

**INFORMATION NEEDS AND SEEKING BEHAVIOUR OF
LIBRARY AND INFORMATION SCIENCE (LIS) STUDENTS
IN UNIVERSITY OF ILORIN, KWARA STATE**

BY

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ND/23/LIS/FT/0050**

**BEING A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
INSTITUTE OF INFORMATION AND COMMUNICATION
TECHNOLOGY, KWARA STATE POLYTECHNIC, ILORIN,
KWARA STATE**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF NATIONAL DIPLOMA (ND) IN LIBRARY
AND INFORMATION SCIENCE**

JULY 2025

CERTIFICATION

This is to certify that this research work has been completed, read through and approved as meeting the requirement of the Department of Library and Information Science, Institute of Information and Communication Technology, Kwara State Polytechnic in Partial fulfillment for the Award of National Diploma (ND) in Library and Information Science.

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DEDICATION

This research project is dedicated to the Most High (Almighty God) that preserved me throughout the course of my programme at Kwara State Polytechnic, Ilorin, for His infinite mercy that endureth forever in my live.

ACKNOWLEDGEMENTS

All praise, adoration thanks and glory belong to Almighty God for sparing my life throughout circumstance of life and till end of my National Diploma (ND) program. Upon me to successful completion of this project work and my course of study.

My profound gratitude goes to my able supervisor in respect of; **MR. TAIWO M. A.** who sacrificed his time attending to me and whose guidance and advice has contributed extremely to the success of this project may God bestow His blessing on his entire family. And my amicable Head of Department (HOD); **MR. ISIAKA A. O.** the project coordinator and my able and capable lecturers, teaching and non-teaching staff of the department may God continue to bestow His mercy on to you all (AMEN).

However my sincere gratitude goes to my lovely and caring parents, **MR. and MRS. ADETAYO** for their parental duty throughout the course of my program they are the back bone of my existence without them my life would have been meaningless may God let you reap the fruit of your labour.

Diplomatic Appreciation goes to my siblings in person of **KEHINDE and TAIWO** and also to all my friends, may God bless you abundantly.

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CHAPTER ONE

1. 1 Background to the Study

Information is the communication or reception of knowledge or intelligence. It leads to knowledge, which leads to wisdom. Therefore, information is power. According to Ajiboye and Telia (2017), information is data that has been processed to be well understood to satisfy the user's query. Bruse (2015) state that, "information plays a significant role in our daily professional and personal lives and we are constantly challenged to take charge of the information that we need for work, fun and everyday decisions and tasks. The needs of individuals vary. At the root of information seeking behaviour is the concept of information need, which has proved intractable. Information and information need are inseparable, and interconnected. From Wikipedia, information need is an individual's or a group's desire to locate and obtain information to satisfy a conscious or unconscious need.

Undergraduate LIS students' areas of needs can be the desire to seek information that they do not know, the desire to understand more of the information and the need to ascertain or confirm the information held. The three categories of needs are in line with the academic needs associated with undergraduate students. An undergraduate student needs or seeks information to increase his knowledge, to confirm if the information held is true or false, and to complete a class work or prepare for examination. Undergraduate have a lot of information needs which prompted their demand for information. When undergraduates are searching for information to meet their needs, they use different sources of information.

LIS is an enormous field of study and many aspects of it are constantly changing (Padma & Ramasamy, 2017). LIS even change or are abridged during very short intervals in many countries, thus leaving the lawyer with the difficult and time-consuming task of updating records, using various means such as attaching notes on self-adhesive papers

next to the law in question. An understanding of the information needs and information-seeking behaviour of LIS students necessitates viewing the profession holistically as a field that requires a practitioner to concurrently satisfy the information needs of several types, for multiple purposes. At a given time, a librarian may be an information professional working for a client; a researcher hoping to unlock a complex matter; part of an administrative team in a business setting; or someone aiming to grasp information for other purposes (Ramachandrappa, 2017). LIS students engage in the synthesis of monthly and quarterly information reports, and synthesising them from various sources poses difficult and time-consuming challenges.

Legal information resources in Nigeria Universities are of crucial importance to law students and the entire legal profession. Law libraries play a key role in providing law information resources which are indispensable tools in supporting legal teaching, research and practices. These law libraries normally acquire legal materials (printed and non-printed materials), process and make them available for use to the users (Abdullahi, 2011). Therefore, this study examine information needs and information seeking behaviour of Law students in University of Ilorin

1.2 Statement of the Problem

There exists a plethora of studies about LIS students' information behaviour, and many discrete studies on the subject in different communities in Nigeria. The information behaviour of LIS students has not been sufficiently examined to generate more complete information that could guide decision making to increase productivity and improve the performance of librarians. It was observed that LIS students have problems discovering appropriate information resources for legislation and journal articles. This is because they are limited in their knowledge of basic print materials. Equally, most LIS students experienced difficulties in choosing fitting electronic resources, especially for locating case law and journal articles. Students identified that they dissipated energy thereby

losing precious time when seeking information because of these inadequacies. Furthermore, academic sources, in printed and electronic formats, -were not easy to find, as students testified ignoring some resources in favour of others items on a reading catalogue.

LIS students in tertiary institutions in Kwara state are expected to maximally utilize the University library as one of their major resources of information in addition to several other information resources. However, noting from observation and from the studies conducted on information needs and seeking of students particularly LIS students it was established that students do not use most of the information resources. It was assumed that students could be experiencing technical or literacy problems in accessing information resources; coupled with lack of knowledge and awareness of the resources. The student's information seeking behaviour might be singled out as biggest cause that needs investigation. Therefore, the background for this study informed the purpose(s) for the research.

1.3 Objectives of the Study

The general objective of this study is to investigate the information needs and seeking behaviour of LIS students in University of Ilorin, Kwara State.

The specific objectives are to:

- i. examine the information resources available for LIS students in University of Ilorin, Kwara state
- ii. find out the purpose(s) for which LIS students seek information in University of Ilorin, Kwara State.
- iii. determine the information needs of LIS student in University of Ilorin, Kwara state
- iv. explore the sources of information of LIS students in University of Ilorin, Kwara state

- v. determine the information seeking behaviour of LIS students in University of Ilorin, Kwara state
- vi. investigate the challenges confronting information seeking behaviour of LIS students University of Ilorin, Kwara state

1.4 Research Questions

The following research questions will guide the study:

- i. What are the information resources available for LIS students University of Ilorin, Kwara state?
- ii. What is the purpose(s) for which LIS students seek information in University of Ilorin, Kwara state?
- iii. What are the information needs of LIS students University of Ilorin, Kwara state?
- iv. What are the sources of information of LIS students in University of Ilorin, Kwara state?
- v. What are the information seeking behaviour of LIS students in University of Ilorin, Kwara state?
- vi. What are the challenges confronting information seeking behaviour of LIS students in University of Ilorin, Kwara state?

1.5 Significance of the Study

Going by the objectives, this study will play a major role in understanding the information behaviour and defining information seeking behaviour of LIS students University of Ilorin, Kwara state. Thus, the findings from this study could be of help in making policy that could affect their information seeking behaviour. The findings will also allow law students to know the various information resources available and how to seek for that information.

The study will also add to the existing knowledge in information seeking behaviour of LIS students.

1.6 Scope and Limitation of the Study

The study covers the information resources consulted by LIS students and their frequency of use, the information seeking behaviour and the barriers influencing information seeking behaviour of law students. The study will encapsulate 200 level to 400 level undergraduate LIS students in University of Ilorin, Kwara state.

1.7 Operational Definition of Terms

Information: It is an asset and resources needed by the children to make them aware of what is happening around them

Information needs: refers to a gap in a person's knowledge that when experienced at the conscious level as a question give rise to search for an answer.

Information seeking behaviour: entails the seeking of information that might contribute to understanding and meaning required in order to meet a need

LIS Students: These are category of individual studying Library and information science in the university

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter set out to review available literature on topic “personnel, institutional support and work environment of student’s records management practices in Colleges of Education in Kwara State, Nigeria”. The survey of literature for this study reveals that academic have attracted the interest of many researchers, librarians and other academics. The effect of these scholars have resulted in several publications, which are mainly textbooks, journals, conference proceedings, magazines and unpublished long essays and the content of these literatures that are relevant to the present research were collected and arranged under the following sub-heading;

2.2 Conceptual Framework: Information Needs and Information Seeking Behavior

2.3 The Availability of Information Resources for Law Students

2.4 Purpose of Seeking for Information by Law Students

2.5 The Sources of Information of Law Students

2.6 Information Seeking Behaviour of Law Students

2.7 Challenges confronting Information Seeking Behaviour

2.8 Summary of Literature Review

2.2 Conceptual Framework: Information Needs and Information Seeking Behavior

Information is an invaluable commodity that is needed by every individual no matter the class, location and race. Individuals need information for several reasons. However, the information needs and seeking behaviour could differ based on the particular profile. It is worthy of note that a particular profile or individual’s information needs and seeking behavior is dynamic. It means that information needs and seeking behaviour depends on the environment where the information seeker is operational (Millie, Ebiere & Onyema,

2020). For example, an individual who is a student and also engaged in another activity like business while in need and seeking academic related information as a student may become another profile of user which falls under the category “business” such individual while seeking academic information as a student profile will need and seek business-related information as another profile of user. It depends on the environment the individual is operational therefore, the Information need and seeking depends on the environment in which the information seeker is operational which also depends on the group concerned (Millie, *et al...* 2020).

The concept of motive may be applied to the law students’ information needs and seeking attitudes since it can be assumed that, for cognitive, affective, or physiological reasons, LIS students experience needs for information (Yemisi and Mostert, 2013). It is these needs that actually activate their motive to engage in seeking information on how to enter a university to study, prepare for examinations, write assignments, pass out of the universities as law graduates and eventually become qualified librarian.

Anyagwu and Mabawonku (2014) examined the information resources’ availability and utilisation as determinants of LIS lecturers’ research productivity in Nigerian universities. The result shows that law books, legal periodicals, reference materials, reports, legislation and statutes, newspapers, loose leaf indexes and abstracts, and digests were readily available to law lecturers. E-resources and online legal databases were less available and had the lowest scores in terms of availability. The study found that legal information resources such as law reports, legal periodicals, legislation and statutes, indexes and abstracts, books, nonlegal materials, reference materials, digests and e-resources were used by lecturers in Nigerian universities.

In the context of the law students, the specific information needs of the law students arise in the course of their studies in law education. Odusanya and Amusa (2013) identify four aspects of education related information needs of ‘law’ students as follows:

- Current information on research findings on law emanating from conferences, seminars, and workshops
- Information related to pursuance of innovative ideas or exploratory knowledge to satisfy students' curiosity.
- Information on current affairs and general knowledge
- Information required for (legal) administration (Odusanya & Amusa, 2013).

In addition to the above-enumerated study, about the learning and research related information needs of law students in Nigerian universities, the researchers argue that the students also need information for daily existence on the campus. This includes information on business and economic matters, consumer goods, health, good living, politics, religion, food, shelter, student unionism on campus, as well as information on scholarship, bursary and job opportunities. Although scholars have identified the various types of information needs of different individuals and groups, this researcher is of the view that law students require primary information for academic and research needs in school, while the other types of information that they may need is secondary to the legal information requirements in their academic curriculum (Yemisi and Mostert, 2013).

2.3 The Availability of Information Resources for LIS Students

The concept of information resources is used to mean anything that can provide intellectual stimulation to the reader/learner and it includes books periodicals, newspapers, pamphlets and ephemeral materials audio materials, films materials, graphic computers, etc. as well as individuals and objects in the community. Information resources in Anande, Isaiah and Tondo (2015) include everything that is used in providing the required services to the clientele. The identifies library resources as those materials which enable libraries to carry their functions out effectively.

They are made up of books and other information bearing media. Information resources can be divided into groups according to their functions and levels of scholarship or

according to their different formats. In tertiary institutions for example, the resources fall in to two major categories according to the level of scholarship and their function. These include study/teaching materials and research materials. Study/teaching materials are the resources required by law students for their study (Ugba, Tondo, Tofi, Akosuu & Akaaimo, 2019). They consist of recommended textbooks, books to support class texts, journals, past examination papers, reference books, monograph, etc. While the research materials are used by law students and lecturers. These are made up of periodicals, documents of different kinds, treaties, manuscripts, pamphlets, government publications, conference proceedings ad papers, etc.

Availability of library information resources has great influence on library use. Ilori (2019) opined that availability is the most important determinant of the extent to which information resources is used compared to all other factors, it is what is available that will be organised for easy access, awareness and use. Chiedu (2014) further stressed that library resources as well as physical infrastructure and facilities must be made available and adequate to achieve internal quality assurance whose ultimate goal is for the university to meet requisite standards while striving towards its goal. Chiedu (2014) therefore, posited that for the university to be able to carry out its tripartite mandate of teaching, research and community development (service), certain elements that contribute to the existence of the university must be present in adequate qualitative and quantitative measure. Therefore, library must be stocked with current books and journals in hard and soft (electronic) copies to enrich the knowledge of the teacher/ researcher and learners, thus motivating them to generate knowledge that will further update knowledge.

2.4 Purpose of Seeking for Information by LIS Students

Information seeking behaviour refers to the way people search for and utilize information. Most times student's information seeking behaviour involves active or purposeful information seeking as a result of the need to complete course assignments,

prepare for class discussions, seminars, workshops, conferences, or write final year research papers (Ngozi, 2011). The nature of one's task referred to as "content" is crucial to how people seek and use information. This is contrary to the understanding that information-seeking is a general process which occurs independently of the content in the information.

Latif, Ahmad, Satti and Haq (2017) identified that; most law students usually used information technologies for entertainment purposes followed by academic assignments. They mostly relied on text books and notes, therefore no problems were experienced in managing time. They used informal ways to exchange information and mostly borrowed print and electronic resources available in the library.

Purposes of seeking information included knowledge improvement, refinement of home routines and entertainment. Iqbal, Mehmood and Arif (2013) observed the information needs of law student are information regarding research work, general awareness, experiments and preparing lectures were disclosed as purposes of information seeking.

Rafiq, Iqbal, Rehman, Waqas, Naveed and Khan (2021) conducted a quantitative study on female students residing in university and private hostels of Lahore. Survey research method was used for the study. Results of the study showed that hosted students sought information for academic purposes, safety issues, self-help problems and social circle.

Jamshed, Muhammad and Saleemi (2021) found out that law students mainly visit the law library to complete their class assignments. They are not interested in visiting the law library for other purposes like reading books, legal journals, and new laws. It shows the lack of interest on the part of students to visit the law library. They only visit the law library when needed for class assignments. This finding also points out a weakness in the legal education system of Pakistan which fails to encourage the reading and research culture among students.

2.5 The Sources of Information of LIS Students

Selection of information resources is one of most essential steps during the process of an information seeking task. The rapid growth of Web information technology has expanded the range of information sources available to end users. In particular, online information sources, such as search engines, Web pages and digital libraries, have increased. Recently, many researchers have addressed the substantial change in information selection, namely, the preference for online electronic sources over printed resources. Online sources are being utilised more often than traditional printed sources for academic tasks (Xie and Joo 2009). A variety of factors influence the selection of information sources. These include the characteristics of the sources, search purposes, user preferences, user knowledge, information literacy and others.

Information sources can be defined as suppliers or generators of information in order to meet a perceived gap in knowledge or an information need. Activities that are undertaken to identify relevant information to satisfy a perceived need are information-seeking behaviors. Kommers and Isaiah (2010) observed that students with the zeal to acquire knowledge seek information regularly at the library; they visit the library on a daily basis to meet their information needs. They acquire information from books, journals, newspapers, and the internet.

Abbas (2018) posits that there are two main type of information sources available for law students. They are:

Primary Sources: Which consist of authoritative statements of law as made by lawmaking bodies, and include Statutes or Acts of Parliament, Statutory Instruments, Draft Legislation in the form of Bills, Case Law; where details of cases of legal importance are published in law reports – which over time develop into a body of case law and may usually be followed by a judge as a precedent when deciding in court.

Secondary Sources: These are more focused to act as finding tools to help locate relevant primary sources of law, e.g. indexes, current awareness and digests. They can also include commentary material and interpretations of primary sources including textbooks, case books, practice books, e-books, journal articles, legal dictionaries and encyclopedias. These resources include any sources other than legislation and case law i.e. primary sources.

LIS students are often encouraged to refer to secondary sources first as they tend to be easier to locate and study, often leading the student to the relevant legislation and cases as noted. The diverse types of information source available and the technologies used to access them.

Paper-Based Resources: Paper-based resources in the legal domain are plentiful. Traditionally, legal information has been dominated by volumes of books that cover the expansive subject of law. Given the amount of legal information products and the content within that students must navigate through, they are often encouraged to think and plan sensibly when using paper-based resources to navigate, effectively source and absorb the information they may ultimately retrieve from their search within this content format.

Legal Handbooks: Legal handbooks are essentially collections of legal material comprising of detailed content on the specific area of law. This also can include templates and draft legal documents that can be edited and re-used by the ready for their need.

Journals: journals can be defined as; “A scholarly or academic publication presenting commentary of emerging or topical developments in the law, and often specializing in a particular area of the law or legal information specific to a jurisdiction.”. These types of legal resources are also known as legal periodicals or law reviews. Law journals also tend to contain detail on jurisprudence and legal history as well as commentaries made by either those in the legal profession or those within its academic faculties.

Undergraduate students, who have grown up in the digital age, have been exposed to the Internet environment since childhood, and accordingly, they are expected to exhibit unique information use patterns which engage more digital media and resources. Researchers have studied the information seeking behaviour of undergraduate students, focusing on what information sources they select and how they use the information they find in different search tasks (Mill 2008). Undergraduate students especially would have an increased need for academic information sources to complete their class assignments or research projects that usually require various types of sources and references.

2.6 Information Seeking Behaviour of LIS Students

Newton (2019) asserts that to some extent, students' information seeking behaviour in terms of emergence of ICT has shifted their preferences of information forms from print to electronic. In their own vein Mahmood and Saeed (2014) expressed that the pursuit of knowledge has been revolutionized mainly through the vast expansion of data accessible via the Internet, undergraduates now employ a set of coping strategies in their search for information to fulfill their assignment requirements and as they prepare for examinations. They are more concerned about how to use digital resources because they need to get the results of their search with the least cost and efforts which is in accordance with the fourth law of library science by Ranganathan to save the time of the user.

Technology no doubt has brought in irresistible opportunities to developing countries like Nigeria, the concept of information seeking behaviour in digital era is challenging. Students will now need to acquire Information and Communication Technologies (ICTs) skills, especially information retrieval skills to be able to retrieve relevant information from reliable sources. Modern tech savvy age is brimful with different types of information sources, having a plethora of information sources at fingertips and causing information overload, it becomes a problem to users in knowing where to start, access,

sort and select the best sources to their needs (Ganaie & Khazer, 2017). The nature of information sources in the digital age drives the need for information seeking to include electronic sources which comes with its own challenges. Researchers have tried to identify the information needs and seeking of different groups including lecturers, students, engineers and scientist, most of which take a holistic approach. The development of technology is causing a lot of change in the way and manner individuals seek and use information, studies need to shift as well to capture information needs and seeking in this era however, Ismaila (2019); Das and Jadab, (2016); Sankpal and Punwakter (2015) have studied information seeking behaviour in digital age in various groups and disciplines. The study of information seeking behaviour of library and information science students is inadequate.

Kumar and Jadab (2016) explored the information seeking behaviour of students of law in the digital environment at the University of Dhaka. It also examined the factors that affected the students' use of digital information resources, the problems they faced for seeking electronic legal information. A stratified random sample survey was used for collecting the quantitative data through questionnaire. The results research showed that students with higher preference for information seeking were found to the use of electronic legal information sources than print.

Various research efforts have ascribed deficiencies in information seeking behaviour of law library users to various factors (Akpoghome and Idiegbeyan-Ose, 2010). These include the fact that the specific information needs of seekers are either not well-known to them or not well understood by them. For instance, when a user interacts with the information sources in a library, the user's needs may not tally with what is available, which may be due to constraints in access within the stock or a user's own inability to understand library stock or 'library anxiety' as encountered by the user.

2.7 Challenges confronting Information Seeking Behaviour

The actions that researchers exhibit during the critical research process of searching for information characterize how he/she will be guided to getting research facts and this essentially encompasses the researcher's 'information-seeking behavior'. Eftekhari and Hayati (2016) opine that information seeking behaviors exhibited by information users are derived from users' information needs when they have the urge for information. In our today's world where so many traditional print information sources are being replaced by diverse electronic sources (e-journals, online databases, and digital libraries), we should expect an array of adoption factors and challenges brought by this transformation. Chandel and Saikia (2012) indicate that the challenges of traditional print resources when combined with that of electronic sources pose a threat to the process of seeking and obtaining research information by researchers and these problems have to be overcome.

In an effort to overcome the challenges posed by traditional print resources and electronic sources in non-academic context, it is of great benefit that more studies on the information-seeking behavior of non-academic researchers should be carried out (Olayinka, Glenrose, and Tinashe, 2019). This is important in order to understand the factors and challenges affecting information-seeking behavior of researchers of different disciplines towards making the process of information seeking and exhibited behavior seamless.

Campbell (2017) described information behavior as a relatively new but growing research field in the expansive field of library and information science. In this field, several researchers have investigated the information behavior of faculty and students at academic institutions, as well as professionals within the workplace. Case and Given (2016). stressed that the study of information behavior has developed since its inception during the 1960s when most research was directed towards understanding how professionals searched for information and the resources they consulted.

Anderson, Glassman, McAfee and Penelli (2011) pointed forward to coexisting factors affecting information-seeking behavior of researchers. They are accessibility, task characteristics, information carrier characteristics, user characteristics and demography. Anderson *et al.* (2011) discussed accessibility as an information-seeking factor in terms of preference for seeking information from one's own store of information as opposed to seeking information from others, oral communication as opposed to written communication, communication with sources inside the organization as opposed to communication with sources outside the organization, and direct communication with a source as opposed to through mediating carriers such as those provided by library personnel. This is based on principle of least effort which holds that people strive to solve their problems in such a way as to minimize the total work that must be expended.

Nel (2015) elucidated factors that played a role in information-seeking behavior of researchers. They are:

Information Needs - these included topic complexity, topic familiarity, prior topic search experience, purpose and type of search.

Information Seeker - this included demography (e.g. age, gender, academic level), discipline, time, awareness of service and sources, knowledge of service and sources and search skills

Information Source - this included location of the information source, format of the information delivery system (print versus electronic), and ease of access of the source (convenience).

2.8 Summary of Literature Review

In this chapter, related literature has been reviewed on information needs and seeking behavior of law students. Different and varieties of literature have been reviewed and have been seen: ideas, thoughts and opinion on information needs and seeking behavior.

Information is an invaluable commodity that is needed by every individual no matter the class, location and race.

Textbooks, journals, internet and research works carried out by other scholars similar to this one. The reviews highlighted various types of information resources available in libraries in tertiary institutions which includes, books, journals, newspapers/magazines, CD-ROM technology, internet, electronic resources such as e-books, e-journals, etc., computers and many more. The literature review equally describes accessibility of information resources. It is evident in the literature that, information resources may be available in the library and identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information sources are, the more likely they are to be used. The literature reviewed also discussed the use of information in tertiary institutions. Information resources in tertiary institutions are generally used for teaching, learning and research by teachers, students and researchers.

The reviews identified problems to availability and accessibility of information resources to include lack of awareness, inaccessibility of library resources, information explosion, bibliographic obstacle, poor infrastructure and many more. Strategies to overcome the problems are equally highlighted by the reviews as presented by scholars. The literature finally reviewed other research works conducted by different scholars similar to the topic under study.

This research intends to fill gaps in information seeking behavior, Ellis, Makri and Attfield (2014) point out that the information monitoring behaviours of lawyers – where monitoring means the need to remain constantly updated with the latest developments within the legal field – has received little attention, paving the way for more studies in this area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a logical and consistent procedures that augment the other and are capable of collecting data and arriving at findings that echo the questions beings asked by the research and conform to its purpose (Mitchell & Jolley, 2012). The methodology reflects the framework of the processes or the tools used for the purpose of the study. Detailed procedures are therefore given in this chapter on how the study was carried out. The section carried out a discussion of pertinent issues surrounding key areas such as the design of the study, the population targeted, the method used in sampling, the instrument of research and data collection procedures.

3.2 Research Design

Research design has been defined by Kothari and Gaurav (2014) as a framework for acquiring and examining data in an aspect that desires to integrate pertinence of the purpose of research with procedural cost. Research design is a framework of different forms of concepts where a study can take place; it comprises the plan for the data acquisition. According to Kumar and Gaurav (2014), a research design is an approach, framework and procedure for establishing conceived answers to important questions of research.

A Survey research method was use to carry out this study because of its large population. Survey is associated with research situations where the research subject runs into hundreds or even thousands spreading across a large area furthermore, survey implies not everybody within the chosen or target population was eligible to participate in the study.

3.3 Population of the Study

Sekaran and Bougie (2016) define a target population as a sum of objects, items or people that a researcher is interested in studying either as a group or as individuals with

characteristics that are shared and observable. To them, population is the totality of a conforming group with like specifications. The target population for this study consists of three hundred and forty (340) undergraduate law students in University of Ilorin, Kwara State.

3.4 Sample and Sampling Techniques

The technique of sampling is an approach that has been used to derive a representative sample from a population for purposes of conducting a study so that the researcher can still produce reliable, dependable, accurate and generalized findings about the population (Pyrzczak, 2017). The sampling techniques that was used for this study is simple random sampling.

The sample size was determined using Taro Yamane method. Tara Yamane in 1967 will be used to determine the sample size from a given population. Below is the mathematical illustrator for the Taro Yamane method:

$$n = \frac{N}{1+N(e)^2}$$

Where;

n = sample size

N = population of the study

e = margin error (it could be 0.10, 0.05 or 0.01)

$$\begin{aligned} n &= \frac{340}{1+340(0.05)^2} = \frac{340}{1+340(0.0025)} \\ &= \frac{340}{1+0.85} = \frac{340}{1.85} = 183.8 \approx 184 \end{aligned}$$

Therefore the sample size for this study consists of one hundred and eighty four (184) LIS students in University of Ilorin, Kwara State.

3.5 Instrument for Data Collection

A research instrument is a means by which a researcher uses to collect data for the study. These are tools that have been designed for use by the researcher to obtain data necessary

for the research. A questionnaire-based survey method was used for the study. Kothari (2010) adds that a questionnaire consists of a set of structured and close-ended questions relating to the research study dispatched to respondents who are expected to write down their reply in the spaces provided in the questionnaire. The researcher found this instrument appropriate due to the following reasons; respondents had sufficient time to think through the questions and give well thought out answers: there is convenience in approaching respondents who are not easily approachable and a large number of respondents could be reached using this method making it more dependable and reliable.

3.6 Validity and Reliability of Instrument

Validity is the ability of an instrument to measure what it is designed to measure (Kumar, 2014). Basically it's the level of accuracy of collecting accurate data from the sample. Researchers can achieve instrument validity by subjecting it to the experts in that field. Professionals or supervisors assessed the instrument and give views on what changes to make to the instrument before it is used for data collection. The researcher thus passed the research instrument through the study supervisor for comments on structure adjustment. The researcher then invested on these comments and made the adjustments as pointed out. This enables the research instrument to achieve validity.

To ensure reliability of the research instruments, a pilot study was carried out, the responses were generalized as structure for both doing and documenting high quality qualitative research as a way of determining the trustworthiness or credibility and dependability of the data.

3.7 Data Analysis Procedure

Data obtained from the administered questionnaire was presented and analysed by using simple percentage and frequency table. The reason for its choice is because it allows presentation, analysis and comparison of multiple attitude, opinion and ideas.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter set out to present analysis of all data on the questionnaires. The main aim of the research is to examine the information needs and seeking behaviour of law students in University of Ilorin. However, data were collected from respondents with the use of questionnaire. The data collected was analyse in tabular form by using descriptive and inferential statistics.

A total number of one hundred and eighty-four (184) questionnaires were distributed in which one hundred and seventy-five (175) were correctly filled and returned by the respondents.

4.2 Demographic Data of the Respondents

Table 4.2.1: Sex Distribution of the Respondents

Variable	Frequency	Percentage (%)
Male	79	45
Female	96	55
Total	175	100

Source: Field Survey, 2025

Table 4.2.1 above shows the sex distribution of the respondents, 79 respondents representing 45% were male while 96 respondents representing 55% were female. This implies that majority of the respondents were female.

Table 4.2.2: Age Distribution of the Respondents

Variable	Frequency	Percentage (%)
18 – 20 years	54	31
21 – 23 years	60	34
24 – 26 years	42	24

27 – 29 years	16	9
30 years and above	3	2
Total	175	100

Source: Field Survey, 2025

Table 4.2.2 revealed the age distribution of the respondents, 54 respondents representing 31% were age range of 18-20 years, 60 respondents representing 34% were age range of 21-23 years, 42 respondents representing 24% were age range of 24-26 years, 16 respondents representing 9% were age range of 27-29 years and 3 respondents representing 2% were age range of 30 years and above. This can be deduced that majority of the respondents were of age range of 21-23 years.

Table 4.2.3: Marital Status of the Respondents

Variable	Frequency	Percentage (%)
Single	158	90
Married	17	10
Total	175	100

Source: Field Survey, 2025

Table 4.2.3 above shows the marital status of the respondents, 158 respondents representing 90% were single while 17 respondents representing 10% were married. This implies that majority of the respondents were single.

Table 4.2.4: Level of the Respondents

Variable	Frequency	Percentage (%)
100 level	48	27
200 level	73	42
300 level	32	18
400 level	22	13
500 level	0	0

Total	175	100
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Source: Field Survey, 2025

Table 4.2.4 above shows the level of the respondents, 48 respondents representing 27% were in 100 level, 73 respondents representing 42% were in 200 level, 32 respondents representing 18% were in 300 level while 22 respondents representing 13% were in 400 level. This implies that majority of the respondents were from 200 level.

4.3 Data Presentation and Analysis of Findings

Table 4.3.1: Information Resources available for LIS Students of University of Ilorin

Available Information Resources	SA	A	U	D	SD	Total
Electronic Books	36 21%	43 25%	39 22%	31 18%	26 15%	175 100%
Journals	47 27%	63 36%	19 11%	27 15%	19 11%	175 100%
Dictionaries	56 32%	69 39%	27 15%	14 8%	9 5%	175 100%
Newspaper/Magazine	70 40%	51 29%	12 7%	20 11%	22 13%	175 100%
Internet facilities	73 42%	53 30%	17 10%	19 11%	13 7%	175 100%
Computer	62 35%	48 27%	26 15%	23 13%	16 9%	175 100%
Scanner	27 15%	31 18%	47 27%	39 22%	31 18%	175 100%
Printer	52 30%	41 23%	28 16%	32 18%	22 13%	175 100%

Online Public Access Catalogue (OPAC)	42 24%	48 27%	28 16%	32 18%	25 14%	175 100%
Database	43 25%	37 21%	51 29%	25 14%	19 11%	175 100%
Total Percentage	291%	275%	168%	148%	116%	1000%
Average Percentage	29%	28%	17%	15%	11%	100%

Source: Field Survey, 2025

Table 4.3.1 above shows the information resources available for LIS students, 29% of the respondents strongly agreed that newspaper/magazines, internet facilities, computer and printers are the information resources available to LIS students. 28% of the respondents agreed that electronic books, journals, dictionaries and online public access catalogue (OPAC) are the available information resources available to LIS students. 17% of the respondents were undecided whether scanner and database were available, 15% of the respondents disagreed and 11% of the respondents strongly disagreed. This can be deduced that majority of the respondents strongly agreed that information resources were available to LIS students in University of Ilorin, Kwara State.

Table 4.3.2: Purpose(s) for which LIS Students Seek Information

Purpose of Seeking Information	SA	A	U	D	SD	Total
For course assignments	55 31%	64 37%	13 7%	17 10%	26 15%	175 100%
Prepare for class discussions	45 26%	55 31%	36 21%	23 13%	16 9%	175 100%
For Seminars	52 30%	46 26%	21 12%	30 17%	26 15%	175 100%
Workshops	55 31%	45 26%	23 13%	31 18%	21 12%	175 100%

Conferences	46 26%	57 33%	18 10%	26 15%	28 16%	175 100%
Final year research	53 30%	45 26%	14 8%	29 17%	34 19%	175 100%
Entertainment	23 13%	29 17%	33 19%	41 23%	49 28%	175 100%
For personal development	58 33%	50 29%	6 3%	28 16%	33 19%	175 100%
Total Percentage	220%	225%	93%	129%	133%	800%
Average Percentage	27%	28%	12%	16%	17%	100%

Source: Field Survey, 2025

Table 4.3.2 above revealed the purpose of seeking information resources by LIS students, 27% of the respondents seek information for seminar programme, workshops, final year research and for personal development. 28% of the respondents seek information resources for course assignments, prepare for class discussion and conferences, 12% of the respondents were undecided, 16% of the respondents disagreed while 17% of the respondents strongly disagreed that they seek information for entertainment purpose. This implies that majority of the respondents agreed that LIS students in University of Ilorin seek information resources for a purpose.

Table 4.3.3: Information needs of LIS students in University of Ilorin

Information Needs of LIS Students	SA	A	U	D	SD	Total
Information on academics	78 45%	58 33%	12 7%	17 10%	10 6%	175 100%
Information about current research findings	54 31%	60 34%	9 5%	29 17%	23 13%	175 100%
Information about tests and	55	45	23	31	21	175

examination	31%	26%	13%	18%	12%	100%
Information about legal administration	73 42%	53 30%	17 10%	19 11%	13 7%	175 100%
Information on business and economics matters	23 13%	29 17%	49 28%	41 23%	33 19%	175 100%
Information on health	53 30%	45 26%	14 8%	29 17%	34 19%	175 100%
Information on politics	55 31%	45 26%	36 21%	23 13%	16 9%	175 100%
Information on religion	55 31%	64 37%	13 7%	17 10%	26 15%	175 100%
Information on bursary and scholarship	35 20%	49 28%	41 23%	27 15%	23 13%	175 100%
Total Percentage	274%	257%	122%	134%	113%	900%
Average Percentage	30%	28%	14%	15%	13%	100%

Source: Field Survey, 2025

Table 4.3.3 above shows information needs of LIS students, 30% of the respondents strongly agreed that information needs of LIS students are information on academics, information about tests and examination, information about legal examination, information on health and information on politics. 28% of the respondents agreed that information needs of LIS students are information about current research findings, information on religion and information on bursary and scholarship. 14% of the respondents were undecided on information on business and economics matter, 15% of the respondents disagreed while 13% of the respondents strongly disagreed. This can be deduced that majority of the respondents strongly agreed that information on academics, information about tests and examination, information about examination, information on

health and information on politics are information needs of LIS students in University of Ilorin.

Table 4.3.4: Sources of Information of LIS Students in University of Ilorin

Sources of Information	SA	A	U	D	SD	Total
Indexes	41 23%	49 28%	33 19%	23 13%	29 17%	175 100%
Current awareness	55 31%	45 26%	36 21%	23 13%	16 9%	175 100%
Electronic books	69 39%	56 32%	27 15%	14 8%	9 5%	175 100%
Electronic Journals	47 27%	63 36%	19 11%	27 15%	19 11%	175 100%
Law reports	62 35%	48 27%	26 15%	23 13%	16 9%	175 100%
Total Percentage	155%	149%	81%	62%	51%	900%
Average Percentage	32%	30%	16%	12%	10%	100%

Source: Field Survey, 2025

Table 4.3.4 above revealed the sources of information of LIS students, 32% of the respondents strongly agreed that current awareness, electronic books and reports are the sources of information of LIS students, 30% of the respondent agreed that indexes and electronic journals are the sources of information of LIS students, 16% of the respondents were undecided, 12% of the respondents disagreed while 10% of the respondents strongly disagreed. This implies that majority of the respondents strongly agreed that current awareness, electronic books and reports are the sources of information of LIS students in University of Ilorin.

Table 4.3.5: Information Seeking Behaviour of LIS Students in University of Ilorin

Information Seeking Behaviour	SA	A	U	D	SD	Total
Browse library shelves	45 26%	55 31%	36 21%	23 13%	16 9%	175 100%
Print materials	52 30%	41 23%	28 16%	32 18%	22 13%	175 100%
Cybercafe	70 40%	51 29%	12 7%	20 11%	22 13%	175 100%
E-library	58 33%	50 29%	6 3%	28 16%	33 19%	175 100%
Paper-based legal contents	53 30%	45 26%	14 8%	29 17%	34 19%	175 100%
Internet	73 42%	53 30%	17 10%	19 11%	13 7%	175 100%
Total Percentage	201%	168%	65%	86%	80%	600%
Average Percentage	34%	28%	11%	14%	13%	100%

Source: Field Survey, 2025

Table 4.3.5 above shows the information seeking behavior of LIS students, 34% of the respondents strongly agreed that they their information seeking behaviours is through print materials, cybercafé, E-library, paper-based legal contents and internet. 28% of the respondents agreed that their information seeking behavior is through browsing of library shelves, 11% of the respondents were undecided, 14% of the respondents disagreed and 13% of the respondent strongly disagreed. This can be deduced that majority of the respondents strongly agreed that print materials, cybercafé, E-library, paper-based legal contents and internet were the information seeking behavior of LIS students in University of Ilorin, Kwara State.

Table 4.3.6: Challenges confronting Information Seeking Behaviour of LIS Students in University of Ilorin?

Challenges	SA	A	U	D	SD	Total
Lack of professional trained library staff	17 10%	19 11%	13 7%	73 42%	53 30%	175 100%
Poor electricity power supply	72 41%	55 31%	16 9%	18 10%	14 8%	175 100%
Inadequate information materials	56 32%	69 39%	27 15%	14 8%	9 5%	175 100%
Lack of fund	47 27%	63 36%	19 11%	27 15%	19 11%	175 100%
Inadequate internet facilities	36 21%	43 25%	39 22%	31 18%	26 15%	175 100%
Lack of information retrieval tools such as catalogue, abstract etc.	27 15%	31 18%	47 27%	39 22%	31 18%	175 100%
Inadequate of computer or ICT gadgets	50 29%	45 26%	62 35%	11 6%	7 4%	175 100%
Time factor	81 46%	69 39%	3 2%	15 9%	7 4%	175 100%
Lack of computer literacy skill	62 35%	54 31%	20 11%	16 9%	23 13%	175 100%
Total Percentage	256%	256%	139%	139%	126%	900%
Average Percentage	28%	28%	15%	15%	14%	100%

Source: Field Survey, 2025

Table 4.4.6 revealed that challenges confronting information seeking behavior of LIS students of University of Ilorin, 28% of the respondents strongly agreed that poor

electricity power supply, inadequate information materials, lack of fund, inadequate internet facilities, lack of information retrieval tools such as catalogue, abstract, inadequate of computer or ICT gadgets, time factor and lack of computer literacy skill are the challenges facing information seeking behavior of law students. 15% of the respondents disagreed with lack of professional trained library staff as the challenges facing information seeking behavior while 14% of the respondents strongly disagreed. This can be deduced that majority of the respondents agreed with the challenges confronting information seeking behavior of LIS students of University of Ilorin, Kwara State.

4.4 Discussion of Findings

This study examined the information needs and seeking behaviour of LIS students in University of Ilorin, Kwara State. The demographic distribution of the respondents revealed that majority of the respondents for this study were female with age range of 21-23 years. The marital status of the respondents indicates that majority of the respondents were single and in 200 level as revealed in demographic distribution of the respondents.

Table 4.3.1 The results of data presentation and analysis of research questions revealed the information resources available for LIS students, majority of the respondents strongly agreed that newspaper/magazines, internet facilities, computer, printers, electronic books, journals, dictionaries and online public access catalogue (OPAC) are the information resources available to LIS students as shown in table 4.3.1. The finding is in agreement with Ugba *et al.* (2019), the important information resources in tertiary institutions' library are books, magazines, journals, encyclopedias, research papers and dictionaries.

Table 4.3.2 shows the purpose of seeking information resources by LIS students. It was revealed that majority of the respondents seek information for seminar programme, workshops, final year research, for personal development, course assignments, prepare for class discussion and conferences. Most times student's information seeking behaviour

involves active or purposeful information seeking as a result of the need to complete course assignments, prepare for class discussions, seminars, workshops, conferences, or write final year research papers (Ngozi, 2011).

Table 4.3.3 above shows information needs of law students, majority of the respondents strongly agreed that information needs of LIS students are information on academics, information about tests and examination, information about legal examination, information on health and information on politics.

Current awareness, electronic books, reports, indexes and electronic journals are the sources of information of LIS students as shown in table 4.3.4. The findings are in line with Abbas (2018) which posits that indexes, current awareness e-books, journal articles, legal dictionaries and encyclopedias in his study.

Table 4.3.5 revealed the information seeking behavior of LIS students. It was revealed that most of the respondents strongly agreed that print materials, cybercafé, E-library, paper-based legal contents and internet were the information seeking behavior of law students in University of Ilorin, Kwara State. Kumar and Jadab (2016) explored the information seeking behaviour of students of LIS in the digital environment at the University of Dhaka. It also examined the factors that affected the students' use of digital information resources, the problems they faced for seeking electronic legal information.

Table 4.3.6 revealed the challenges confronting information seeking behavior of LIS students of University of Ilorin poor electricity power supply, inadequate information materials, lack of fund, inadequate internet facilities, lack of information retrieval tools such as catalogue, abstract, inadequate of computer or ICT gadgets, time factor and lack of computer literacy skill are the challenges facing information seeking behavior of LIS students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings of this study, conclusion, recommendations and suggestion for further research.

5.2 Summary of Findings

Findings revealed that newspaper/magazines, internet facilities, computer, printers, electronic books, journals, dictionaries and online public access catalogue (OPAC) are the information resources available to LIS students in University of Ilorin, Kwara State. The purpose of seeking information resources by LIS students in University of Ilorin are information for seminar programme, workshops, final year research, for personal development, course assignments, prepare for class discussion and conferences.

Information needs of LIS students are information on academics, information about tests and examination, information about legal examination, information on health and information on politics. The sources of information of LIS students are current awareness, electronic books, law reports, indexes and electronic journals. University of Ilorin LIS students seek information through print materials, cybercafé, E-library, paper-based legal contents and internet.

The challenges confronting information seeking behavior of LIS students are poor electricity power supply, inadequate information materials, lack of fund, inadequate internet facilities, lack of information retrieval tools such as catalogue, abstract, inadequate of computer or ICT gadgets, time factor and lack of computer literacy skill are the challenges facing information seeking behavior of LIS students. The solutions to the challenges confronting information seeking behavior of LIS students are provision of electricity power supply, provision of adequate information materials, provision of fund to library, provision internet facilities, adequate information retrieval tools such as

catalogue, abstract etc, adequate of computer or ICT gadgets, provision of time and computer literacy skill. Anande, Isaiah and Tondo (2015) posit that better funding, if libraries are well funded, they will have all enough materials required for library and information services.

5.3 Conclusion

Students require quality information resources in order to learn effectively and undertake research. The global growth of information resources in print and electronic formats means that students also need quality information resources that could help them identify, access and use the required information resources. Libraries are expected to provide such resources which when used effectively by students would translate into improve learning effectiveness and quality products. Therefore, information resources should be made available and access should be created to enable students utilize the resources effectively.

5.4 Recommendations

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

- i. The library should ensure proper organization of library materials and adequate preparation of retrieval tools such as catalogue, and abstracting services, etc. capable of locating each resource available in the library.
- ii. The library should organize user education programme to inculcate information utilization skills into students. This should focus on how to make effective use of library materials in the library, how to use the library catalogue, and how to locate a book on the shelves as well as how to use the internet.
- iii. Library services require professionally competent staff to meet the needs of the community. Greater emphasis should be laid on the appointment of trained staff, training and re-training of the staff to build on the knowledge acquired to meet with their duty.

- iv. The resurgence of the institute's internet connection and other ICTs in order to enhance access to research information as researchers seek for research information.
- v. An information audit should be carried out to ascertain the current state of the institute and the institute's library in order to make adequate provision for the paucity of research materials from which research information can be obtained from.
- vi. The institute should utilize alternative sources of power supply (solar, generators) so that access to e-resources is guaranteed.

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APPENDIX
QUESTIONNAIRE
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY
KWARA STATE POLYTECHNIC, ILORIN

I am a ND II student of the above-mentioned department, writing a project titled *“Information Needs and Seeking Behaviour of LIS students in University of Ilorin”*.

Please consider the following questions by either a tick (✓) in the appropriate box or by writing in the space where applicable for each question.

Any response supplied by you will be used for the purpose of this research only. Thank you for your understanding and co-operation.

Yours faithfully

Researchers

PART A: (DEMOGRAPHIC INFORMATION)

1. Gender: (a) Male () (b) Female ()
2. Age: (a) 18 – 20 Years () (b) 21- 23 years () (c) 24 – 26 years () (d) 27 – 29 years () (e) 30 years and above ()
3. Marital Status: (a) Single () (b) Married ()
4. Level: (a) 100 level () (b) 200 level () (c) 300 level () (d) 400 level () (e) 500 level ()

PART B: PRESENTATION OF RESEARCH QUESTIONS

5. **What are the information resources available for LIS Students University of Ilorin?**

Key: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Available Information Resources	SA	A	U	D	SD
Electronic Books					
Journals					
Dictionaries					
Newspaper/Magazine					
Internet facilities					
Computer					
Scanner					
Printer					
Online Public Access Catalogue (OPAC)					
Database					

6. What are the purpose(s) for which LIS students seek information?

Key: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Purpose of Seeking Information	SA	A	U	D	SD
For course assignments					
Prepare for class discussions					
For Seminars					
Workshops					
Conferences					
Final year research					
Entertainment					
For personal development					

7. What are the information needs of LIS students of University of Ilorin?

Key: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Information Needs	SA	A	U	D	SD
Information on academics					
Information about current research findings					
Information about tests and examination					
Information about legal administration					
Information on business and economics matters					
Information on health					
Information on politics					
Information on religion					
Information on bursary and scholarship					

8. What are the sources of information of LIS students of University of Ilorin?

Key: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Sources of Information	SA	A	U	D	SD
Indexes					
Current awareness					
Electronic books					
Electronic Journals					
Law reports					

Others, Please Specify

9. What are the information seeking behaviour of LIS students of University of Ilorin?

Key: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Information Seeking Behaviour	SA	A	U	D	SD
Browse library shelves					
Print materials					
Cybercafe					
E-library					
Paper-based legal contents					
Internet					

10. What are the challenges confronting information seeking behaviour of LIS students in University of Ilorin?

Key: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Challenges	SA	A	U	D	SD
Lack of professional trained library staff					
Poor electricity power supply					
Inadequate information materials					
Lack of fund					
Inadequate internet facilities					
Lack of information retrieval tools such as catalogue, abstract etc.					
Inadequate of computer or ICT gadgets					
Time factor					
Lack of computer literacy skill					

