

ORGANISATIONAL FACTORS, INFORMATION SEEKING BEHAVIOUR AND LIBRARY USE OF TEACHERS IN COLLEGE OF EDUCATION-BASED SECONDARY SCHOOLS IN SOUTHWEST, NIGERIA

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Abstract

This study examined the organisational factors and information seeking behaviour on the use of library by teachers at College of Education-based Secondary Schools in South west, Nigeria. A correlational survey was adopted as the research design and method. The total enumeration was used, and questionnaire was the main instrument for the study. A pre-test of the instruments, organisational factors affecting college of education-based secondary school teachers ($\alpha = 0.77$), information seeking behaviour of college of education-based secondary school teachers ($\alpha = 0.83$), purpose and frequency of library use ($\alpha = 0.81$) and factors against use of library ($\alpha = 0.89$) showed the instrument was reliable. A total number of 208 copies of the questionnaire was administered and analysed using Pearson Product Moment Correlation method and multiple regression. Findings showed that there was a significant positive correlation between organisational factors and use of library of the respondents $r(194) = 0.616$; $df = 194$; $p < 0.05$, a significant positive weak correlation between information seeking behaviour and use of library of the respondents $r(194) = 0.259$; $p < 0.001$, and a multiple correlations (R) of 0.639, and a multiple R square of 0.409, $df = 2, 193$, F-ratio of 66.648 (significant at 0.05 level) showed there is a joint contribution of organizational factors and information seeking behaviour on the use of library by teachers in college of

education-based secondary schools. There was significant contribution of organisational factors and information seeking behaviour on use of the library: organisational factors ($\beta = 0.591$, $t = 10.557$, $P < 0.05$) and information seeking behaviour ($\beta = .172$, $t = 3.065$, $P < 0.05$). This study concluded that there is individual and joint positive influence of organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers. Consequent upon the findings of this study, it was recommended efforts should be made by the college of education-based secondary school administrators to ensure that fast Internet services are provided within the library for ease of use for the teachers.

Introduction

Teachers are information provider, and their information seeking is often influenced by certain factors. However, the ability and effectiveness of the teachers in carrying out and discharging their professional duties could be influenced by a lot of factors, such as personal characteristics and organizational factors. School organizational factors include training, finance, internet connection, motivation, power supply, workload, working conditions, availability and accessibility of resources all of which help teachers to develop a sense of belonging and high moral for effective work performance. If teachers are uninspired, frustrated, unhappy and ill-motivated, then the country's educational system is doomed, for without the teachers, educational objectives cannot be realized (Usman, 2016).

The extent to which teachers are willing to cooperate and work effectively with their school heads, depends to a large extent on the administrative behaviour of the school administrator. In autocratic style of leadership, there is less creativity, absence of effective

communication, lower morale, lack of trust, unilateral decision making. While in democratic style of leadership, there is higher degree of initiative, morale, staff participation in decision making and cordial interpersonal relationship between the leader and the subordinates, thereby giving teachers a feeling of personal dignity, self-respect, worth, self-esteem, commitment and dedication. Motivation as an organisational factor creates conditions in which teachers are willing to work with initiative, zeal, enthusiasm, interest and high morale. Motivation is one of the most important factors in managing human resources today (Rabo, 2022).

Teacher would need proper motivation to enhance their effectiveness not only by extrinsic reward, but also by intrinsic rewards (Singh and Singh, 2021). Motivation is regarded as communication which as been found to be a central factor for effective job performance, principals' ability to communicate, increased teachers' morale, reduced misunderstanding and interpersonal conflict among staff and consequently enhanced teacher effectiveness (Singh

and Singh, 2021). Teachers' involvement in decision making in matters that affect them is highly desirable, insufficient decision-making participation influenced effectiveness of teachers. However, proper management by school heads can produce efficient and effective work force among the teachers for the achievement of educational goals and objectives. It is in consideration of the fact that the teacher has a statutory responsibility of realising the educational dreams of the society, which the researchers sought to find out the organizational factors, information seeking behaviour and use of library by university secondary school-based teachers.

Teaching is a profession that educates all other professions, from ages, teachers have been playing an important role in the society. Behind every successful profession there is always a teacher, the influence of a good teacher can never be erased. As contained in several literature, teachers are important agents of formal education and they need timely and relevant information to deliver, this makes information a very important tool for their instructional services and the studying of their information needs inevitable. An understanding of human information behaviour is fundamental to the provision of high-quality library and information service. Knowledge on information seeking behaviour and use of library by teachers is vital for developing library collections and improving services effectively to meet their information needs. School libraries are indispensable, and it's contributed to positive learning outcomes, therefore the school library is one of the important

sources of information to teachers and students in achieving learning outcomes (Buchanan, Prescott, Schuck, Aubusson, and Burke, 2013). Library use is essential for teachers to develop lesson plans, access teaching aids, get more information about a subject matter, and gain general knowledge. Teachers in college of education-based secondary schools are a unique population due to their presence in the schools that trains teachers and are a centre point of reference for the teachers in training. It is, therefore, essential that these teachers make use of the school library. Observation and anecdotal evidence have shown that some factors hinder the use of library among teachers generally.

However, an observation by this researcher pictures a faintly library usage pattern among teachers in college of education-based secondary schools. Preliminary investigation of the researcher to the selected schools show that the schools have libraries that are averagely equipped and could to a large extent meet the information needs of the teachers. The poor usage of the school libraries by teachers in the college of education-based secondary schools could be attributed to factors including factors associated to workload, finance, facilities availability that supports the library usage, provision of internet etcetera, otherwise referred to as organisational factors and information seeking behaviour of the teachers. It is therefore the aim of this study to determine the relationship that exist between the organisational factors, information seeking behaviour and library use of teachers in college of education-based

secondary schools with the mind of preferring solution to poor usage of the school libraries.

Research objectives

- i. Determine the relationship between organisational factors and use of library by college of education-based secondary school teachers.
- ii. Identify the relationship between information seeking behaviour and use of library by college of education-based secondary school teachers.
- iii. Ascertain the joint effect of organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers.
- iv. Determine the relative contributions of organisational factor and information seeking behaviour on use of the library by college of education-based secondary school teachers.

Research hypotheses

Ho1. There is no significant relationship between organisational factors and use of library by college of education-based secondary school teachers.

Ho2. There is no significant relationship between information seeking behaviour and use of library by college of education-based secondary school teachers.

Ho3. There is no joint effect of

organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers.

Ho4. relative contributions of organisational factor and information seeking behaviour on use of the library by college of education-based secondary school teachers?

Literature review

The main barrier of information seeking of teachers from the opinions of Roberts, McMillan, Musolino and Cole (2012) study was limited. Teachers were generally aware that they had a shortage of information and lacked various sources of information and they therefore made an effort to access it. Teachers' awareness of the information source and the criteria they consider in selecting the information source has a great effect on their information seeking process. Maphoto (2016), sees information behaviour as an umbrella for information needs, information seeking behaviour, information retrieval and information use. Information seeking behaviour is a broad term, which involves a set of actions that an individual, such as a teacher, takes to express their information needs, seek information, evaluate and select information and finally uses this information to satisfy his or her information needs (Kehinde, Obi, Akinade, and Anyim, 2016). Consequently, information seeking is a primary activity of life and people seek information to deepen and broaden their understanding of the world around them. (Marton and Choo, 2012). Information seeking behaviour is the

recognition of some need which is perceived by the user, who as a consequence makes demands. Teachers are constantly in dire needs of information to build up or develop relevant knowledge.

Information seeking behaviour refers to the purposive seeking for information which serves as a consequence of a need in order to satisfy some goal. In the course of seeking for information, the individual may interact with manual information systems (such as a library, friends, experts, newspaper etcetera.) or with computer-based systems (such as the web) (Wilson, 2000). This means seeking information to fulfill the need for some purpose or to accomplish a task. Information seeking behaviour is a mental process that occurs in the mind of the user in which the user perceives in his or her mind to satisfy the needs. In order to satisfy these needs, they search for information through information channels or information systems such as friends, experts, library, online service and so on. As an individual, individual need information in every step of life so as to fulfill this need, the individual search various information source. Information seeking behaviour deals with the psychological behaviour of the person seeking for information (seeker) which involves searching, locating, retrieving and using of information (Marton and Choo, 2012). Information seeking refers to manner in which individual's gathers and source information for personal use, knowledge, updating and development.

Nahil (2001) has defined the complexity of information seeking behaviours: As goal-directed sense-makers, users are seeking

meaning, dealing with uncertainty, bridging information gaps and anomalous states of knowledge, transforming their own ideas into system terms, actively updating personal frames of reference, filtering both information and feelings, and applying personal constructs in the information seeking process. Kuhlthau (1999) suggested examining information seeking behaviours in specific contexts. Therefore, this research specifically focuses on college of education-based secondary school teachers information seeking behaviour, preferred sources of information, and the specific types of information sought relating to their subject and inclusion. Jenkins and Ornelles (2009) found that less than 45% of surveyed teachers (n = 372), from novice to experienced teachers, agreed or strongly agreed that they sought out information and research about how to educate students with disabilities. Even though teachers have Internet access to more research information, Roberts, McMillan, Musolino and Cole, (2012) eminent that little is known about the kinds of information support required to encourage research uptake by teachers. As search strategies are well-established patterns of behaviour that influence one's approach to the use of all media (Boulianne, 2015), it might be difficult to change how teachers search for information.

More, teachers have reported that having access to available information is a priority for their information seeking, yet lack of access to information remains to be a main barrier to information seeking (Roberts,

McMillan, Musolino and Cole, 2012). Another barrier to information seeking is that teachers report lacking confidence in their information literacy skills. Roberts, McMillan, Musolino and Cole, (2012) defined information literacy as being able to find, critically evaluate, and use information in context. They found that teachers expressed a lack of confidence in their own ability to find and evaluate research information. Asselin and Lee (2002) pointed out that teachers lack information literacy skills and promotes information literacy as part of the curriculum for pre-service teachers. Conversely, teachers were more confident in their information literacy skills when it came to general information compared to research information. In another study, Roberts, McMillan, Musolino and Cole, (2012) found that teachers reported feeling confident or very confident that they could identify and define their needs 92%, locate general information 89 %, evaluate and select information 85 %, and organize and synthesize information 81%.

Roberts, McMillan, Musolino and Cole, (2012) found that teachers prefer a narrow range of sources for both general and research information, readily available sources, and when there is a need for new information, colleagues are usually the first source consulted as they are a quick and accessible source of information. Blair, EuDaly, and Benson (1999) asked teachers how they received information about students' hearing loss, and how they preferred to receive it. They found deficiencies in teachers' level of awareness and knowledge regarding their students' hearing loss across all

grade levels. The authors further reported that teachers generally preferred the information sources with which they were most familiar. Roberts, McMillan, Musolino and Cole, (2012) noted that teachers were not confident users of information and tended to restrict themselves to relatively few sources.

The information source that teachers reported most frequently using was informal discussions with colleagues (Roberts, McMillan, Musolino and Cole, 2012). Colleagues are viewed as reliable, easily accessible sources of information who supply useful and practical information (Moring, 2017). It was found that both special and general education teachers, regardless of years of experience, rated professional journals as a less trustworthy sources of information than information from other teachers or from conferences or workshops (Servais, 2012). When it came to usability of information from sources and accessibility of sources, teachers preferred information from colleagues, i n f o r m a t i o n f r o m conferences/workshops, information from educational courses, and lastly, information from professional journals. Oliwa, (2021) characterised elementary teachers most preferred sources of information as those close at hand and traditional sources (for example, conversations with colleagues, files in personal office), then less accessible and print sources (for example, local libraries), and finally organized interpersonal sources (for example, workshops).

Funding of school libraries has always been recurring issues. The

increasing rate in the country is quite alarming and this has a great tone on the operation of the library more especially school libraries that have in one of its objectives, the provision of education. Funding challenges has manifested in the inability of libraries to procure essential library resources and sponsor staff on training and conferences (Ishola, 2014). Funding has become albatross Olurotimi (2015), because human is insatiable while the resources are limited. The author remarked that funding models for school libraries varies greatly depending on whether the institution is private or public, budgetary regulations and funding formulae for high education and the overall budgetary situation of each school is peculiar to the institution type. Secondary educational institution should constantly explore ways and means of meeting its school obligation and at the same time generate funds to build their collections and improve their environment.

Olurotimi (2015) advised that libraries should be accorded high priority because it permits every stratum of the society just like water and air. Libraries have an integral part of human existence. Olurotimi (2015) opined that to starve libraries of funds is a dangerous exercise that will eventually paralyze research export and academic achievement. Philip and Okon (2014) lamented that school without a library is not a school. Fund is highly required to meet all competing demand and or overcome external pressure if the libraries have to remain relevant in the society. Therefore, it is very important to regularly and continually fund the school library regarding its characteristics as a growing organism, to enable it meet global

challenges. in spite of how school library strives to employ well qualified teacher-librarian, out measure in place for regular awareness creation of the school library, extend library opening hours and also fund the library regularly and continually, inadequate school library use may yet be arising from the demographic or personal factors of the teachers.

Further, Karunarathne (2008) agrees to the above assertion that users interact with the library when seeking information and in various ways according to the needs of the user such as, for higher education, teaching, learning activity, broadening subject knowledge and obtaining information for day-to-day requirements. In his study he discovered that teachers engage in self-search mechanism, and they preferred searching and locating the resource using the computer catalogue. However, quite a number of teachers sought for the librarian's help. Furthermore, the study revealed that users have a tendency for self-searching in Information Technology (IT) facilitated environments while users seek for staff assistance in libraries where the staff-user relationship is higher.

Although teachers are described as the population group that is experienced, active and critical users of information and teaching and learning are associated with handling of information (Karunarathna, 2008), the college of education-based secondary school teachers may still have limitations in accessing information. This is mainly due to lack of diverse modern ICTs in many schools, including library facilities. The teachers have to

deal with the national curricula requirements and syllabi outlines, as well as emerging social, economic, political and natural issues, which are dependent upon the accessibility of up-to-date information. Failure to obtain relevant and authentic information may hamper the learning process and ultimately have negative effects on the students' performance. The need for information cuts across all spheres of life, but the relevance of information in the education of young minds and their teachers cannot be overemphasized. Consequently, information-seeking is a primary activity of life and people seek information to deepen and broaden their understanding of the world around them? (Karunarathna, 2008). Rogers (1995) acknowledged that obtaining information is one of the primary ways of reducing uncertainty. Teachers and learners are constantly in dire need of information to build up or develop relevant knowledge.

However, the author also observed that teachers tended to rate the academic library "excellent" but used their personal libraries more. This was in a study aimed at describing the information-seeking behaviour of science teachers in selected secondary public schools in Duval County, Florida. Tanni (2012) also argued that teacher trainees used various information channels for a single lesson plan, and mainly they used their personal collections and the Web. The information sources acquired comprised documentary and interpersonal sources, various media and contents. This concurs with what by Leckie et. al. (1996)

model depicts that professionals are not limited to use one information source but can combine several sources of information to satisfy their information needs. A study by Karunarathne (2008) investigate the information seeking behaviour of university teachers in the field of Management Studies in Sri Lanka reviewed that majority of the respondents preferred to use a combination of electronic and printed resources. Equally Jadoon, Zahid, Mansoorulhaq, Ullah, Jadoon, Raza, Hussain, Yaqoob, and Shahzad, (2011) also found out that faculty members of Government College University, Lahore were using a variety of sources in order to meet their information needs of which the majority used were electronic resources.

Similarly, Thamuskodi (2012) also observed that faculty members at The Tamil Nadu Dr. Ambedkar Law University also used various sources for acquiring the needed information. Additionally, Diekema and Olsen (2012) avowed that teachers draw information from a variety of physical and digital sources but were quick to mention that though they were aware of sources that had valuable information, especially digital libraries and their school library media centres, they rarely used them. Conroy, Parker and Davies (2000) mentioned the internet and media as the most useful information sources because videos, CD ROMs and textbooks become outdated very quickly and are often very expensive to update. A study by Marouf and Anwar (2010) and Rani and Jeevan (2009) also

indicated that books were used more than other types of information resources, both by teachers and students. Further, they mentioned that journals were preferred for formal source of information while preparing course/teaching materials. Marouf and Anwar (2010) reported that social sciences faculty members at Kuwait University faced a challenge of lack of time when seeking information and according to their research this was because of the academic and related activities which they had. However, they included inadequate experienced library staff and ranked it at the top and further mentioned difficulties in accessing international resources as one of the obstacles they faced. The other challenge noted was the lack of adequate information searching skills which lead to not finding the information they need for their teaching and research purpose (Karunaratne, 2008; Marouf and Anwar, 2010). Mardis (2009) said teachers also reported that they had limited time to invest in gathering resources.

Organisational factors play a pivotal role in shaping the success and functionality of libraries (Adegboye, 2018). According to Robbins and Coulter (2017), the organizational structure, culture, and leadership significantly impact librarians' motivation and

performance. Additionally, Mintzberg (1983) underscores the importance of organizational design in achieving strategic objectives. The work of Cameron and Quinn (2006) further emphasizes the role of organizational culture in influencing decision-making processes. Furthermore, Meyer and Allen (1991) highlight the significance of organizational commitment in fostering employee retention. In conclusion, a comprehensive understanding of organisational factors is crucial for developing effective strategies and ensuring sustained success in the library environment.

Methodology

The study adopted survey of the correlational type. The research design requires systematic and scientific collection of data from sample of the population (Popoola, 2012). It is also to discover relationships among variables and to allow the prediction of future events. This method of research design is considered appropriate for this study because of its ability to draw response from cause-and-effect relationships and also to establish relationships among variables. The research approach also made use of quantitative method in order to obtain necessary data for the study. The population of this study was 208. See Table 3.1.

Table 1 Population of study

College of education-based secondary school	Number of teachers
Federal College of Education Abeokuta Staff School	120
Federal College of Education (Technical) Secondary School, Akoka	88
Total	208

The total enumeration was used because the population of study was few. This is in line with Bryman (2006) who posited that the use of this technique occurs when the respondents for the study are not too many. The study adopted the use of the questionnaire as the main instrument for this study. Three scales were adapted for the study namely: organisational factors, information seeking behaviour and use of library scale. The measuring instrument in total comprise of 83 items.

To ensure the validity of the instrument, the instrument (questionnaire) was subjected to scrutiny by experts. The relevant suggestions were corrected accordingly. The pre-test of the instruments was carried out in Yaba College of Technology, Lagos, Lagos state which is outside the scope of study. Forty (40) copies of the questionnaire were distributed among the teachers of Yaba College of Technology since the study focused on Colleges of Education-based secondary school teachers. Subsequently, Cronbachs' Alpha method was used to establish the reliability coefficient of the questionnaire. The measurement scale established the psychometric properties of the following using Cronbachs' Alpha: Section B: organisational factors affecting college of education-based secondary school teachers ($\alpha = 0.77$), Section C: information seeking behaviour of college of education-based secondary

school teachers ($\alpha = 0.83$), Section D, E and F: purpose and frequency of library use ($\alpha = 0.81$). Section G: factors against use of library ($\alpha = 0.89$). A total number of 208 copies of the questionnaire was administered to the college of education-based secondary school teachers personally by the researcher in their various schools. Adequate time was given for the copies of the questionnaire to be completed, after which they were retrieved from the respondents personally by the researcher. The analysis of data collected was based on the use of Pearson Product Moment Correlation method. The statistical packages of the social sciences (SPSS) were used for computing and analyzing the data generated from the study data analysis.

Discussion

Questionnaire administration and return rate

A total number of two hundred and eight (208) copies of the questionnaire were administered on the respondents in the two College of education-based Secondary School (Federal College of Education Abeokuta Staff School and Federal College of Education (Technical) Secondary School, Akoka), out of which one hundred and ninety-six (196) copies were duly filled and returned giving a response rate of 94%. Table 4.1 gives a vivid presentation of the result of the questionnaires distributed the response rate and the percentage obtained from each School.

Table 2: Questionnaire administration and response rate.

S / N	Name of school	Total distributed	Total returned	%
1	Federal College of Education Abeokuta Staff School	120	115	55.3
2	Federal College of Education (Technical) Secondary School, Akoka	88	81	38.9
	Total	208	196	94.2

Table 2 revealed that there was an overall response rate of 55.3% in Federal College of Education Abeokuta Staff School and the remaining response rate of 38.9% in Federal College of Education (Technical) Secondary School, Akoka, giving a total response rate of 94%.

Demographic information of the respondents

This section gives the presentation of the demographic information of the respondents in terms of school, gender, age, highest level of qualification, years of experience, class taught and subject being taught.

Table 3: Demographic information of the respondents

s/n		Frequency	Percentage
Gender			
1	Male	88	44.9
2	Female	108	55.1
	Total	196	100.0
Age			
	No response	1	0.5
	20-30 years	56	28.6
	31-40 years	70	35.7
	41-50 years	67	34.2
	51-60 years	2	1.0
	Total	196	100.0
Highest qualification			
	ND	4	2.0
	NCE	5	2.6
	HND	22	11.2
	Degree	89	45.4
	Masters'	76	38.8
	Total	196	100.0
Year of professional experience			
	less than 1 year	16	8.2
	1-5 years	73	37.2
	6-10 years	45	23.0
	11-15 years	39	19.9
	16-20 years	13	6.6
	over 20 years	10	5.1
	Total	196	100.0

Class being taught		
No response	1	.5
JSS 1	28	14.3
JSS 2	23	11.7
JSS 3	18	9.2
SS 1	57	29.1
SS 2	31	15.8
SS 3	38	19.4
Total	196	100.0

Table 3 shows the distribution of respondents by gender. The majority 108(55.1%) were female. The table 3 also revealed the ages of the respondents, the majority fell between the range of 31-40 years followed by 67(34.2%) fell between 41-50 years, while 2(1.0%) fell between 51-60 years, this means that respondents whose age fell between 31-40 years participated more in the study than their other counterparts. Table 3 equally reveals the highest level of qualification of respondents. Results shows that, 89(45.4%) are degree holders while 76(38.8%) are Masters' holders, 22(11.2%) possesses HND, 5(2.6%) possesses NCE, 4(2.0%) possesses ND,

this reveals that respondents who are degree holders have the highest participation. Table 3 also shows the result of the respondents' professional experience. There were majority 73(37.2%) who have 1-5 years' experience, 45(23.0%) have 6-10 years' experience, 39(19.9%) have 11-15 years' experience, 13(6.6%) have 16-20 years' experience and 16(8.2%) who have less than a year experience, Table 3 additionally reveals that of the respondents most of the respondents teaches 57(29.1%) SS1, 38(19.4%) teaches SS3, 31(15.8%) teaches SS2, 28(14.3%) teaches JSS1, 23(11.7%) teaches JSS2, 18(9.2%) teaches JSS3.

Testing of the hypothesis

This section shows the result of hypotheses tested at 0.05 level of significance

Hypothesis 1

Ho1: There is no significant relationship between organisational factors and use of library by college of education-based secondary school teachers.

Table 4: Significant relationship between organisational factors and use of library by college of education-based secondary school teachers

Variables	Mean	Std. Deviation	N	R	Df	Sig. (P)	Remark
Organisational factors	53.1327	10.75950	196	0.616	194	< .05	Sig.
Use of library	90.9439	21.58233					

To establish the relationship between organisational factors and use of library among college of education-based secondary school teachers at Federal College of Education Abeokuta Staff School and Federal College of Education (Technical) Secondary School, Akoka, a Pearson product-moment correlation was conducted for this purpose. Table 4 presents the relationship between organisational factors and use of library. The results shows that there was a significant positive correlation between

organisational factors and use of library of the respondents $r(194) = 0.616$; $df = 194$; $p < 0.05$). This means that organisational factors have an effect on the use of library among Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical) Secondary School, Akoka. Therefore, the null hypothesis was rejected, and it is concluded therefore, that there is a sufficient degree of relationship ($r=0.616$) ($p<0.05$) between organisational factors and use of library.

Hypothesis 2

Ho2. There is no significant relationship between information seeking behaviour and use of library by college of education-based secondary school teachers.

Table 5: Significant relationship between information seeking behaviour and use of library by college of education-based secondary school teachers

Variables	Mean	Std. Deviation	N	R	Df	Sig. (P)	Remark
Information seeking behaviour	34.4388	5.77007	196	0.259	194	.00025	Sig.
Use of library	90.9439	21.58233					

A Pearson product-moment correlation was conducted to examine the relationship between information seeking behaviour and use of library among college of education-based secondary school teachers of Federal College of Education Abeokuta Staff School and Federal College of Education (Technical) Secondary School, Akoka. Table 5 presents the relationship between information seeking behaviour and use of library. The result shows that there was a significant positive weak correlation between

information seeking behaviour and use of library of the respondents $r(194) = 0.259$; $p < 0.001$). This means that, as information seeking behaviour increase, there was an effect on the use of library among Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical) Secondary School, Akoka. Therefore, the null hypothesis was rejected, and it is concluded that there is a statistical significant relationship ($p=0.00025$) between information seeking behaviour and use of library.

Hypothesis 3

Ho3. There is no joint effect of organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers. Hypothesis three was tested at 0.05 level of significance using multiple regression technique and the result is summarised in Table 6.

Table 6: Summary of regression for the joint effect organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers

R	R-square	Adjusted R-Square	Std. Error of the Estimate		
.639	.409	.402	16.68436		
ANOVA					
Source of Variation	Sum of Square	Df	Mean square	F	Sig.
Regression	37105.398	2	18552.699	66.648	.000 ^a
Residual	53724.985	193	278.368		
Total	90830.383	195			

Significant $p < 0.05$

The prediction of the two independent variables (organisational factors and information seeking behaviour) to the dependent variable (use of library) is presented in Table 6. The result revealed that organisational factors and information seeking behaviour positively correlated with use of library among college of education-based secondary school teachers of Federal College of Education Abeokuta Staff School and Federal College of Education (Technical) Secondary School, Akoka. The result further revealed a coefficient of multiple correlations (R) of 0.639, and a multiple R square of 0.409. This means that the two predictors, organisational factors and information seeking behaviour, when taken together, account for 41% of the variance in the use of library. The significance of the composite contribution of the prediction was tested at $p < 0.05$ using the F-ratio at the

degrees of freedom (df = 2, 193). The table also shows that the analysis of variance for the regression yielded F-ratio of 66.648 (significant at 0.05 level). This implies that the joint influence of the independent variables on the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Hence, the null hypothesis which stated that there is no joint effect of organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers is rejected and it is concluded that organisational factors and information seeking behaviour will jointly and significantly affect the use of library by college of education-based secondary school teachers. In other words, the two independent variables are significant predictors of use of library when taken together.

Table 7: Relative contributions of organisational factor and information seeking behaviour on use of the library by college of education-based secondary school

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.869	8.735		.672	.502
	Organisational Factors	1.185	.112	.591	10.557	.000
	Info seeking behaviour	.642	.209	.172	3.065	.002

a. Dependent Variable: Use of library

Result from the Table 7 shows the relative contributions of organisational factors and information seeking behaviour on use of the library by the college of education-based secondary school teachers among the teachers at Federal College of Education Abeokuta Staff School and Federal College of Education (Technical) Secondary School, Akoka. There was significant contribution of organisational factors and information seeking behaviour on use of the library: organisational factors ($\beta = 0.591$, $t = 10.557$, $P < 0.05$) and information seeking behaviour ($\beta = .172$, $t = 3.065$, $P < 0.05$). Although, organisational factors and information seeking behaviour both have individual and joint positive influence on the use of the library, however, organisational factors contribute more to the use of library ($\beta = 0.591$, $P < 0.05$), as it has a lesser significant p value of 0.00, and a higher beta value of 0.591. Therefore, there is a relative contribution of organisational factors and information

seeking behaviour on the use of library among the teachers of Federal College of Education Abeokuta Staff School and Federal College of Education (Technical) Secondary School, Akoka.

Discussion of findings

Relationship between organisational factors and use of library

It was found that there was a significant positive correlation between organisational factors and use of library by the respondents. This means that there was an effect on the use of library among Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical) Secondary School, Akoka. It was concluded that there is a high significant relationship between organisational factors and use of library. The findings corroborate that of Peter (2017) who carried out study on demographic and institutional factors influencing

utilization of online library services by distance learning students, University of Nairobi, Kenya. It was found that internet connectivity, power supply and adequacy of computer facilities in the institution influenced the use of electronic/online resources in their libraries.

Affirming the importance of funding, Ola (2011) opined that to starve libraries of funds is a dangerous exercise that will eventually paralyze research export and academic achievement. Corroborating the importance of funding on library use, Okon (2013) posits that a school without a library is not a school. Fund is highly required to meet all competing demand and or overcome external pressure if the libraries have to remain relevant in the society. Therefore, it is very important to regularly and continually fund the school library regarding its characteristics as a growing organism, to enable it meet global challenges. In spite of how school library strives to employ well qualified teacher-librarian, out measure in place for regular awareness creation of the school library, extend library opening hours and also fund the library regularly and continually, inadequate school library use may yet be arising from the demographic or personal factors of the teachers. A study on staff training, Anozie (2009); Ugwu and Ekere (2010) enumerate some of the benefits of training university librarians. According to them training helps employees to learn their job quickly and effectively thereby reducing the cost involved in learning; it helps librarian to update themselves in their fields of specialization thereby improving their work performance; it serves as a tool used in developing the full potentials or

effectiveness of staff in an organisation, training result to a skilled workforce; attitude to work by employees can be changed through training.

Relationship between information seeking behaviour and use of library

From the research result it was observed that there was a significant positive correlation between information seeking behaviour and use of library of the respondents. This means that, as information seeking behaviour increase, there was an effect on the use of library among Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical) Secondary School, Akoka. This result corroborates the findings of Gwayi, (2016) who conducted a study on information needs and information seeking behaviour of teachers in selected secondary schools in Lusaka, Zambia. Data was collected through questionnaire and findings showed that information needs of teachers are to prepare lesson plans, prepare tests and examinations, prepare lecture and teaching notes. The findings also showed that the information sources the teachers use are textbooks and reference books, internet, personal notes and handouts, colleagues and librarian. Similarly, the study by Suriya, Sangeetha and Nambi (2004) where they carried out research on the information seeking behaviour of faculty members from government arts colleges in Cuddalore District. The study reveals how faculty members seek information from the library and that most of the respondents visit the library several times a week to meet their information needs.

Joint contribution of organisational factors and information seeking behaviour on use of library

Result revealed that organisational factors and information seeking behaviour have a statistically significant effect on use of library by Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical) Secondary School, Akoka. Hence, each of the variables is a significant predictor of the use of library by Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical) Secondary School, Akoka. This finding corroborates that of Marouf and Anwar (2010) where it was reported that Social Sciences faculty members at Kuwait University faced a challenge of lack of time when seeking information and according to their research this was because of the academic and related activities which they had. However, they included inadequate experienced of library staff and ranked it at the top. The other challenge noted was the lack of adequate information searching skills which lead to not finding the information they need for their teaching and research purpose (Karunarathne, 2008; Marouf and Anwar, 2010). Mardis (2009) said teachers also reported that they had limited time to invest in gathering resources.

Relative contributions of organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers

The study found that organisational factors and information seeking behaviour relates significantly and

positively with the use of library among teachers at Federal College of Education Abeokuta Staff School, Abeokuta and Federal College of Education (Technical) Secondary School, Akoka. This implies that the organisational factors and information seeking behaviour both have individual and joint positive influence on the use of the library. This finding corroborates with a study by Gwayi (2016) on information needs and information seeking behaviour of teachers in selected secondary schools in Lusaka, Zambia. The study found out that heavy teaching loads, inadequate ICTs, lack of time, outdated information resources, lack of internet connection in the library are factors limiting their information seeking behaviour. Authors such as William and Cole (2007) and Nnadozie and Nnadozie (2008) equally mentioned that lack of time by teachers and faculty members are a major problem in obtaining information.

Conclusion and recommendations

There is individual and joint positive influence of organisational factors and information seeking behaviour on use of library by college of education-based secondary school teachers. There is a significant positive correlation between organisational factors and use of library by college of education-based secondary school teachers and a significant positive correlation between information seeking behaviour and use of library by college of education-based secondary school teachers, and organisational factors and information seeking behaviour positively correlated use of library among Federal College of Education Abeokuta, Ogun State and Federal College of Education (Technical)

Secondary School, Akoka.

Consequent upon the findings of this study, the following recommendations were made:

1. Efforts should be made by the college of education-based secondary school administrators to ensure that fast internet services are provided within the library for ease of use for the teachers
2. School principals should review workload and teaching allocation on a periodic basis to ensure equitable distribution of tasks to teachers and shed off unnecessary duties from teachers' workload.
3. The school management should seek to make books and other literature more easily available in order to promote open learning and literacy and also to promote the concept of the library as an essential learning resource in all its schools.
4. The government should include an appropriately funded and properly staffed library as part of the standard facility to be provided at every school.
5. There is need for school librarians to be proactive in the way they provide information and library services to the teaching staff.
6. The school principal should encourage wide and effective use of library by the teachers.

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