OldScholar

INFORMATION NEEDS AND SEEKING BEHAVIOUR OF LECTURERS IN BAYELSA MEDICAL UNIVERSITY, YENAGOA

Dr. Abraham T. Etebu (cln, mnla)
Bayelsa Medical University Library, Yenagoa, Bayelsa State
etextabor@gmail.com

Kate T. Michael
Bayelsa Medical University Library, Yenagoa, Bayelsa State
michael4kate@gmail.com

Abstract
This study focused on the information needs and seeking behaviour of lecturers in Bayelsa Medical University. Four specific objectives and four research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study comprises of 28 lecturers registered with the University Library as users. Enumeration sampling technique was employed to select the entire population as sample. The researcher developed a questionnaire titled "Information Needs and Seeking Behaviour of Lecturers Questionnaire" (INSBLQ) to collect data for the study and the response format the data was analyzed using descriptive statistics such as frequency count and simple percentage. The findings of the study were: the information needs of lecturers of the Bayelsa Medical University are educational, research and personal information; the information sources of lecturers of the Bayelsa Medical University are both print and non-print and electronic information resources; the extent of lecturers' use of the Bayelsa Medical University are both regular and occasional; Inadequate sources of information in the teaching areas of the lecturers were the challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University. Based on the findings, the study recommended that: the university library should prioritize expanding its digital collection, focusing on e-journals, databases, and online textbooks pertinent to medical sciences and related fields; and fostering a culture of information sharing and collaboration among lecturers is recommended.

Keywords: *Information needs, Seeking behaviour, Lecturers, Library, Bayelsa Medical University*

Introduction

Information is critical to the everyday activities of mankind irrespective of discipline. Getting timely and relevant information is fundamental for education, research and self development. Man in his common state is an inquisitive being. Each person, at one time or the other, deliberately or unwittingly, shares in the act of information seeking. This is more often than not done in the offered to reply the why, what, when and how questions, which prompts man to look through distinctive information sources to fulfill his interest. Information sources are the materials or resources through which information can be found. Information sources are various and that is what decides the quality of information at one's disposal. This is especially pivotal in the energetic field of medical education, where progressions in information and hone require ceaseless learning and adjustment (Smith, 2018). Medical lecturers, as disseminators of information and tutors to future healthcare experts, depend intensely on a strong data biological system to remain side by side of current patterns,

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

evidence-based hones, and rising challenges (Brown & Jones, 2020).

Ifijeh, Ogbomo and Ifijeh (2018) noted that academic staff need information to create their proficient career, carryout research exercises, to keep up with the current development in their areas of study, and to increase capability in their teaching abilities, among others. The capacity of these teachers to successfully get to, assess, and utilize data straightforwardly impacts the quality of therapeutic instruction and, eventually, the competence of graduating medical professionals.

Wiche & Ray-Ogbonna (2021) cited Chowdhury & Chowdhury (2011) in expressing that in the conventional settings, information seeking and utilization were restricted but the persistent development of the world wide web (www) and related advances such as versatile gadgets and social organizing has set information on the portion of everyday life of nearly everybody. In the course of day by day life and exercises one gets to and employ an assortment of information frameworks and administrations extending from communications, such as mail, to social media, such as Facebook, to a heap of web-based database frameworks and data services. The fast development of information and its availability in distinctive channels and groups have led to the issue of recovering and dispersal of data.

While the importance of information access for medical lecturers is widely acknowledged, empirical evidence regarding the specific information needs and seeking behaviour of lecturers at Bayelsa Medical University is currently lacking. This absence of data presents a significant challenge for the university administration and library services, hindering their ability to provide tailored resources and support that effectively cater to the unique requirements of the faculty. Without a clear understanding of the information challenges faced by lecturers, BMU risks underutilizing its resources, limiting the professional development of its staff, and potentially compromising the quality of medical education delivered to its students. Furthermore, the specific infrastructural and contextual factors within BMU, such as internet access, availability of electronic resources, and institutional support mechanisms, may significantly influence the information seeking behaviours of lecturers. Therefore, a comprehensive investigation into the information needs and seeking behaviour of lecturers at BMU is urgently needed to inform evidence-based strategies for improving information access and utilization within the university.

Objective of the Study

The main objective of this study is to investigate information seeking behaviour of medical laboratory science lecturers of Bayelsa Medical University. The specific objectives are:

1. To ascertain the information needs of lecturers of the Bayelsa Medical University
2. To examine the sources of information used by lecturers of the Bayelsa Medical University
3. To determine the extent to which the lecturers use the library in Bayelsa Medical University
4. To ascertain the challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University

Research Questions

The following questions guide the study:

1. What are the information needs of lecturers of the Bayelsa Medical University?
2. What are the sources of information used by lecturers of the Bayelsa Medical University?

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

3. To what extent do lecturers use the library in Bayelsa Medical University?
4. What are the challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University

Significance of the Study

This study holds significant implications for Bayelsa Medical University and the broader field of medical education in Nigeria. The findings will provide valuable insights into the information needs and seeking behaviour of lecturers, enabling the university administration and library services to develop targeted interventions and resource allocation strategies. Specifically, the study will inform the selection and procurement of relevant information resources, the design of effective information literacy training programs, and the implementation of policies that promote information access and utilization. Furthermore, the results of this research can serve as a benchmark for evaluating the effectiveness of existing information services and identifying areas for improvement. By addressing the information needs of its lecturers. BMU can enhance the quality of its medical education programs, foster a culture of continuous learning and innovation, and ultimately contribute to the production of competent and well-informed medical professionals. The study's findings may also be relevant to other medical universities in Nigeria facing similar challenges in providing adequate information support to their faculty.

Literature Review

The literature review of this study was done in line with the objectives of the study.

Information Needs of Lecturers

According to Spacey (2018), information needs are the details that a person desires, requires, or expects from a source of information, which are inspired by curiosity or the desire to make a good decision or complete a mission. Omah and Urhiewhu (2019) studied the information needs, use, and seeking behaviour of academic staff in Taraba State University, Nigeria. The findings of the study showed that specialised information was the major information needs of the academic staff, this is followed by information on the description of objects, information on simple fact data which is peculiar to lecturers in the sciences, and information to keep up to date about life generally. Assoh (2013) studied the information needs and information seeking behaviour of academic staff of the Benue State University, Makurdi. Nigeria. It was revealed from the findings that the academic staff information needs are education information needs, research information needs, health information needs, security information needs, promotion information needs, and curriculum-related information needs, career-related information needs, among others.

Folorunso (2014) evaluated the information seeking behaviour of social science academics in a research institute in Nigeria, and the findings showed that the academic require information for research purposes mainly and to keep up to date with recent happenings in their profession. Ojohwoh (2019) studied the information seeking behaviour of academic staff in Delta State Polytechnic, Ozoro. The findings of the study revealed that academics require information on teaching and learning, research purpose, information to form lecture notes, and information in rendering services to the community, among others. Bhatti (2010) studied the information needs and information seeking behaviour of faculty members at the Islamia University of Bahawalpur. The finding of the study revealed that the faculty members

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

require information for teaching purposes, literature search/reference collection, research, renewing their knowledge, among others.

Sources of Information of Lecturers

There are a lot of studies carried out on the preferred information sources by academic staff. Okonoko, Uche, and Ejiro (2015) studied the information seeking behaviour of faculty members in Federal University of Petroleum Resources, Effurun (FUPRE). The findings of the study revealed that the respondents prefer using books (print & electronic) and journals (print & electronic) as their preferred source of information. Khan (2012) explored the use of information sources by faculty members and research scholars of the Faculty of Commerce, AMU, Aligarh. The study revealed that the academic staff, as well as research scholars, used mainly indexed journals and scholarly publications in Emeraldinsight.com and Science Direct.com for accessing information that meets their needs. Ahiauzu and Ani (2015) surveyed the information seeking behaviour of academic staff in Rivers State University of Science and Technology (RSUST), Port Harcourt, Nigeria. The findings revealed that the academic staff studied prefers to rely on the internet as their preferred information source. Ugwoke and Asogwa (2015) studied the information needs of lecturers in the business administration university of Nigeria. The findings revealed that the majority of the respondents depend on the internet for their information needs, followed by communicating with colleagues, mass media, and the library. Okiki (2013) studied the availability of information resources for research output by Academic Staff Members in Nigerian Federal Universities. The findings revealed that the academic staff preferred electronic information resources for their academic and research needs.

Information sources can be characterized as providers or generators of data in arrange to meet a seen gap in information or an information need. Exercises that are attempted to recognize significant information to fulfill a seen require are information-seeking behaviors. Kommers & Isaiah (2010) cited by Wiche & Ray-Ogbonna (2021) put forward that library users with the energy to obtain information look for data routinely at the library; they visit the library on a day by day premise to meet their data needs. They procure data from books, diaries, daily papers, and the internet. Information sources seem be print assets, non-print assets. Print assets are printed books, diaries magazines, etc. Non print assets are data held in media such as sound, visual, illustrations, movement, etc. Electronic assets are born computerized assets or made advanced assets frequently in electronic shape illustration databases, e-books, e-journals, e-databases etc. Data sources are materials counseled by the data client whereas looking for data. Data clients make dynamic and purposefulness endeavors to look for up to date data from the library, electronic sources and others (Muoekebe, Ezeani & Nwankwo, 2018). Data sources may similarly be categorized as essential, auxiliary and tertiary sources. A essential source is a firsthand data or an unique made by a individual who may be specifically included in the subject matter.

Extent lecturers utilize the library

Anyaoku (2015) examined the extent of library use in Nnamdi Azikiwe University, Nigeria and noted that major of their respondents utilize the library on daily bases, while some use the library on weekly bases and few use the library occasionally. Anyaoku (2015) study moreover, show that a huge number of users visits the University Library either routinely or occasionally.

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

Challenges lecturers experience in utilizing the library resources

A lot of challenges still militate against the accessibility and use of information by academic staff. Makinde, Jiyane, and Mugwisi (2019) studied the factors and challenges affecting the information seeking behaviour of science and technology researchers. The findings of the study revealed that factors that militate against their use of information are trustworthiness of the source, accessibility issues, time factors, and limited financial resources. Akinola (2009) studied the information seeking behaviour of lecturers in faculties of education in Obafemi Awolowo University, Ile Ife and University of Ibadan.

The findings of the study revealed that the challenges affecting the access and use of information were the non-availability of information materials, some of the information materials available are old, and information scattered in too many sources, among others. Onyeneke, Solomon-Uwakwe, and Aniche (2016) studied the information needs and gathering behaviour of lecturers in the faculty of law, Imo State University, Owerri. It was revealed from the findings that outdated books and journals, the inadequacy of information resources, disjointed series of law reports, unreliable Internet services, expensive nature of information sources, and non-renewal of subscriptions to online resources/databases are the challenges militating against the access and use of information by the law lecturers. Katrodia (2019) studied the information needs and information seeking behaviour of commerce and management academics at Saurashtra University.

The findings revealed that incompetent or not well-trained library staff, lack of technical support, lack of computer hardware or software, information is scattered in too many sources, information explosion or too much information, language barrier, non-availability of electronic resource (e-journals and databases), lack of information about available sources, and too many classes or administrative work are the challenges that militate against the accessibility and use of information by the academics.

Methodology

This study employed a descriptive survey research design to investigate the information needs and seeking behaviour of lecturers at Bayelsa Medical University. A survey design was deemed appropriate as it allows for the collection of data from a large sample of respondents, enabling the researcher to describe the characteristics of the population and identify patterns in their information seeking behaviour. Furthermore, a survey approach is efficient and cost-effective for gathering quantitative data, which can be analyzed statistically to determine the prevalence of different information needs and preferred information sources. The descriptive nature of the study aims to provide a comprehensive overview of the current information landscape at BMU, laying the foundation for future intervention and improvement strategies. The population of the study comprises of 28 lecturers registered with the University Library as users. Enumeration sampling technique was employed to select the entire population as sample. The researcher developed a questionnaire titled "Information Needs and Seeking Behaviour of Lecturers Questionnaire" (INSBLQ) to collect data for the study and the response format the data was analyzed using descriptive statistics such as frequency count and simple percentage.

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

POldscholar

Results

The findings of the study are presented in the following tables with explanations

Demographic Characteristics of Respondents

Table 1: Department of the Respondents

S/N	Department	Frequency	Percentage
1	Medicine and Surgery	5	17.9%
2	Pharmacy	3	10.7%
3	Anatomy	4	14.3%
4	Microbiology	4	14.3%
5	Nursing	4	14.3%
6	Computer science	2	7.1%
7	Med Lab	6	21.4%
	Total	**28**	**100%**

Table 1 shows that 28 lecturers from the Departments of Medicine and Surgery, Pharmacy, Anatomy, Microbiology, Nursing science, Computer science and Med Lab, participated in the study as the respondents.

Table 2: Gender of the Respondents

S/N	Gender	Frequency	Percentage
1	Male	20	71.4%
2	Female	8	28.6%
	Total	**28**	**100%**

Table 2 reveals that more male lecturers 20(71.4%) participated in the study that female lecturers 8(28.6%).

Table 3: Age of the Respondents

S/N	Age Group	Frequency	Percentage
1	25-34	6	21.4
2	35-44	8	28.6
3	45-54	11	39.3
4	55+	3	10.7
	Total	**28**	**100%**

Table 3 shows that the majority of the respondents 11(39.3%) are within the age bracket of 45-54 years of age, followed by 8 (28.6%) of them who are within the age bracket of 35-44 years, 6(21.4%) in the 25-34 age bracket, while 3(10.7%) in the 55+ age bracket.

RQ 1. What are the information needs of lecturers of the Bayelsa Medical University?

Table 4: Information Needs of Lecturers

S/n	Information Needs of Lecturers	Yes(%)	No(%)	Rmks
1	Teaching and Research Information	28(100%)	nil	Agreed
2	Teaching, Research and Supervision	28(100%)	nil	Agreed
3	Information on Self and Professional	28(100%)	nil	Agreed
4	Current Affairs	28(100%)	nil	Agreed
5	Information on New Trends health related areas	28(100%)	nil	Agreed
6	Personal Health/Social Welfare Information	28(100%)	nil	Agreed

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

Table 4 analysis of research question 1 shows that: Teaching and Research Information 28(100%): Teaching, Research and Supervision 28(100%); Information on Self and Professional 28(100%): Current Affairs 28(100%): Information on New Trends health related areas 28(100%): Personal Health/Social Welfare Information 28(100%), were all agreed to by all the respondents as the information needs of lecturers of the Bayelsa Medical University. This gives a picture that the information needs of lecturers of the Bayelsa Medical University are both educational, research and personal information.

RQ 2. What are the sources of information used by lecturers of the Bayelsa Medical University?

Table 5: Information Sources Used by Lecturers

S/n	Information Sources Used by Lecturers	Yes(%)	No(%)	Rmks
1.	Internet	28(100%)	nil	Agreed
2.	E-Resources(E-Books/E-Journals/Online Databases)	28(100%)	nil	Agreed
3.	Print Resources (Textbooks/Journals/Reference Books)	28(100%)	nil	Agreed
4.	Mass Media(TV/Radio/Newspapers)	21(75%)	7(25%)	Agreed
5.	Conferences/Seminars/Workshops	28(100%)	nil	Agreed
6.	Interaction among Colleagues	28(100%)	nil	Agreed
7.	Direct contact with the Librarian	10(14.3%)	18(85.7%)	Disagreed

Analysis of research question 2 on table 5 reveals Internet 28(100%); E-Resources(E-Books/E-Journals/Online Databases) 28(100%); Print Resources (Textbooks/Journals/Reference Books) 28(100%); Mass Media (TV/Radio/Newspapers) 21(75%): Conferences/Seminars/Workshops 28(100%); and Interaction among Colleagues 28(100%), were all indicated by the respondents as the sources of information of lecturers in the Bayelsa Medical University. Also, 18(85.7%) of the respondents disagreed that one of their sources of information is to Contact the Librarian. This gives a picture that the information sources of lecturers of the Bayelsa Medical University are both print and non-print information resources.

RQ 3. To what extent do lecturers use the library in Bayelsa Medical University?

Table 6: Extent lecturers use the library

S/n	Extent lecturers use the library	Yes(%)	No(%)	Rmks
	Daily	20(71.4%)	8(28.6%)	Agreed
	Weekly	8(38.1%)	20(61.9%)	Disagreed
	Fortnightly	nil	nil	
	Monthly	nil	nil	
	Not at all	nil	nil	

Table 6 indicated that majority of the respondents 20(71.4%) use the Bayelsa Medical University library on Daily basis. 8 (28.6%) of the respondent only use the library on Weekly basis. This gives a picture that the extent of lecturers' use of the Bayelsa Medical University are both regular and occasional.

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

Oldscholar

RQ 4. What are the challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University?

Table 7: Challenges Faced by Lecturers

S/n	Challenges faced by Lecturers	Yes(%)	No(%)	Rmks
1	Inadequate sources of information on my area of lecture in the BMU library	28(100%)	nil	Agreed
2	Inadequate internet search skills on the lecturers part	28(100%)	nil	Agreed
3	Lack of Awareness of the Resources in the Library	28(100%)	nil	Agreed
4	Poor Internet Connection	28(100%)	nil	Agreed
5	Lack of up-to-date Information Resources	28(100%)	nil	Agreed
6	Poor Time Management	28(100%)	nil	Agreed
7	Poor Library Facilities	28(100%)	nil	Agreed

Analysis of research question 4 on table 7 reveals that: Inadequate sources of information on my area of lecture in the BMU library 28(100%); Inadequate internet search skills on the lecturers part 28(100%); Lack of Awareness of the Resources in the Library; 28(100%); Poor Internet Connection 28(100%); Lack of up-to-date Information Resources 28(100%); Poor Time Management 28(100%); and Poor Library Facilities 28(100%). were all agreed to by all the respondents as the challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University. This gives a picture that the information needs of lecturers of the Bayelsa Medical University are both educational, research and personal information.

Discussion of Finding

Information needs of lecturers of the Bayelsa Medical University.

Analysis of research question 1 shows that: the information needs of lecturers of the Bayelsa Medical University are educational, research and personal information. This finding is in agreement with Assoh (2013) which studied the information needs and information seeking behaviour of academic staff of the Benue State University, Makurdi, Nigeria. It was revealed from the findings that the academic staff information needs are education information needs, research information needs, health information needs, security information needs, promotion information needs, and curriculum-related information needs, career-related information needs, among others.

Sources of information of lecturers in the Bayelsa Medical University

Analysis of research question 2 on table 5 reveals that the information sources of lecturers of the Bayelsa Medical University are both print and non-print and electronic information resources. This finding is in line with Kommers & Isaiah (2010) as cited by Wiche & Ray-Ogbonna (2021) that library users with the energy to obtain information look for data routinely at the library; they visit the library on a day by day premise to meet their data needs. They get information from books, diaries, daily papers, and the internet. Information sources are internet, print and non-print assets.

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

Extent Lecturers use the library

Analysis of research question 3 indicated that: that the extent of lecturers' use of the Bayelsa Medical University are both regular and occasional. This finding is in consonance with Anyaoku (2015) which studied awareness and use of medical library resources in the College of Health Sciences, Nnamdi Azikiwe University, Nigeria, and declared that there were regular users and occasional users.

Challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University

Analysis of research question 4 on table 7 reveals that: Inadequate sources of information in the teaching areas of the lecturers was agreed to by all the respondents as the challenges lecturers encounter in utilizing the library resources in Bayelsa Medical University. This finding supports the works of Wiche and Ray-Ogbonna (2021) which noted that irrelevant information on the internet, lack of internet search skills, inadequate sources of information and inadequate information on databases, are challenges facing information seekers in medical libraries. The users did not perceive the unconducive environment as a challenge because the library is a serene environment. The study is also in line with Anyaoku (2015) who reported major barriers faced by the users on the effective use of the medical library to include lack of computer and Internet, and lack of current materials.

The findings of this work is also in tandem with Akinola (2009) study which found out that the challenges affecting the access and use of information were the non-availability of information materials, some of the information materials available are old, and information scattered in too many sources, among others. In support was the findings of Onyeneke, Solomon-Uwakwe, and Aniche (2016) study that outdated books and journals, the inadequacy of information resources, disjointed series of law reports, unreliable Internet services, expensive nature of information sources, and non-renewal of subscriptions to online resources/databases are the challenges militating against the access and use of information by the law lecturers.

Implication of the Findings of the Study

A study on the information needs and seeking behavior of lecturers at Bayelsa Medical University, Yenagoa, carries significant implications for the institution's academic environment. Understanding these needs allows the university to tailor its library resources, digital infrastructure, and training programs to better support lecturers' research, teaching, and professional development. Specifically, the findings can inform the development of targeted information literacy programmes, ensuring lecturers are adept at locating, evaluating, and utilizing relevant information. Furthermore, insights into preferred information sources and seeking methods can guide the library in optimizing its collection development and delivery strategies. Ultimately, this leads to a more informed and effective faculty, enhancing the quality of education and research output at Bayelsa Medical University.

Conclusion

This study on the information needs and seeking behaviour of lecturers at Bayelsa Medical University reveals a complex landscape shaped by the demands of teaching, research, and professional development. The findings underscore the crucial role of accessible and relevant information resources in supporting their academic endeavors. Further, the identified preferences for specific information formats, search strategies, and

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

institutional support mechanisms provide valuable insights for the university library and administrative bodies.

By addressing the specific information needs highlighted in this research, Bayelsa Medical University can enhance its lecturers' productivity, improve the quality of teaching and research, and ultimately contribute to the institution's overall academic excellence. Future studies should explore the impact of information literacy training and the effectiveness of current information dissemination strategies to further optimize the information environment for lecturers.

Recommendation

Based on the findings of a study examining information needs and seeking behavior of lecturers at Bayelsa Medical University, several recommendations are warranted to optimize their access to and utilization of relevant resources.

1. The university library should prioritize expanding its digital collection, focusing on e-journals, databases, and online textbooks pertinent to medical sciences and related fields. This requires a sustained investment in subscription services and open-access initiatives.
2. Targeted training programmes on effective information retrieval and management should be implemented for lecturers. These programs should cover topics such as database searching techniques, citation management software, and strategies for evaluating the credibility of online sources.
3. The university's IT infrastructure requires strengthening to ensure reliable internet access throughout the campus. Consistent and high-speed connectivity is crucial for accessing online resources and participating in collaborative research.
4. Fostering a culture of information sharing and collaboration among lecturers is recommended. This can be achieved through the establishment of subject-specific online forums or workshops where lecturers can exchange research findings, teaching materials, and information resources.

References

Ahiauzu, B.E., & Ani, O. (2015). A survey of information seeking behavior of academic staff in a Nigerian university in the digital age. *Science Journal of Education, 3*(4), 89-94.

Akinola, S. (2009). Information seeking behavior of lecturers in faculties of education in Obafemi Awolowo University, Ile Ife and University of Ibadan. *Samaru Journal of Information Studies, 9*(2), 23-32.

Anyaoku, E. A. (2015). Evaluating Undergraduate students' awareness and use of medical library resources: A study of Nnamdi Azikiwe University, Nigeria. *International Journal of Library Science*, 4(3), 53-58

Assoh, D.A. (2013). *Information needs and information seeking behaviour of academic staff of the Benue State University, Makurdi.* Published Thesis, Library, and information science department, University of Nigeria, Nsukka. Retrieved from https://oer.unn.edu.ng/read/information-needs-and-information-seeking-behaviour-ofacademic-staff-of-the-benue-state-university-makurdi?rdr=1

Nigerian Academic and Research Libraries Journal 2025;Vol. 4 (1) DOI: 10.61955/PIKHWP

Bhatti, R. (2010). Information needs and information-seeking behaviour of faculty members at the Islamia university of Bahawalpur. *Library Philosophy and Practice (e-journal)*. Paper 314. Retrieved from https://digitalcommons.unl.edu/libphilprac/314

Brown, J. S., and Jones, E. (2020, December). *Impact of coaching on rates of utilization and clinical change for digital self-care modules based on cognitive behavioral therapy.* [Web article]. Retrieved from http://www.societyforpsychotherapy.org/impact-of-coaching-on-rates-of-utilization-and-clinical-change-for-digital-self-care-modules-based-on-cognitive-behavioral-therapy DOI: 10.52589/BJLIMQD2YVZOY

Folorunso, O. (2014). Information-seeking behaviour of social sciences scholars: A Nigerian case study. *African Journal for the Psychological Study of Social Issues, 17*(2). 15 Retrieved from http://www2.marilia.unesp.br/revistas/index.php/bjis/article/view/5218/3670 from at http://www.webpages.uidaho.edu/% 78Embolin /lpp2008.htm. https://doi.org/10.1080/2159676X.2017.1393221

Ifijeh , B. A., Ogbomo, M. O. and Ifijeh, G. (2018). Utilization of academic library resources for research productivity among lecturers in private universities in South-South Nigeria. *Library Philosophy and Practice* (e-journal). 2071. http://digitalcommons.unl.edu/libphilprac/2071

Katrodia, A. (2019). The information needs and information seeking behaviour of commerce and management academics: A study of Saurashtra University. *The Independent Journal of Teaching and Learning, 14*(2), 43-56.

Khan, A.M. (2012). Use of information sources by faculty members, research scholars, and students of the faculty of commerce, AMU, Aligarh: A Survey. *Library Philosophy and Practice (e-journal)*. Paper 782. Retrieved from https://digitalcommons.unl.edu/libphilprac/782

Makinde, O., Jiyane, G.V., & Mugwisi, T. (2019). Factors and challenges affecting the information-seeking behaviour of science and technology researchers. *Library Philosophy and Practice (e-journal)*. Paper 2575. Retrieved from https://digitalcommons.unl.edu/libphilprac/2575

Muokebe, B., Enzeani, U. & Nwankwo, N.G. (2018). Information need and seeking behaviour of practising nurses in Nigeria: The case of our lady of lourdes hospital Ihiala. *Library Philosophy and Practice*. Retrieved from https://search.proquest.com/docview/2163340797/43F5DDB8FF3D42C1PQ/4?accountid=166860

Ojowoh, R. (2019). The information seeking behaviour of academic staff in Delta State Polytechnic, Ozoro. *International Journal of Applied Technologies in Library and Information Management, 5*(3), 1-10.

Okiki, O.C. (2013). Availability of information resources for research output: perception of academic staff members in Nigerian Federal Universities. *International Journal of*

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP

Computer Science and Telecommunications, 4(8), 26-33.

Okonoko, V.N., Uche, E., &Ejiro, A.K. (2015).Information seeking behaviour of faculty members in a Nigerian university. *International Journal of Academic Research and Reflection, 3*(4), 95-102.

Omah, J.E., & Urhiewhu, L.O. (2019). Information needs, use, and seeking behaviour among academic staff in Taraba State University, Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS), 3*(6), 533-539. 16

Onyeneke, C.O., Solomon-Uwakwe, B., & Aniche, C.N. (2016). Information needs and gathering behaviour of lecturers in Faculty of Law, Imo State University, Owerri. *Journal of Applied Information Science and Technology, 9*(1), 113-119.

Smith, B. (2018). Generalizability in qualitative research: Misunderstandings, opportunities and recommendations for the sport and exercise sciences. *Qualitative Research in Sport, Exercise & Health,* 10, 137-149.

Spacey, J. (2018). 22 examples of information needs. Retrieved from https://simplicable. com/new/information-needs

Ugwoke, B.U., &Asogwa, G.E. (2015). Information needs of lecturers in the faculty of business administration, University of Nigeria, Nigeria. *Information Impact: Journal of Information and Knowledge Management, 6*(2), 149-158. 17

Wiche, H.I. and Ray-Ogbonna, K.K. (2021). Information needs and seeking behaviour among medical students of Pamo University of Medical Sciences Port Harcourt. *British Journal of Library and Information Management 1*(1), 1-15.

Nigerian Academic and Research Libraries Journal 2025,Vol. 4 (1) DOI: 10.61955/PIKHWP