

Full Length Research

Information Needs and Seeking Behaviour of Students in Michael Okpara University Demonstration Staff School

^{1*}Okeuhie Ndubuisi Stephen, ² Ukawuba V.C
³Olowookere Olusola

^{1,2} National Root Crops Research Institute Umudike

³ Micheal Opara University of Agriculture, Umudike.

*Corresponding author's E-mail: okeuhiendubu151@yahoo.com

Accepted 30 September 2020

This study examined the information needs and seeking behaviour of students in MOUUA Demonstration Staff School. The study was guided by three specific objectives and three research questions. The study employed descriptive survey research design, while the population of the study is one thousand (1000), comprising of students in junior secondary 3 – 6 in Michael Okpara University Demonstration Staff School, Umudike. The sample of the study is 100, which represents 10% of the total population of 1000. The proportionate stratified random sampling technique was used as the sample. Only one instrument (questionnaire) was used. The questionnaire was validated by three professionals from the Department of Library and Information Science, MOUUA. Reliability index of the instrument used for the study is 0.55. Mean was used in analyzing data for the study. The study identified textbooks for the preparation for Common Entrance Examination as the major information need of students in MOUUA Demonstration Staff School. Going to the library to read is the most accepted information seeking behaviour of students in Michael Okpara University staff School. The study therefore recommended that: The management of staff schools should ensure that the information needs of students are adequately provided. The relevant authorities of the school libraries should encourage students in the staff schools to always use the school libraries, watch educational programmes on the television, listen to educational programmes on radio every day, and also ask their parents questions to get information.

Keywords: Information Needs; Information Seeking Behaviour, Concept of Information and Concept of Information Resources

Cite this article as: Okeuhie N.S., Oluwokere S., Ukawuba V.C (2020). Information Needs and Seeking Behaviour of Students in Michael Okpara University Demonstration Staff School. *Inter. J. Acad. Lib. Info. Sci.* 8(8): 261-270

INTRODUCTION

A vital variable that determines and differentiates the level of improvement and academic development of pupils in any school is to a great extent determined by information. The level of significance that is attached to information needed determines the information seeking behaviour that is established by the information seeker. The assessment of information needs and seeking behaviour of pupils in the primary school especially pupils in MOUUAU Staff School is quite necessary for supporting the pupils to access and utilize information required for academic growth and performance.

Information according to Wilson and Gapsiso (2014) is a source or a facilitator of change or transformation. Similarly, Okpara (2014), in an attempt to explain the term noted that information is not an end itself, rather it is a critical input resource used to achieve a desired end. In agreement with this, Wit (1990) noted that one basic objective of information is that it must help in solving problems. Chaster and Neenamegan (2006) noted that information as a basic resource in any developmental stage should and be acknowledged by planners, developers, government and their agencies. In the words of Chukwu (2005), information is a critical resource to the growth and development of any individual or nation. It is an essential and effective tool of development in any society.

Information needs as established by Aniogbolu, Anyaobi and Olisa (2010) differ according to area of specialization. Understanding of information needs according to Anunobi, Ogbonna and Osochukwu (2014) will help in the attainment of health, political as well as other socioeconomic needs. Information needs is recognition that one's knowledge is inadequate to satisfy a goal that one has (Okokwu & Nnam, 2013). Information needs are provided without limitation to sex, age, and race, religious, educational or social status. The libraries provide collection of books and other material, prearranged and maintained to meet the users' broad and varying information needs to meet the political, academic, trade and business pursuits of people (Leigh & Robert, 1999).

More so, information needs can therefore be defined as the amount of positive information an individual or group of users need to have for their work, recreation and many other like satisfaction. Thus, information need arise wherever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit. In other words, lack of information needed to accomplish a task results in information need which several authors have variously described and explained (Singh and Satija, 2006; Fiankor and Adams, 2004; Adeniyi, 2007).

Information needs are provided so as to educate, inform, entertain, recreate and enlighten the public

regarding their social, cultural, craft and technological advancement for enhanced grass-root development. In agreement with the ongoing discussion, Akujuobi (2004) states that the libraries provide information needs to promote children, adult and non-formal education as well as to encourage the development of every free or democratic society at the grass-root level. Ugoji (1990) further listed other purposes of providing information needs of people to include the following: enhance primary and secondary school education and eradicate illiteracy among school children; assist the professionally skilled individual in keeping abreast of the development in their fields of endeavour, promoting acquisition of relevant experience for enhanced grass-root development; enhance the research pertinent to community development; assist children, adult and non-formal education programmes by providing and making available and accessible suitable print and non-print materials for literacy attainment and community development.

Concept of Information

The view that information need motivates information behaviour is an implanted postulation of the user-oriented standard which focuses upon what people think, do and feel when they seek and use information (Case, 2002). Information need is a personal, psychological, sometimes inexpressible, vague and unconscious condition. He articulated four levels of information need that an individual passes through before he or she makes formal encounters with an information system or the services of information professional (Bruse, 2005). These levels are: visceral need, conscious need, formalized need, and compromised need. The purpose of a library or an information system is to fulfill some needs for documents and information for users or potential users. Such needs may, for example, be related to educational, research and professional, recreation, cultural or to personal development (Birger, 2007). Over time, the term information need has been used in a variety of ways. In the words of Aina (2004), every individual whether literate or not, has information needs, which are critical to survival.

Information is needed because it affects people's lives. People need information to get answers to specific questions. Therefore, information need arise whenever individuals find themselves in a situation as they deem fit. According to Singh and Satija (2006), the concept needs can be known through the various terms such as want (a state or fact of being without or having an insufficient, absence or deficiency of necessities), desire (an unsatisfied longing or craving), demand (to require, asking for what is due or asking for something, and requirement (a need, a thing needed, necessary

condition). Information according to Fiankor and Adams (2004) is the amount of positive information an individual or group of people need to have for their work, recreation and many other like satisfaction. This however implies that lack of information needed into accomplish tasks results in information need. Their concept of information need also means the need for information whenever individuals are faced with situation that requires knowledge to handle such situation. Therefore, information need is a gap in person's knowledge, when experienced at the conscious level as a question, gives rise to a search for an answer.

According to Tackie and Adams (2007), literature on information needs and information seeking, acknowledges that work related to information seeking is different from everyday information seeking. They further state that information influencers, such as accessibility, availability, and familiarity of source consumed determines the suitability of the information. People according to Safahieh (2007) essentially need information for five broad functions and these functions 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 stimulus.

Library patrons seek information because they need information resources to survive in all sectors of life (Ajiyoye and Tella, 2007, Fiankor and Adams, 2004, Fatima and Ahmad (2008)). The information need (or need for information) 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. Thus, information need arise wherever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit. In other words, lack of information needed to accomplish a task results in information need which several authors have variously described and explained ((Singh and Satija, 2006; Fiankor and Adams, 2004; Adeniyi, 2007).. Information needs are diverse and constantly changing and not amenable to generalization. Information needs can be social, economic, political, cultural or educational. However, information need is characterized mostly by the information seeking behaviour of the person in need of information. Information seeking behaviour is a broad term, which involves a set of actions that an individual, such as undergraduates, takes to express information needs, seek information, evaluate and select information and finally uses this information to satisfy his/her information needs (Fatima and hmad, 2008). It is therefore described

as an individual's way and manner of gathering and obtaining information for personal use, knowledge, updating and development.

Concept of Information Seeking Behaviour

However, Baro (2010) in their study on the information seeking behaviour of undergraduate students in the humanities in three universities in Nigeria, discovered that the information needs that make the undergraduate students search for information is 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%). According to the study, undergraduate students need academic information to write their course assignment, seminar papers, prepare for their class discussions, and prepare for their examinations and tests, and information to write their final year research papers more than any other information such as personal and sports information. In the same vein, Fatima and Ahmad (2008) surveyed the information seeking behaviour of an Indian College Students. The survey findings revealed that 30 (50%) out of the 60 respondents seek for information purposely for career development followed by those who seek for information to solve problems, keep-up-to-date and to write an article or research paper. Also, Ilasariya and Parmar (2012) studied the information need and information seeking behavior of faculty members and reported that most faculty members needed information for academic work 100, writing papers 50, updating knowledge 30 and research works 20. Information Seeking Behaviour Whether or not information needs are pursued depends on the individual's ability to identify their need and then to express the need in terms that are searchable by themselves or a third party (Davies, 2007).

In the words of Chen (1980), information seeking pattern of an individual is determined by the individual information environment, which consist of: background and characteristics of the individual; the nature and type of information need with which he/she is confronted; the type of availability of information providers; information providers capability in responding to a request and the degree and satisfaction perceived by an individual with the ability of one or more information providers to respond to his/her information needs. Information seeking According to Amin and Shima (2007) is a basic activity indulged in by all people and manifested through a particular behaviour. It is also an aspect of scholarly work of most interest to academic librarians who strive to develop collections, services and structures that facilitate information seeking. In the words of Aina, (2004) the information seeking behaviour of users depends on education, access to library and the length of time a user devote to information seeking. He went further to say that

no matter how comprehensive the resources and services of a library are, it is important that the services are publicized widely so that users could seek information from the libraries.

Information seeking behaviour involves active or purposeful information as a result of the need to complete course assignment, prepare for class discussions, seminars, workshops, conferences, or write final year research paper. Though, Singh and Satija (2006) see information seeking behaviour as a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker in which information seeking behaviour results from the recognition of some needs, perceived by the user, who as a consequence makes demand upon a formal system such as libraries and information centres or some other person in order to satisfy the perceived information need. Thus, they pointed out that information seeking behaviour essentially refers to locating discrete knowledge elements concerned with the three basic resources namely, people, information and system.

Information seeking behaviour is an area of dynamic interest among librarians, information scientist, communication scientists, sociologist, and psychologists. Information seeking behaviour is expressed in various forms, from reading printed material to research and experimentation (Bhatti, 2010). Information users make active and intentional attempts to seek up to date information from the library resources, including, electronic sources. It is worthy to also note that the advent of information technology has revolutionized the field of library and information services and has brought about considerable changes in the information seeking behaviour of users.

According to a study conducted by Owalabi, Jimoh and Okpeh (2010) on the behaviour of polytechnic students, it was discovered that 285 (59.4%) of their respondents needs information in relation to their academic. It shows that students use information primarily for academic purposes. The study concluded that students at the polytechnic seek information to improve their academic performance. In a different study carried out by Fatima and Ahmad (2008), the findings show that 30 (50%) of the respondents seeks information on career development and other reason include seeking information for problem solving, keeping up-to-date and the need to write an article or research paper. The study of Ajiboye and Tella (2007) conducted on university undergraduate's information-seeking behaviour show that 12% of the respondents (students) required information for their personal development, while 11.25% claimed that they sought for information on health matter, and 64.1% sought for information for their academic development, 9.3% seeks information to secure employment.

Also, Bhatti (2010) using faculty members at the

Islamia University of Bahawalpur, respondents indicated their purposes of seeking information eighty-eight percent sought information for teaching purpose (preparing class lectures), 68 percent for literature searches, 43 percent to borrow books or journal articles, fifty-four percent of faculty members consult the library for research and 43 percent for keeping their knowledge up to date, and 27 percent visit the library for reading newspapers and magazines (recreational purposes). This clearly show that nearly all the respondents use library resources or seek for information for teaching with more than half seeking for research and a smaller number for various other purposes. The study of Adeniyi (2007) reveals that lecturers of Olabisi Onabanjo University, Ogun State seek for information in order to get information on teaching and research, while Oyediran Tidings (2004) in her empirical research on information needs and seeking behaviour of library users reveals that greater percentage of the respondents usually seek for information concerning their course.

Concept of Information Resources

In library and information science research, information can be seen as a consumable product that can only be consumed together with certain information delivery systems and/or services. The satisfaction of library users is a function of the quality of information product(s) received, the quality of information system and library services provided to access the information product. Therefore, satisfaction is a function of three main sources— quality of the information product, the information system and the services that make the information product available.

These three levels of measure of satisfaction are defined by the information resources, facilities and services in this study. These sources of satisfaction, when properly harnessed may contribute to users' overall satisfaction. The accuracy, completeness, precision, and relevance of the information materials obtained from public library by a user are measures of the product performance. Information resources currently exist in print and electronic formats and they are rapidly evolving. According to Haruna (2002), for user satisfaction to be achieved, there should be a sustained process of collection evaluation and such quality assurance can be attained via currency, accuracy of facts, relevance, coverage and content analysis of information resources in university libraries.

Hence, in recent times, evaluating users' satisfaction with the information resources, facilities and services of public libraries has become a major concern and an integral part of library and information science practitioners (Ogunsola, 2004). This is because the ultimate aim of all libraries as a service oriented

organization is to satisfy the needs of its clients. Thus, users' satisfaction with the information resources, facilities and services provided by libraries whether public or academic has become the melting pot of the present day librarianship and information science (Saliu, 2002). In this regard, the International Federation of Library Association (IFLA) set the minimum standards for information resources, facilities and services to be provided by public libraries (IFLA, 2001). The information resources include fiction books, non-fiction books, textbooks, newspaper/magazines, pictures and posters, records and tapes, audio and video, toys, CD-ROM and Braille materials.

Facilities to be provided include reading tables adequate enough for users, sitting chairs, bookshelves, library space, fans, lighting, ventilation, flooring, restaurant, location of exit point, notice board/bulletin, photocopiers, vehicle parking space, computers, carrels, periodical racks, circulation desks and other facilities that would make users comfortable for reading (IFLA, 2001). While the services include community information services, recreational activities, reference services, storytelling, reading competition, career information, customer care, adult literacy education, mobile library services, and services to prisoners, online internet search, among others (IFLA, 2001). While these information resources, facilities and services are important in the public library services, the extent to which they satisfy users' information needs is fundamentally more important. This is because the ultimate goal of public libraries is to bring about higher users' satisfaction. Thus, it becomes pertinent to determine the extent to which users are satisfied with the information resources, facilities and services of public libraries. The library information resources are better utilized when relevant facilities such as reading tables, chairs, book shelves, ICTs among others are available. The availability of facilities enhances the ability of public libraries to render necessary services to users. Therefore, the integration of the three variables will bring about user's overall satisfaction.

STATEMENT OF THE PROBLEMS

The important factors that determine academic growth and performance of students in the secondary school are information needs and seeking behaviour of students. For the school to provide the appropriate information resources to satisfy the information needs of students, understanding of the information needs and seeking behaviour of students in secondary schools is very vital. The effect of not satisfying the information needs and the students not seeking information properly is that the student's academic performance will be drastically reduced. The affected students will not perform very well in examinations like Senior School Certificate

Examination (SSCE). Generally, this situation will affect the academic growth of the students.

However, there are speculations by some authors that the information needs of students in the secondary schools are not adequately satisfied and this to a large extent affects their academic performance. Other authors are of the opinion that the information needs of students in the secondary schools are not only satisfied but also improve their academic performance.

Unfortunately, careful search of the literatures show that no study has been carried out on the information needs and information seeking behaviour of students in MOUAU Demonstration Secondary School. It is based on this problem situation that this study intends to examine the information needs and information seeking behaviour of students in MOUAU Demonstration Secondary School.

OBJECTIVE OF THE STUDY

The main purpose of this study is to examine the information needs and information seeking behaviour of pupils in MOUAU Demonstration Secondary School. The specific objectives would be to:

1. identify the information needs of students in MOUAU Demonstration Secondary School,
2. determine the information seeking behaviour of students in MOUAU Demonstration Secondary School.
3. identify the information resources needed to satisfy the information needs of students in MOUAU Demonstration Secondary School.

RESEARCH QUESTIONS

This research answers the following under-listed questions:

1. What are the information needs of students in MOUAU Demonstration Secondary School?
2. What determine the information seeking behaviour of students in MOUAU Demonstration Secondary School?
3. What are the information resources needed to satisfy the information needs of students in MOUAU Demonstration Secondary School?

SIGNIFICANCE OF THE STUDY

The result of this study is expected to be beneficial to the following: Students, Staff, Secondary Management Education Board and researchers.

The findings of the study are going to be beneficial to the students. The study will sensitize the students on their information needs and the appropriate information seeking behavior required to utilize them.

Staff of the secondary schools will also benefit from the

study. Staff especially teachers in the secondary schools would find the study a worthy companion as the study will make available and enrich the literature for effective research, teaching and learning of information needs and seeking behavior.

It is expected that the study would assist the Secondary Management Education Board to know the information resources they need to provide to satisfy the information needs of students, considering their information seeking behavior.

Researchers would also benefit from the result of this study. The study is going to encourage researchers to engage in further research on information needs and information seeking behaviour in secondary schools. The study is going to open gaps in the literature which researchers could investigate in their further studies in their quest for publications.

SCOPE OF THE STUDY

The study will cover MOUAAU Demonstration Secondary School. The study will cover the following: Information needs of pupils in MOUAAU Demonstration Secondary School, information seeking behavior of pupils in MOUAAU Demonstration Secondary School, information resources needed to satisfy the information needs of pupils in MOUAAU Demonstration Secondary School.

METHODOLOGY

The descriptive survey design was used in conducting the study. The descriptive survey research is used for collection of standardized information from a sample that is considered as representation of a particular group or

population (Akuezilo&Agu, 2003). This design is considered for the study because it generated the relevant and useful data from a sample that is representative of the population of the study for generalization. The area of the study is MOUAAU Demonstration Staff School. The population of the study is 1000 pupils in MOUAAU Demonstration Staff School. This was drawn from primary 1- 6. (Admission list, 2018/2019) The sample for the study was 100 pupils of MOUAAU Staff School. This is made up of 1000 pupils of MOUAAU Staff School. The proportionate stratified Random sampling technique was used to select 100 pupils from the total population of 1000. 100 represent 10% of the total population (1000). This is in line with Afolabi (2008), which recommends that if the population is between 1000 to 5000, 10% will be used as the minimum sample size. In order to achieve the target of the proportionate stratified random sampling, 10% of the pupil population for each class (class 1 to class 6), that took part in the study was sampled. The instrument for data collection is the questionnaire. The questionnaire was designed using strongly agree, agree, strongly disagree, and disagree. The options are as follows: SA – Strongly Agree, A – Agree, SD – Strongly Disagree and D – Disagree The instrument was administered direct to the respondents by the researcher. The data collected was analyzed using descriptive statistics (mean) to answer the research questions. For answering research questions, any item with the mean value of 2.50 and above was regarded as accepted; otherwise they were regarded as rejected. Mean was used for all the research questions. 2.50 was used as benchmark. Hence, any item with mean value of 2.50 and above was interpreted as accepted, while any item with mean value of less than 2.50 as was interpreted as rejected.

PRESENTATION OF RESULTS

Table 1: Mean Responses of Students on Information Needs. N = 80

S/N	Item Statement	SA	A	SD	D	\bar{x}	RMK
1	I need information resources for exam preparation	65	10	5	0	3.73	Accepted
2	I need information resources for quiz competition	35	20	15	10	2.96	Accepted
3	I need information materials to know current affairs	10	15	35	20	2.16	Rejected
4	I need information resources for Junior School Cert. exam.	70	5	3	2	3.76	Accepted
5	I need information resources for Senior School Certificate Examination	68	7	3	2	3.8	Accepted
6	I need information resources to do class/home work	30	25	15	10	2.94	Accepted
7	I need information resources for class discussion	20	5	30	25	2.25	Rejected
	Cluster Mean					3.12	

The data presented in table 1 above shows that the cluster mean of the responses of pupils in MOUUAU Staff School of all the 7 items is 3.12 (cluster mean), which is greater than the criterion mean of 2.50 on a four point rating scale. This shows that the information needs listed in table 1 above are the information needs of students in MOUUAU Demonstration Staff School Umudike.

Table 2: Mean Responses of Students on their information seeking behaviour
N = 80

S/N	Item Statement	SA	A	SD	D	\bar{x}	RMK
8	I collect money from my parents to buy information materials	15	25	25	15	2.48	Rejected
9	I always go to the library to read	45	25	8	2	3.41	Accepted
10	I attend lesson after school everyday	10	15	30	25	2.13	Rejected
11	I watch educational programmes on the TV everyday	21	18	25	17	2.55	Accepted
12	I listen to educational programmes on radio everyday	19	20	25	16	2.53	Accepted
13	I ask my parents questions to get information I need	21	19	27	13	2.6	Rejected
14	I engage in educational discussion with students from other schools	19	22	29	10	2.63	Accepted
	Cluster Mean					2.93	

The data presented in table 2 above shows that the cluster mean of the responses of students in MOUUAU Demonstration Staff School of all the 7 items is 2.93 (cluster mean), which is greater than the criterion mean of 2.50 on a 4-point rating scale. This shows that the information seeking behaviours listed in table 2 above are the information seeking behaviours of students in MOUUAU Demonstration Staff School.

Table 3: Mean Responses of Students on the information resources needed to satisfy their information needs.
N = 80

S/N	Item Statement	SA	A	SD	D	\bar{x}	RMK
15	English textbooks for secondary schools	79	2	0	0	3.03	Accepted
16	Mathematics Textbooks for secondary schools	78	1	0	0	3.94	Accepted
17	Revised standard version for CRS	65	10	4	1	3.74	Accepted
18	Literature in English for secondary schools	35	25	19	1	3.16	Accepted
19	Social studies textbook for secondary schools	37	18	17	8	3.05	Accepted
20	General studies for secondary schools	28	38	8	3	3.1	Accepted
21	Economics Textbooks	29	38	10	3	3.04	Accepted
22	Igbo language for secondary schools	20	12	39	9	2.54	Accepted
23	French language for secondary schools	5	2	48	25	1.84	Rejected
24	Reference books in the school library	38	26	10	6	3.2	Accepted
25	Physics textbooks	40	30	8	2	3.25	Accepted
26	Biology textbooks	31	19	20	10	2.87	Accepted
	Cluster Mean					3.07	

The data presented in table 3 above shows that the cluster mean of the responses of students in MOUUA Staff School Umudike of all the 12 items is 3.07 (cluster mean), which is greater than the criterion mean of 2.50 on a 4-point rating scale. This shows that the information resources listed in table 3 above are the information resources needed by students in MOUUA Demonstration Staff School to satisfy their information needs.

SUMMARY OF FINDINGS OF THE STUDY

Based on the data analyzed, the study:

- 1) Identified class examination preparation, quiz competition, Junior School Certificate Examination, Senior School Certificate Examination and class/home work as reasons for information needs of students in MOUUA Demonstration Staff School.
- 2) Identified going to the library to read, watching educational programmes on the television, listening to educational programmes on radio and engaging on educational discussions with students from other schools as the information seeking behaviours of students in MOUUA Demonstration Staff School.
- 3) Identified English textbook for secondary schools, mathematics for secondary schools, Revised Standard Version for CRS, literature in English, social studies textbooks, general studies textbook, economics textbook, Igbo language textbook, reference books, physics textbook and biology textbooks as information resources needed by the students to satisfy their information needs.

DISCUSSION OF FINDINGS

Information Needs of Students in MOUUA Demonstration Staff School

The study revealed that the information needs of students in MOUUA Staff School, Umudike include the following: class examination preparation, quiz competition, Senior School Certificate Examination preparation, Junior School Certificate Examination preparation and class/home work. The findings of the study agrees with that of Nwobasi (2013), who found that the major reasons for seeking information among undergraduates of FUTO include updating of knowledge and development of personal competencies when carrying out research and writing of assignment.

Information seeking behaviour in Satisfy the information Needs of Students.

The study revealed that the information seeking behaviour in satisfying the information needs of students

in MOUUA Demonstration Staff School include the following: collecting money from parents to buy information resources, going to the library to read, watching educational programmes on the television, listening to educational programmes on the radio every day, asking parents questions to get information needed and engaging in educational discussion with students from other schools. This study agrees with that of Ajiboye and Tella (2007), their findings revealed that university undergraduate's information-seeking behaviour show that 12% of the respondents (students) required information for their personal development, sought for information for their academic development.

Information Resources Needed to Satisfy Information Needs of Students

The information resources needed to satisfy the information needs of students as revealed by the study are as follows: English language textbooks, Mathematics textbooks, CRS, Literature in English textbooks, Social Studies textbooks, General Studies textbooks, Economics textbooks, Igbo Language textbooks, Reference Books, Physics textbooks and Biology textbooks. Students do not need French textbooks in satisfying their information needs. This study conforms to IFLA (2001), her study found out that the information resources needed to satisfy the information needs of users (Students) include: fiction books, non-fiction books, textbooks, newspapers/magazines, pictures and posters.

CONCLUSION

From the results and findings obtained in this study, the following major conclusions were drawn: The major information need of students in MOUUA Staff School is the need of information resources for Common Entrance Examination. Going to the library to read is the most accepted information seeking behaviour of Students in MOUUA Staff School. Mathematics textbook is the most accepted information resources needed by Students in MOUUA Staff School to satisfy their information needs. Time to visit the library is the most accepted factor militating against the information needs and seeking behaviour of Students in MOUUA Staff School. The main strategy that could enhance the information needs and information seeking behaviour of Students is that Students should increase time to visit the school library.

RECOMMENDATIONS

The following recommendations have been made based on the findings, discussions and implication of the study:

1. The management of staff schools should ensure that the information needs as identified in the study such as Information resources for class examination preparation, quiz competition, common entrance examination preparation, first school leaving Certificate examination preparation and class/home work are adequately provided.
2. The relevant authorities of the school libraries should encourage students in the staff schools to always use the school libraries, watch educational programmes on the television, listen to educational programmes on radio every day, and also ask their parents questions to get information .
3. Staff school authority should stock the school libraries with the following information resources: English language textbooks, Mathematics textbooks, CRS, Literature in English textbooks, Social Studies textbooks, General Studies textbooks, Quantitative and Verbal Reasoning textbooks, Igbo Language textbooks Reference Books, Children Magazines and Children Cartoon Books.
- 4 The universities that established staff schools should make sure that adequate fund is made available to the school libraries to enable them acquire all the necessary information resources to satisfy the information needs of pupils in the staff schools, the learning environment should be made conducive, school libraries should be made attractive, awareness should be created about the resource in the school libraries and the libraries should ensure that resources in the library are current.

REFERENCES

- Adeniyi, M.A. (2007). Information needs and seeking habits of academic staff in Ibogun Campus of Olabisi Onabanjo University, Ogun State. *Gateway Library Journal*, 10 (2): 127-135.
- Afebuameh, J.A. (2012). Survey of information needs preferred sources of information of teachers in selected private secondary schools in Ibadan metropolis: implication for the school librarian. *Journal Library and Information Science*, 14(2).
- Afolabi, M. (2008). Research methods. Unpublished lecture note, Department of Library and Information Science, University of Nigeria Nsuka.
- agricultural scientists: International perspectives. *DESIDOC Bulletin of Information Technology*, 26(2): 25-36
- Aina, L.O. (2004). Library and information services tex for African third world services. Ibadan, Adex Prints. 12
- Ajiboye, J. O. & Tella, A. (2007). University undergraduate students' information seeking behaviour: implications for quality in higher education in Africa. *The Turkish Online Journal of Educational Technology TOJET*, 6(1): 40-52.
- Ajmal Khan Tibbiya, Aligarh Muslim University: a survey. *Annals of Library and Information Studies*, (55), 141-144. 15
- Anunobi, C. Ogbonna, A. & Osochukwu, N. (2012). Information needs for rural dwellers for effective library and information service provision in a senatorial zone in Nigeria. *Proceeding of the 50th Annual National Conference and Annual General Meetings of the Nigerian Library Association held at Abuja from 15th-19th July*, 264-383.
- Asogwa, B.E.; Ugwu, C.I. and Idoko, N.A. (2016), 'Internet Services in academic libraries: Impact on the use of printed resources and implications for libraries in Nigeria', *The Electronic Library*, 34(5), 757 – 771.
- Azadeh F & Ghasemi S (2016). Investigating information-seeking behavior of faculty members based on Wilson's model: case study of PNU University, Mazandaran, Iran. *Global Journal of Health Science* 8(9): 26-36.
- Bhatti, R. (2009). Information needs and information seeking behaviour of faculty members at the Islamic University of Bahawalpur. *Library Philosophy and Practice*. Retrieved from: <http://digitalcommons.unl.edu/libphilprac/314>. Evan Enwerem University, Imo State <http://ecuonline.edu.ng/>
- Bruce, H. (2005). Personal, anticipated information need. *Information Research*, 10 (3), 25-40.
- Case, D.O. (2002). Looking for information: A survey of research in information resources. (4th ed.). *Library Services Tex Series*. Englewood, Co: Libraries Unlimited.
- Chandel AS & Saikia M (2012). Challenges and opportunities of e-resources. *Annals of Library and Information Studies* 59:148-154.
- Cypriel.I. U. (2017). Challenges of utilizing online information resources by undergraduate students: implication for information service. *Library and Philosophy and Practice*. 1668
- Dai, L; Chen, L. and Zhang, H. (2000), 'China academic library and informationsystems: an academic liCbrary consortium in China', *Information Technology and Libraries*, 19(2) 66 –69.
- Fatima, N. & Ahamed, N. (2008). Information seeking behaviour of the students at
- Ajmal Khan Tibbiya, Aligarh Muslim University: a survey. *Annals of Library and Information Studies*, 55, 141-144.
- Fiankor, D. K. & Adams, M. (2004). Information seeking behaviour and Information use by the students of the department of information studies, University of Ghana, Legon, Ghana. *Library Journal*, (16), 45-60.
- Gakibayo, A.; Ikoja- Odongo, J.R. and Okello-Obura, C. (2013), 'Electronic information resources utilization by students in Mbarara University Library', *Library Philosophy and Practice (e- journal)*. Retrieved from: <http://digitalcommons.unl.edu/libphilprac>.

- Gollust, S.E., Cappella, J.N. (2014): "Understanding public resistance to messages about health disparities" : *Journal of Health Communication*, 4(19), 493-510.
- Hardy, L. (2010), 'The future of libraries', *American School Board Journal*, 197(1), 22-26.
- Heseltine, R. (2000). Developing information skills for students: Whose responsibility? Academics'? In: SCONUL-seven pillars of wisdom? Good practice in information skills development. *Proceeding of a conference held at the University of Warwick*. 74 - 77
- Komolafe-Opadeji, H. and Haliso, Y. (2012), 'Defective information service in Nigeria's academic libraries is marketing the way forward'?, *Ozean Journal of Social Sciences*, 5(3), 79 – 95..
- Nicholas, D (2000). Assessing information needs: Tools, techniques and concepts for the Internet age (2nd ed.), Aslib, London, 2000.
- Nwobasi, R. N., Uwa, E. O. & Ossai-Onah, O. V. (2013). Information needs and seeking behaviour of students in two universities in Imo State, Nigeria. *Library Philosophy and Practice*. Retrieved from: <http://digitalcommons.unl.edu/libphilprac/> () 16
- Omoniwa, M.A. (2003), 'University libraries and the challenges of the digital age. A paper presented at the 41st National Annual Conference and AGM of the Nigerian Lib Association at the J.S. Tarka foundation, Makurdi, 7 -12 September.
- Owolabi, k. A. Jimoh, M. A & Okpeh, S. C. (2010). Information seeking behaviour of polytechnic students: The case of Akanulbiam Federal Polytechnic, Unwana Nigeria. <http://digitalcommons.unl.edu/ubphilpra/>
- Safahriel, A. (2007) Information needs and information Seeking behaviour of International Students in Malaysia. An MLS Thesis Faculty of Computer Science and Information Technology University of Malaya.
- Singh, K. P. & Satija, M. P. (2006). A review of research on information seeking of agricultural scientists: International perspectives. *DESIDOC Bulletin of Information Technology*, 26(2), 25-36
- Tackie, S.N & Adams, M. (2007). Information needs and seeking behaviour of Engineers in Ghana, a case study of the Volta Ruler Authority. *African Journal of Library, Archives and Information Science*, 17 (2), 69-78.
- Uzoigwe, C. (2002), 'Result of the Office of Policy's 2001 User Satisfaction Survey', *Coal City Libraries*, 64(4), 33 – 53.