1*}, Hajarah Abubakar², Abdulkadir Olalekan Yusuf³, Ibrahim Mohammad Abdullahi⁴, Ibrahim Olarenwaju Yahaya⁵

¹ MSc, Kwara State University Malate.

² MSc, Kwara State College of Education Ilorin Library.

³ MSc, University of Ilorin, Ilorin Library.

⁴ MSc, University of Ilorin, Ilorin Library.

⁵ MSc, Law Librarian, University of Ilorin Library.

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ABSTRACT

Aim: This study examined information needs and the use of library resources among academics in Kwara State Polytechnics, Ilorin. **Method:** The study identified four (4) research questions. The study adopted a descriptive survey design. The population includes the academic staff of Kwara State Polytechnics, Ilorin with a population of 742. However, the Raosoft sample size calculator was used to get the sample size of 254 for the study. A web-based questionnaire was designed using Google form and generated link was shared among academic staff of the polytechnics. The link was shared on various groups of the academic staff of Kwara State Polytechnics via WhatsApp and Telegram groups. The questionnaire link was shared and responses were collected for two weeks. The total response from the survey is 158 and that was the unit of analysis for the study. The responses collected were automatically analyzed by Google Forms. **Findings:** The study found that printed textbooks, hard copy journal materials, newspapers, databases, and library catalogs are the sources of information to lecturers in Kwara State Polytechnics, Ilorin. It was found out that academic and research, information on self-development, personal health information, current affair, and information on the new trend are information needs of lecturers in Kwara State Polytechnics, Ilorin and the study also revealed that newspaper, e-book, e-journal, internet, and printed journal are the information demand and use by lecturers in Kwara State Polytechnics Ilorin.

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*Corresponding Author:

Email: kabirsulaiman1983@gmail.com

ORCID ID: 0000-0000-0000-0000

1. Introduction

Libraries of Polytechnics are meant to provide information resources that will supplement the teaching, learning, and research purposes of Polytechnics. The library helps provide basic information resources and services that will meet the needs, expectations, and aspirations of users at various levels of the polytechnic community. Over time, information provision in libraries has been in form of print formats such as print textbooks, newspapers, monographs, etc. but with the rapid growth of Information Technology (IT), the library system has also been revolutionized. Sulaiman and Akanbi (2020) observed that this century has heralded the advent of Information Communication and Technology (ICT). This technology has multifaceted benefits for the activities of various professions, organizations, institutions, and other disciplines. However, posited that information-seeking is conceived as a process in which information needs are pursued, or in which problem-solving takes place within a context (Sulaiman, 2020).

Oluwatobi, Ehioghae, Aluko, and Onasoke (2014) defined library resources as materials that users consult in making decisions and problem-solving. These resources could be primary or secondary sources. In other words, library resources are sources that users make use of from time to time to meet their information needs. These library resources could also refer to audiovisual materials, such as Audio CD and CDROM for data storage which do not depend solely on reading to get their meanings but convey relevant information. Library professionals need distinct information tools (Information and Communication Technology) for daily routine tasks as well as for research and academic activities and ICT has contributed immensely to the performance of the professionals in the discharge of their duties such as cataloging, reference services, circulation management, serials control, etc (Akanbi, Ogunleye & Sulaiman, 2020).

According to Quadri, Adetimirin, and Idowu (2014) lecturers need information resources to satisfy their social and psychological needs to promote and enhance their teaching and research pursuit in Polytechnics. The polytechnics library is to provide adequate and relevant information

resources both in print and non-print formats. The print information resources like journals, textbooks, magazines, newspapers, and reference materials and non-print like CD-ROM, audio-visual materials, microfilm, microfiches, databases, and e-resources are to support assignments, projects work, term papers, and seminar presentations by providing relevant information and services for effective and efficient achievement of academic excellence. Olofinsawe and Oyeniyi (2010) acknowledged that polytechnic libraries have to build a strong collection of information resources in physical and digital format to cater to the knowledge requirements of their users including lecturers. Ozoemelem (2009) on the other hand, stated that informed lecturers know that libraries have resources that are more comprehensive and scholarly than most websites

However, in the present age, information has become the most important element for progress in society. To thrive in this modern era, one needs a variety of information, no matter how well versed one is in a field or profession (Tahir, 2018). The investigation of the information-seeking behavior of the academic staff is vital in supporting them to access and use information resources to meet their required information needs. Information-seeking behavior remains an important research area. It is estimated that the number of publications on information-seeking behavior was more than ten thousand in the 1990s alone (Case, 2012). Libraries and other information providers strive to understand users' information needs and how they try to fulfill these needs. This understanding helps design and offer appropriate user-centered information systems/services (Rafiq & Ameen, 2019).

Akinola, (2009) defined information sources as the materials or means through which information can be found to meet a particular need. Case (2002) defined information seeking as a conscious effort to acquire information in response to a need or gap in your knowledge. Information-seeking behavior is a key concept in the library and information science profession. Pettigrew Fidel and Bruce (2011) defined information behavior as the study of how people need, seek, give and use information in different contexts, including the workplace and everyday

living. According to Odongo and Bukenya (2014), information-seeking behavior is the way people go about searching for information. They also observed that students' information-seeking behavior involves purposeful information seeking as a result of the need to complete course assignments, prepare for class discussions, seminars, workshops, and write final-year research papers. Information-seeking behavior is expressed in various forms, from reading printed material to research and experimentation (Bhatti, 2018).

Information-seeking behavior remains a key research area; academic librarians around the world strive to understand the information needs of lecturers and ways of satisfying these needs. Ossai-onah (2013) posits that though there seems to exist many reasons and sources of information to the information user, the Polytechnics library occupies a central position in the information-seeking process of lecturers in Nigerian Polytechnics. Khan and Hedge (2010) opined that "Information seeking behavior are those activities a person may engage in when identifying his or her own needs for information searching for such information in any way and using or transferring that information". Kuhlthau's model is imperative to note as it suggests that the user is an active participant in the information search process. The student's or user's knowledge grows as he/ she interacts with the information. More importantly, cognitive strategies such as brainstorming, contemplating, predicting, consulting, reading, choosing, identifying, defining, and confirming. It is against this backdrop that this study examines information needs and the use of library resources among academics in Kwara State Polytechnics, Ilorin.

1-2. Statement of the Problem

Information is new knowledge, which leads to a change in the actions of people exposed to it. The concept of information-seeking behavior and use of library resources has been of great concern to stakeholders especially in Polytechnics where access to information is seen as a mirage. Also, studies have stated that inadequacy of current and relevant information resources for lecturers such as in the teaching, learning, and research had been the bane of

Polytechnics education in Nigeria (Okonofua, 2008; Clifford, 2014). The problem of information seeking is essential to help library users access and use library resources and services to obtain the information required. However, knowing the behavior of retrieving or seeking information, allows lecturers to use the library effectively and efficiently without difficulty, but it appears that many patrons do not seem to be using the library to seek information they require, this necessitated one to ask whether it is due to lack of awareness and utilization of library resources/services, lack of network problem and lack of assistance of library staff to lecturers that influence the use of library resources.

Also, Nnadozie and Nnadozie (2008) and Clifford, (2014) noted that there is a gap and a challenge between the provision of information resources and services and information resource accessibility and use. In addition, Ajiboye and Tella (2007) made it known that the way students organize their learning and search for academic information could be considered very crucial to their overall performance at the end of the day. Despite the important roles played by information needs and information seeking, it is perceived that no single study has been conducted in the context of the Kwara State Polytechnics, Ilorin. It is against this backdrop that this study examines information needs and the use of library resources among academics in Kwara State Polytechnics, Ilorin.

1-3. Objectives of the Study

The main objective of this study is to examine information needs and the use of library resources among academics in Kwara State Polytechnics, Ilorin. However, specific objectives are to:

1. Identifying the sources of information to lecturers in Kwara State Polytechnics, Ilorin
2. Determining how information resources of the library are used for the needs of lecturers in Kwara State Polytechnics, Ilorin
3. Determining information resources demanded by lecturers in Kwara State Polytechnics, Ilorin

4. Identifying the problems that lecturers encounter when seeking information.

2. Literature Review

2-1. *Information Needs of Lecturers*

Igwe (2012) categorized the information needs of lecturers into the following. Educational and academics information needs, political information needs, Job opportunities and business information needs, economic information needs, social and entertainment (arts) information needs, agricultural, geographical and environmental information needs, medical and health information needs, scientific and technological information needs, religious and cultural information needs and legal and human rights information needs and international and global information needs.

Omiunu (2014) noted that information need is the information gap or ignorance observed or discovered through various unconscious, unplanned and unstructured dynamisms of data and information maneuvering, manipulating, and exchange between a potential information user and other information source or system which could be humans, machines, places such as a library, among others. After information needs are defined, users may now embark on various information-seeking strategies from various information sources to meet users' information needs when applied to areas of interest. With regards to this study, Iwhiwhu and Okorodudu (2012) noted that a library may meet user's information needs (subjective from one user to another- thus, users specific) 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).

Qureshi, Zafar, and Khan (2008) investigated the information needs & seeking behavior of students in Polytechnics of Pakistan. The study concluded that several factors have a significant effect on students' information seeking. Factors such as educational and cultural background, surrounding environment, and student participation have a high positive impact on information needs and information-seeking behavior of students (Tian-quig, 2011).

However, Baro, et al (2010) in their study of the information-seeking behavior of undergraduate students in the humanities in three Polytechnics in Nigeria, discovered that the information needs that make the undergraduate students search for information are academic information with the highest rating 233 (93.2 %), followed by personal information with 10 (4.0%), and sports information with least rating 7 (2.8%).

Ugwoke and Asogwa (2015) Inwogne examined the Information needs of lecturers in the Faculty of Business Administration, University of Nigeria, Nigeria. The study used a survey research method. It is found out in the study that the information needs of lecturers were research support for journal articles, papers, and information on current development in their field. Oladimeji, Adeyanju, and Fakorede (2017) investigated college of education lecturers' attitudes toward the use of ICT in Nigeria. A cross-sectional survey method was adopted with a researcher-designed questionnaire. The study found out that lecturers had a positive attitude toward the use of ICT. However, it is deduced that most studies on information need and use majorly focus on students, not lecturers as thus provide an avenue to examine information needs and use of library resources among academics in Kwara State Polytechnics.

2-2. *Sources of Information to Lecturers*

Eke, Njoku, Umunnakwe, and Ogueri (2016) investigated information resources and services in academic libraries. A descriptive survey research method and interview schedule were used. The study showed that conventional sources such as loans of books and photocopying were mostly used by lecturers. Ajiboye and Tella (2007) examined the information - seeking behavior of undergraduate students in the Polytechnics of Botswana. The result of the study revealed that the internet is the most consulted source, followed by students' class notes and handouts which is different from the outcome of a study carried out by Valentine (2013) who conducted a similar study and found out that undergraduates looked for the fastest way that would lead to satisfactory results when doing research by going for electronic information sources first.

In a study carried out by Mahajan (2019) on students' information-seeking behavior in Panjab Polytechnics in India, the study reveals that most respondents are satisfied with the assistance provided by the library staff with searching information in the manual catalog, OPAC, and reference books. Most also indicated the helpful behavior of staff in locating and checking out materials.

Miriam Kakai, Ikoja–Odongo, and Kigongo Bukunya (2014) investigated the information needs and seeking behavior of undergraduate students of Makerere Polytechnics using a cross-sectional survey, with samples of respondents from the Department of Biochemistry in the Faculty of Science and the Department of History in the Faculty of Arts. The findings revealed that the main information demands that led undergraduate students into seeking information include: course works and assignments, preparation for examinations and tests, general reading to enhance lecture notes, and class–group discussions.

Kerins, Madden, and Fulton (2014) examined the information-seeking patterns of final year undergraduate engineering students split evenly between two engineering institutes in Irish Polytechnics. It was reported that engineering students seem to have a preference for channels that require the least effort, such as the Internet. They explained that the result was since student engineers viewed the Internet as a speedy, current information source that fed initial information needs quickly. They also found that most of these students claimed to use the resources of the library heavily throughout their academic programs.

2-3. Problems that Lecturers encounter in Information Seeking

Ejiwoye and Ayandare (2011) identified a lack of current information materials and an erratic power supply to use electronic information resources and relying on the internet for information needs. However, this assumption may seem too simplistic because it is also plausible to argue that even when there are good facilities and quality teachers, students' achievement may still be hampered due to some students' factors, principal among which is the way they seek and organize academic

information. Similarly, Kamanda (2019) did a similar study at the East African School of Library and Information Science Library, Makerere Polytechnics, Uganda. It was observed that more than half of the students' experience problems in locating library information materials.

Ugwoke and Asogwa (2015) Inwogne examined the Information needs of lecturers in the Faculty of Business Administration, University of Nigeria, Nigeria. The study used a survey research method. The results indicated that insufficient updated textbooks in the library, slow Internet service, and insufficient current journals in the library as major problems for lecturers to get their information needs.

Suleiman, Abdulkadir, and Isah (2019) examined the problems of the information-seeking behavior of library patrons in academic libraries in Kaduna, Nigeria. The study was based on descriptive design and the population consisted of visitors from both studies. The study found that the level of awareness of library resources in both Polytechnics has improved significantly by providing adequate information about the services provided to respondents and that they were more familiar with books/e-books, electronic journals/journals, newspapers, media resources and etc.

2-4. Theoretical Review

This study adopted Wilson's model to examine information-seeking behavior and use library resources.

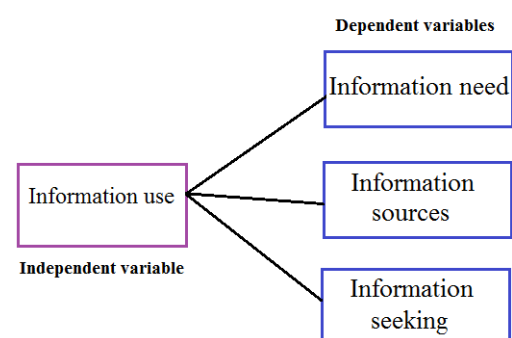


Figure1. The conceptual Model of Information Use

The study adopted Wilson's (1981) model of Information Behavior as emphasized. Adapting Wilson's (1981), the three important activities in the information behavior models are information need; search and use. However, this study

concentrates on four major activities which include information seeking and information sources as an information search process. Therefore, in this study, information behavior is known to consist of information needs, seeking, sources, and use. From Wilson’s (1981) model, information needs are said to predict information seeking. Also, Wilson’s (1981) model of Information Behavior affirmed that information seeking could predict information use. Similarly, Wilson’s (1981) model of Information Behavior stated that information sources would predict information use among users.

Therefore, as conceptualized in this study through Wilson’s (1981) model of Information Behavior, the variables of information behavior could be grouped into two: the independent variables which are information needs, seeking, and sources; and the dependent variable which is information use. This interplay among the constructs in the model depletes that lecturers' information needs, sources, and seeking determine information use. This is because needs determine sources, likewise seeking and all influences use. Poor sources of information and

70(44.3%) of respondent were between 31-40 years of age while 41(26.0%) of respondents uncertainty need provide for ineffective use. This is interplay in the diagram are as follow:

3. Method

The population includes the academic staff of Kwara State Polytechnics, Ilorin with a population of 742 using Raosoft sample size calculator to get the sample size of 254 for the study. A web-based questionnaire was designed using Google form and generated link was shared among academic staff of the polytechnic. The link was shared on various groups of the academic staff of Kwara State Polytechnics via WhatsApp and Telegram groups. The questionnaire link was shared and responses were collected for two weeks. The total response from the survey is 158 and that was the unit of analysis for the study. The responses collected were automatically analyzed by Google Forms.

3-1. Demographic Data of Respondents

Table1.
Demographic Data of Respondents

Gender	Frequency	Percentage
Male	92	58.2
Female	66	41.8
Total	158	100
Age	Frequency	Percentage
21.30 years	47	29.7
31-40 years	70.	44.3
41 years and above	41	26.0
Total	158	100
Working Experience	Frequency	Percentage
1-5 years	34	21.5
6-10 years	102	64.6
10 -15 years	15	9.5
16 years and above	7	4.4
Total	158	100

Source: Author Field work (2021)

Table 1 shows responses to the distribution of respondents by gender. 92(758.2%) of the respondents were male and 66(41.8%) of the respondents were female. In essence, it shows that majority of the respondents were male lecturers. It is also indicated in the table the distribution of respondents by age with 47(29.7%) were between 21-30 years of age,

were between 41 years of age and above. This implies that the majority of respondents were between 31-40 years of age. Moreover, the table also shows that 34(21.5%) respondents have 1-5 years working experience, 102(64.6%) of respondents have 6-10 years working experience while 15(9.5%) of respondents have 10-15 years of working experience and 7(4.4%) of

respondents have 16 years and above working experience. This implies that more than half of respondents (lecturers) have 6-10 years of working experience.

Table 2.

Sources of information to lecturers in Kwara State Polytechnics, Ilorin

Items	SA	A	SD	SA
Printed Textbook	71(45.0 %)	68(43.0%)	16(10.1%)	3(1.9%)
Hard copy Journal materials	78(49.4%)	55(34.8%)	12(7.6%)	13(8.2%)
News paper	68(43.0%)	47(29.7%)	10(6.3%)	33(20.9%)
Database	60(38.0%)	66(41.8%)	12(7.6%)	20(12.7%)
Library catalogue	40(25.3%)	79(50.0%)	20(12.6%)	19(12.0%)

Table 2 shows responses on the sources of information to lecturers with 139(80.0%) of the respondents agreeing that printed textbooks are their sources of information while 19(20.0%) of respondents disagreed. This implies that an overwhelming number of lecturers use printed textbooks as their sources of information. It is also shown in the table that 133(84.2%) of respondents agreed that hard copy of journal materials are their sources information while 25(15.8%) of respondents disagreed. This indicates that the majority of lecturers use hard copies of journal material as their sources of information. The table also observed that 115(72.8%) of respondents agreed that newspapers are their sources of information while 43(27.2%) of respondents disagreed. This shows that more than half of respondents use newspapers as their sources of information.

Table 3.

Information needs of lecturers in Kwara State Polytechnics, Ilorin

Items	SA	A	SD	SD
Academic and research	64(40.5%)	52(32.9%)	25(15.8%)	17(10.8%)
Information on self-development	68(43.0%)	49(30.0%)	25(15.8%)	16(10.1%)
Personal Health Information	71(44.3%)	50(31.6%)	18(10.4%)	19(12.0%)
Current affair	57(36.1%)	69(43.7%)	24(15.2%)	8(5.1%)
Information on new trend	65(41.1%)	60(38.0%)	21(13.3%)	12(7.6%)

Source: Author Field work (2021)

Table 3 is in response to the information needs of lecturers with 116(73.4%) of the respondents agreeing that academic and research are the information needs of lecturers while 42(26.6%) of the respondents disagreed. This indicates that overwhelming numbers of respondents' information needs are academic and

research. The table also shows that 117(74.1%)

3-2. Analysis of Research Question

Research Question 1: What are the sources of information to lecturers in Kwara State Polytechnics, Ilorin?

Moreover, table 2 also shows that 126(79.8%) of respondents agreed that databases are their sources of information while 32(20.2%) of respondents disagreed. This means that large numbers of respondents use databases as their sources of information. Finally, the table also indicates that 119(75.3%) of respondents agreed that the library catalog is their source of information while 39(24.7%) of respondents disagreed. This means that more than half of respondents use library catalogs as their sources of information.

Research question 2: What are information needs of lecturers in Kwara State Polytechnics?

of respondent agreed that information on self-development are the information needs of lecturers while 41(25.9%) of respondents disagreed. This implies that the majority of respondents' information needs are on self-development. It is also observed that 121(75.8%) of respondents agreed that personal health

information is the information needs of lecturers while 37(24.2%) of respondents disagreed. This means that more than half of respondents are of opinion that personal health information is the information needs of lecturers in Kwara state Polytechnics.

Moreover, 126(79.7%) of respondents agreed that current affairs are information needs of lecturers while 32(20.3%) of respondents disagreed. This implies that an overwhelming number of respondents are of opinion that current affairs are information needs of lecturers.

Finally, 125(79.1%) of respondents agreed that information on new trends is the information needs of lecturers while 33(30.9%) of respondents disagreed. This show that the majority of respondents agreed that information on new trend is information needs of lecturers in Kwara state.

Research Question 3: What are information demand and use by lecturers in Kwara State Polytechnics?

Table 4

Information demand and use by lecturers

Items	Yes (%)	No (%)
News papers	67(42.4%)	91(57.6%)
E-book	129(81.6%)	29(18.4%)
E-journal	137(86.7%)	21(13.3%)
Internet	141(89.2%)	18(10.8%)
Printed Journal	45(28.5%)	113(71.5%)

Table 4 shows responses on information demand and use by lecturers with 67(42.4%) of respondents agreeing that newspapers are information demand and used by lecturers while 91(57.6%) of respondents disagreed. this means an overwhelming number of respondents are of opinion that newspapers are not information demand and of use of lecturers in Kwara state polytechnic. Table 4 also shows that 129(81.6%) of respondents agreed that E-books are information demand and use by lecturers while 29(18.4%) of respondents disagreed. This indicates that most of the respondents are of opinion that e-books are information demand and use by lecturers. It is also observed that 137(86.7%) of respondents agreed that E-journals are information demand and use by lecturers while 21(13.3%) of respondents disagreed. this implies that most of the respondents are of opinion that E-journals are

information demand and use by lecturers in Kwara state Polytechnics. However, table 4 also shows that 141(89.2%) of respondents agreed that internet is information demand and use by lecturers while 18(10.8%) of respondents disagreed. This means that an overwhelming number of respondents are of opinion that internet is information demand and use by lecturers. Conclusively, 45(28.5%) of respondents agreed that printed journals are information demand and use by lecturers in Kwara state Polytechnics while 113(71.5%) of respondents disagreed. This indicates that most of the respondents are of opinion that printed journals are not information demand and use by lecturers in Kwara state polytechnic, Ilorin.

Research Question 4: What are the problems that lecturer encounter when seeking for information?

Table 5.

Problems that lecturer encounter when seeking for information?

Items	SA	A	D	SD
Poor searching skills	75(47.5%)	55(34.8%)	19(12.0%)	9(5.7%)
Information explosive on the internet	82(51.9%)	56(35.4%)	12(7.2%)	8(5.1%)
Non-conductive physical condition of library.	84(53.2%)	57(36.1%)	12(7.2%)	5(3.2%)
Non-challant attitude of library staff	75(47.5%)	48(30.4%)	25(15.8%)	10(6.3%)
Inadequate knowledge on the use of catalogue and library shelve	77(50.6%)	55(34.8%)	16(10.1%)	10(6.3%)

Table 5 shows responses on problems that lecturers encounter when seeking information with 130(82.3%) of respondents agreeing that poor searching skills are problems that lecturers encountered when seeking information while 28(17.7%) of respondents disagreed. This shows that the majority of respondents are of opinion that poor searching skills are problems that lecturers encounter when seeking information. It is also observed that 138(87.4%) of respondents agreed that information is explosive on the internet problems that lecturers encounter when seeking information while 20(12.6%) of respondents disagreed. This shows that the overwhelming number of respondents are of opinion that information explosive on the internet are problems that lecturers encounter when seeking information. It is also observed in the table that 141(89.2%) of respondents agreed that the non-conducive physical conditions of the library are problems that lecturers encounter when seeking information while 17(10.8%) of respondents disagreed. This means more than half of respondents are of opinion that the non-conducive physical condition of the library is the problem that lecturers encounter when seeking information.

Moreover, 123(77.8%) of respondents agreed that the non-challenge attitudes of library staff are problems that lecturers encounter when seeking information while 35(22.2%) of respondents disagreed. This means that majority of the respondent are of opinion that the non-challenge attitude of library staff are the problems that lecturer encounter when seeking information. Finally, 132(83.5%) of respondents agreed that inadequate knowledge on the use of catalog and library shelves is the problem that lecturers encounter when seeking information while 26(16.4%) of respondents disagreed. This means that inadequate knowledge on the use of catalog and library shelving is the problem that lecturers encounter when seeking information.

4. Discussion of Findings

On the sources of information to lecturers, the study found that printed textbooks, hard copy journal materials, newspapers, databases, and library catalogs are the sources of information to lecturers in Kwara state Polytechnics Ilorin. The finding of this is supported by Fidzani (2018)

that stated students relied on library books, textbooks, and journals as sources of information.

On the Information needs of lecturers in Kwara State Polytechnics, the study found out that academic and research, information on self-development, personal health information, current affair, and information on the new trend are information needs of lecturers in Kwara state Polytechnics. The finding of this study concurs with the study by Zondi (2012) that research, personal information, and current information are information needs of lecturers in higher institutions.

On the information demand and use by lecturers, it found out that newspaper, e-book, e-journal, internet, and printed journal are the information demanded and used by lecturers in Kwara State Polytechnic. This finding of this study also supported by Ossai-onah (2013) by that internet, newspapers, and printed materials are information demand and use.

On the problem that lecturers encounter when seeking information, the study found out that poor searching skills, information explosive on the internet, the non-conducive physical condition of library, the non-challenge attitude of library staff and inadequate knowledge on the use catalog and library shelve are problems that lecturer encounter when seeking for information in Kwara state Polytechnics. The finding of this study concurs with Suleiman, Abdulkadir, and Isah (2019) that poor awareness, the unprofessional attitude of library staff, poor use of catalogs are major challenges influencing students when seeking information in the library.

5. Conclusion

It established in the study that the information-seeking behavior of lecturers in higher institutions is found to differ depending on their needs and demand. However, the sources through which lecturers found their information needs and seeking for information are different. The study also concludes that most lecturers in higher institutions use both hard and soft copies of information as sources of information for their needs and demand when seeking information. It is also established that academic and research, information on self-development, personal health information, current affair, and

information on the new trend are information needs of lecturers in Kwara state Polytechnics. Finally, poor searching skills, internet problems, and poor knowledge in the use of catalogs are the major problems lecturers encountered when seeking information.

6. Recommendations

Based on the findings and conclusion of this study, the following recommendations were made;

1. The libraries in higher institutions should be well equipped with current resources to meet the needs of the 21st-century library. This is essential and would help provide a positive approach for staff of both Polytechnics.
2. Academic library should endeavor 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 the use of information available.
3. Various information sources should be provided in the library concerning the various needs of users within the academic community and such sources should be made known to users to increase the propensity of their search towards enhancing the use of such information.
4. In the case of hiring library staff, a comprehensive survey should be conducted to determine their qualifications, skills, and abilities.

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