

## Turnitin Originality Report

Processed on: 2018年02月23日 6:02 PM CAT  
 ID: 920307366  
 Word Count: 6898  
 Submitted: 1

PAPER By Simion Simoo

Similarity Index

15%

Similarity by Source

Internet Sources:	12%
Publications:	9%
Student Papers:	3%

[refresh](#)

1% match (Internet from 10-Apr-2015)

<http://myrepositori.pnm.gov.my>

1% match (Internet from 22-Jun-2017)

<http://studentsrepo.um.edu.my>

1% match (Internet from 27-Jan-2012)

<http://arizona.openrepository.com>

1% match (Internet from 29-Aug-2017)

<http://open.uct.ac.za>

1% match (Internet from 05-Nov-2010)

<http://majlis.fsktm.um.edu.my>

<1% match (Internet from 30-Jul-2017)

<https://www.ajol.info/index.php/sjis/article/download/63656/51486>

<1% match (Internet from 21-Apr-2014)

<http://majlis.fsktm.um.edu.my>

<1% match (student papers from 12-Aug-2015)

[Submitted to University of Hong Kong on 2015-08-12](#)

<1% match (Internet from 20-Feb-2017)

<http://www.athensjournals.gr>

<1% match (publications)

[Al-Suqri, Mohammed Nasser. "Information-seeking behavior of social science scholars in developing countries: A proposed model", The International Information & Library Review, 2011.](#)

<1% match (Internet from 07-Feb-2018)

<http://citeseerx.ist.psu.edu>

<1% match (Internet from 17-Mar-2017)

<http://uir.unisa.ac.za>

<1% match (Internet from 18-Apr-2011)

<http://www.pu.edu.pk>

<1% match (publications)

[de Tiratel, S.R.. "Accessing information use by humanists and social scientists: A study at the Universidad de Buenos Aires, Argentina", The Journal of Academic Librarianship, 200009](#)

<1% match (student papers from 09-Dec-2009)

[Submitted to Higher Education Commission Pakistan on 2009-12-09](#)

<1% match (student papers from 28-Nov-2016)

[Submitted to University of KwaZulu-Natal on 2016-11-28](#)

<1% match ()

<http://lrd.yahooapis.com>

<1% match (Internet from 05-Jan-2018)

<https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/23173/2/Thesis-2016-Dzokoto.pdf>

<1% match (Internet from 21-Aug-2015)

<http://digitalcommons.unl.edu>

<1% match (publications)

[Felicia Yusuf, Sola Owolabi, Ayooluwa Aregbesola, Sunday Oguntayo, Foluke Okocha, Toluwani Eyiolorunse. "chapter 9 Demographics, Socio-Economic and Cognitive Skills as Barriers to Information Seeking in a Digital Library Environment", IGI Global, 2016](#)

<1% match (publications)

[Ani, Okon E., Patrick Ngulube, and Bosire Onyancha. "Accessibility and Utilization of Electronic Information Resources for Research by Academic Staff at Selected Nigerian Universities Between 2005 and 2012", The International Information & Library Review, 2014.](#)

<1% match (publications) <a href="#">Amjid Khan, Shamshad Ahmed. "The impact of digital library resources on scholarly communication: challenges and opportunities for university libraries in Pakistan", Library Hi Tech News, 2013</a>	✕
<1% match (publications) <a href="#">University of Tennessee, Knoxville</a>	✕
<1% match (publications) <a href="#">Laila Marouf, Mumtaz A. Anwar. "Information-seeking behavior of the social sciences faculty at Kuwait University", Library Review, 2010</a>	✕
<1% match (student papers from 26-Mar-2015) <a href="#">Submitted to Calicut University, Kerala on 2015-03-26</a>	✕
<1% match (Internet from 05-Jun-2015) <a href="http://kluniversity.in">http://kluniversity.in</a>	✕
<1% match (Internet from 01-Oct-2014) <a href="http://www.iejee.com">http://www.iejee.com</a>	✕
<1% match (Internet from 11-Oct-2017) <a href="https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/6974/2/289561.pdf">https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/6974/2/289561.pdf</a>	✕
<1% match (Internet from 05-Aug-2017) <a href="https://www.ajol.info/index.php/jae/article/download/159039/148661">https://www.ajol.info/index.php/jae/article/download/159039/148661</a>	✕
<1% match (Internet from 04-May-2010) <a href="http://www.lis.uzulu.ac.za">http://www.lis.uzulu.ac.za</a>	✕
<1% match (Internet from 20-Jun-2003) <a href="http://www.kanren.net">http://www.kanren.net</a>	✕
<1% match (Internet from 11-Mar-2016) <a href="http://www.onlinedergl.com">http://www.onlinedergl.com</a>	✕
<1% match (Internet from 14-Mar-2017) <a href="http://nopr.niscair.res.in">http://nopr.niscair.res.in</a>	✕
<1% match (Internet from 26-Mar-2015) <a href="http://www.lis.uzulu.ac.za">http://www.lis.uzulu.ac.za</a>	✕
<1% match (Internet from 31-Jul-2014) <a href="http://www.ijodls.in">http://www.ijodls.in</a>	✕
<1% match (Internet from 19-Aug-2015) <a href="http://uir.unisa.ac.za">http://uir.unisa.ac.za</a>	✕
<1% match (Internet from 23-Jun-2017) <a href="http://studentsrepo.um.edu.my">http://studentsrepo.um.edu.my</a>	✕
<1% match (Internet from 15-Sep-2017) <a href="https://core.ac.uk/download/pdf/1918673.pdf">https://core.ac.uk/download/pdf/1918673.pdf</a>	✕
<1% match (Internet from 24-Jul-2017) <a href="https://teachwithict.files.wordpress.com/2011/08/dede.pdf">https://teachwithict.files.wordpress.com/2011/08/dede.pdf</a>	✕
<1% match (publications) <a href="#">Al-Shboul, Mohammad Khaled, and A.Abrizah. "Information Needs: Developing Personas of Humanities Scholars", The Journal of Academic Librarianship, 2014.</a>	✕
<1% match (publications) <a href="#">Amjid Khan, Shamshad Ahmed, Asad Khan, Ghalib Khan. "The impact of digital library resources usage on engineering research productivity: an empirical evidences from Pakistan", Collection Building, 2017</a>	✕
<1% match (Internet from 22-Mar-2016) <a href="http://interesjournals.org">http://interesjournals.org</a>	✕
<1% match (Internet from 24-Aug-2014) <a href="http://www.ijdt.com">http://www.ijdt.com</a>	✕
<1% match (Internet from 19-May-2016) <a href="http://openaccess.city.ac.uk">http://openaccess.city.ac.uk</a>	✕
<1% match (Internet from 01-Jun-2017) <a href="http://consortiacademia.org">http://consortiacademia.org</a>	✕
<1% match (Internet from 07-May-2013) <a href="http://informationr.net">http://informationr.net</a>	✕
<1% match (Internet from 17-Apr-2015) <a href="http://www.ssdckanpur.org">http://www.ssdckanpur.org</a>	✕

<p>&lt;1% match (Internet from 09-Sep-2017)</p> <p><a href="https://d.lib.msu.edu/etd/4554/datastream/OBJ/download/Information_Seeking_of_Scholars_in_the_Field_of_Higher_Education">https://d.lib.msu.edu/etd/4554/datastream/OBJ/download/Information_Seeking_of_Scholars_in_the_Field_of_Higher Education.</a></p>	✕
<p>&lt;1% match (Internet from 29-Sep-2015)</p> <p><a href="http://www.informationr.net">http://www.informationr.net</a></p>	✕
<p>&lt;1% match (Internet from 23-Mar-2016)</p> <p><a href="http://lib.tkk.fi">http://lib.tkk.fi</a></p>	✕
<p>&lt;1% match (publications)</p> <p><a href="#">Ahmat, Nur'Hidayah, Wan Kamarudin, Rafidah Aziz, and Salleh Radzi. "Information Seeking Behaviour (ISB) among postgraduate students in Universiti Teknologi MARA, Malaysia", Current Issues in Hospitality and Tourism Research and Innovations, 2012.</a></p>	✕
<p>&lt;1% match (publications)</p> <p><a href="#">Liu, Qianxiu, Patrick Lo, and Hiroshi Itsumura. "Measuring the Importance of Library User Education: A Comparative Study Between Fudan University and the National Taiwan Normal University", The Journal of Academic Librarianship, 2016.</a></p>	✕
<p>&lt;1% match (publications)</p> <p><a href="#">Meho, L.I.. "Information-seeking behavior and use of social science faculty studying stateless nations: a case study", Library and Information Science Research, 200121</a></p>	✕
<p>&lt;1% match (publications)</p> <p><a href="#">K. Abdoulaye. "Information-Seeking Behaviour of African Students in Malaysia: a research study", Information Development, 09/01/2002</a></p>	✕
<p>&lt;1% match (publications)</p> <p><a href="#">Zeinab Zaremohzzabieh, Seyedali Ahrari, Bahaman Abu Samah, Jusang Bolong. "chapter 13 Researching Information Seeking in Digital Libraries Through Information-Seeking Models", IGI Global, 2018</a></p>	✕
<p>Information seeking behaviour of the professoriate in selected federal universities in South West Nigeria</p> <p><b>ABSTRACT</b> <a href="#">The study investigated information seeking behaviour of</a> professoriate in <a href="#">social sciences and humanities in</a> selected federal universities <a href="#">in</a> South West Nigeria, with the aim of examining <a href="#">their information needs, how they seek,</a> access and <a href="#">share</a> information, <a href="#">and</a> their attitude <a href="#">towards electronic information resources</a>. The study was <a href="#">a</a> descriptive <a href="#">survey of</a> the professoriate <a href="#">in</a> the faculty of social science and humanities. An adapted <a href="#">questionnaire was used to collect data from</a> 165 professors. <a href="#">Data</a> was analysed <a href="#">using descriptive statistics</a>. The results revealed that professoriate need information mainly for developing contents <a href="#">used for teaching and</a> conducting <a href="#">research</a>. They sought information <a href="#">for teaching and</a> research in online databases (77%) and electronic journals (71.5%), while also depending on textbooks (98.8%) and printed journals (100%). They make use of mainly laptop (93.9%) and desktops (84.8%) to access information. They frequently share research information in subscription-based (100%) and fee-based open access journals (98.8%). The professoriate generally exhibited positive attitude towards electronic resources. The outcome will guide the academic library to design information services to support the professoriate in teaching and research. <b>Keywords:</b> <a href="#">Information seeking behaviour, Information needs, Information sharing, Electronic information resources, Professoriate. The financial assistance of the National Institute for the Humanities and Social Sciences- Council for the Development of Social Science Research in Africa (NIHSS-CODESRIA) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at are those of the author and are not necessarily to be attributed to the NIHSS- CODESRIA. ACKNOWLEDGMENT I will like to thank</a> my doctoral research supervisor, for his mentorship and supervision of my doctoral dissertation. My gratitude goes to Dixon Olujide for his assistance in collecting the data needed to complete this research. 1.0 Background Information seeking behaviour is the deliberate search for information out <a href="#">of a need to</a> meet <a href="#">some goals</a> (Wilson 2000:49). <a href="#">The</a> process <a href="#">of seeking</a> confines <a href="#">the</a> person to either <a href="#">interact with manual information systems such as a</a> library, <a href="#">or with computer- based systems</a> like <a href="#">the</a> internet (Wilson 2000:49). <a href="#">It is a broad term encompassing the ways individuals articulate their information needs, seek, evaluate, select, and use the needed information (Majid, Anwar &amp; Eisenschitz 2000).</a> Purposeful <a href="#">information seeking</a> begins by users selecting information sources and applying different criteria to value and prioritize such sources (Bronstein 2010; Morahan 2004). Information <a href="#">plays a significant role in professional lives of</a> professoriate <a href="#">in</a> university environments with regard to task completion and everyday decisions making (Bruce 2005). The professoriate is a group of academics distinguished through long term intellectual contribution to teaching, research and community engagements (Carrell &amp; West 2010), and also mean the rank or position of a university professor (Theall &amp; Franklin 2001). Studies (Ezeh 2013; Ofori-Dwumfuo &amp; Addo 2012; Salau &amp; Saingbe 2008; Ugah 2008) have shown that faculty need information mostly for teaching and research. Laila &amp; Mumtaz (2010) reports that faculty staff especially at the professoriate level are heavily depended on books, journals, conferences, subject experts, and colleagues to meet their information needs. However, the World Wide Web, search engines, and <a href="#">electronic resources such as electronic journals, online databases,</a> e-books, e-mails, online catalogs, listserv and web portals among others have become important sources of information for the professoriate (Xuemei 2010). The professoriate in the context of Nigeria and also for this study comprises the Readers (Assistant Professors), Associate Professors and Professors of a University. The professoriate in different academic fields exhibit different information behaviour since they have different information horizons. According to (Savolainen &amp; Kari 2004), a person's <a href="#">information horizons</a> varies <a href="#">across</a> situations, <a href="#">contexts and social networks</a>. For example, <a href="#">the</a> professoriate in Law are likely to have different perception in using digital resources for research and teaching purposes, and might probably prefer textbooks and case files from the Law library to online databases (Thanuskodi 2009). In contrast, the professoriate in science may be apt in using electronic databases since they depend largely on current information in their field (Engel, Robbins &amp; Kulp 2011; Hemminger, Lu, Vaughan &amp; Adams 2007). <a href="#">This study therefore focuses on the information behaviour of</a> the professoriate with regard to how they seek, <a href="#">access and use electronic resources in</a> the social sciences <a href="#">and</a> humanities at <a href="#">the</a> University <a href="#">of</a> Ibadan, University of Lagos and Obafemi Awolowo University in Nigeria. The focus on the social sciences and humanities is because they offer interdisciplinary, cross disciplinary and transdisciplinary fields of study. Focusing on the social sciences and the humanities in <a href="#">this study is</a> therefore expected <a href="#">to provide an</a> in-depth <a href="#">understanding of</a> information behaviour <a href="#">of</a> professoriate from several fields</p>	

of study (Meho & Haas 2001; Meho & Tibbo 2003; Al-Suqri 2011). The social sciences and humanities has a broad range of disciplines such as geography, economics, anthropology, sociology, political science, law, history, policy studies, business administration, education, library and information studies, philosophy, linguistics, etc. The three Nigeria universities chosen for this study are the oldest in south west Nigeria and are the three top ranked universities by the Nigeria University Commission (NUC, 2015). While a number of studies (Aforo & Lamptey 2012; Bhatti 2010; De Groote, Shultz & Bleic 2014; Majid, Anwar & Eisenschitz 2000; Thanuskodi 2009) have focused on information seeking behaviour of faculty in general, specific attention has not been given to the professoriate who might perhaps have different information needs and might also behave differently in the [use of electronic information resources](#). Xuemei (2010) notes [that studies on information seeking behaviour of professoriate remain scarce in empirical literature](#). More studies are therefore needed to understand the way the professoriate seek, access and use information in a constantly changing information environment. Understanding their information behaviour will assist the academic library to design information services to suit their information needs [to support teaching and research in the universities and re-orient their attitude in a dynamic information environment where electronic information resources are becoming more and more prevalent](#). Furthermore, the outcome of the study will guide the [development of institutional policies and strategies to promote access to print and electronic information resources by the professoriate](#). **1.1 Objectives of the Study** The study addresses [the major research question](#): "What [is the information seeking behaviour of the professoriate at the universities of Ibadan, Lagos and Obafemi Awolowo in Nigeria?](#)" The [following specific research questions](#) are addressed: **1. What are the information needs of professoriate?** 2. How do professoriate seek, access and share information? 3. What is the attitude of the professoriate towards electronic information resources? 2.0 Literature Review The empirical literature was reviewed sequel to a search on scholarly databases and search engines [on the information seeking behaviour of faculty](#). Since the [study investigates the information seeking behaviour of the professoriate](#), attention was given to literature that had professoriate in their demography. Xumei (2010) used [a qualitative approach to investigate the information behaviour of eight professors, five associate professors, eight assistant professors and nine doctoral students in social science and humanities in the US](#). The result revealed that [social science faculty used periodicals more often compared to their humanities counterpart](#), while humanities faculty utilized more of books as their primary sources of information. In all, electronic resources accounted for 58 percent of materials used in satisfying their research needs, while print sources accounted for 42 percent of their research needs. In spite of the general preference for electronic information resources, individual differences exist amongst the professorial ranks and discipline. A Teaching and Learning professor inclined to persistent use of print resources in teaching and research found it difficult to adapt to electronic information resources because of his anxiety over information technologies. A professor of history justified the continued relevance of print resources and the importance of the availability and accessibility of old manuscripts to the discipline. In Africa Studies department, a professor accustomed to using print resources in his research found it difficult [to use the electronic resources in the university library](#), since [the nature of his research relied heavily on field work](#). The study also shows usage of electronic resources in accordance to academic rankings. Assistant professors were more at ease with using electronic resources than the professors and depend heavily on electronic resources for their research. This show that age influences information seeking behaviour, with younger professoriate having more inclination to electronic information resources than older professoriate. A similar study by (Marouf & Anwar 2010) investigated the information seeking behaviour of ten professors, twenty five associate professors, and nineteen assistant professors in Kuwait using a quantitative approach. The results show that majority of the professoriate were heavily dependent on print sources for teaching and research. Since the language of teaching in Kuwait is Arabic, the professoriates in the university were constrained to using print sources written in Arabic due to scarcity of online databases that offer scholarly information in Arabic. Thanuskodi (2009) used a quantitative approach to study the information [behaviour of Law faculty at Central Law faculty in Salem India](#). Amongst [the 56 respondents were five professors](#). The result showed that professoriate relied more on text books and law reports for information seeking, while the use of online databases was significantly low, indicating that professoriate in Law relied more on print resources than electronic sources. In a similar study of Law faculty in Ghana, (Aforo & Lamptey 2012) observed that law faculty use law reports, law journals and text to seek information, further buttressing the reliance on print resources than electronic resources by law faculty. Meho & Haas (2001) in a study on the [information seeking behaviour of social science faculty studying stateless nations](#) across countries of US, UK, Germany, Canada, [Australia, France, Italy, Netherlands, Switzerland and Turkey](#), showed that besides using traditional methods, social science professors [use the world wide web and e-mail for locating relevant information, suggesting that these faculty members are aware of, and utilize new information technology to support their research](#). The participants of the study were six [assistant professors, nine associate professors and five professors](#). Environmental variables seem to play a crucial role in their conversant with technology since faculty in developed countries are more technology natives than those in developing countries. Rupp-Serrano & Robbins (2013) used a mixed method [to examine the information seeking habits of education faculty in the US](#). The outcome reveals that scholarly journals topped the list as the most preferred resource for research, [followed by internet resources](#), and [books](#). Face to face [with colleagues](#) is [the](#) informal means of obtaining information by the faculty. Scanning current issues of journals, attending professional conferences, following references or leads from an article or item of interest, and personal communication were the most frequently means of staying current. The respondents consist of 26% professors, 25% associate professors and 23% assistant professors, while 13% were adjunct faculty, instructors, and lecturers. Folorunso's (2014) [study on information-seeking behaviour of social sciences scholars](#) in a research institute in Nigeria revealed that the research scholars need information for research and [to keep abreast of developments in their field of study](#). [To meet their information needs, they rely on journals, online sources and attend conferences](#). The study showed different patterns of electronic information resources usage among academic ranks. In particular, junior research fellows use electronic resources about twice (70%) as much as research professors (36%) to satisfy their research needs. Presumably, younger researchers are more comfortable with emerging technologies in relation to older researchers. The result revealed that scholars not more than 50 years approached electronic information resources with more enthusiasm than their older counterparts. The respondents comprise of ten professors, eleven associate professors, thirteen senior research fellows, fourteen research fellows and two junior research fellows. Marouf & Anwar (2010) investigated the information seeking behaviour of ten professors, twenty five associate professors, and nineteen assistant professors of social science in Kuwait using a quantitative approach. The outcome suggests that majority of the professoriate were heavily depended [on books and journals for teaching and research purposes](#). Since the language of teaching in Kuwait is Arabic, the professoriate in the university were constrained to using print sources written in Arabic due to scarcity of online databases that offer scholarly information in Arabic. **2.1 Gaps in Literature** [Most of the literature reviewed examined the information seeking behaviour of faculty in general](#). Attention was not given to the professoriate as a unique

group. Most studies on information behaviour are from western and Middle East countries. This study filled this gap by focusing specifically on information seeking behaviour of the professoriate from a sub-Saharan Africa perspective.

### 3.0 Methodology

A descriptive survey design was used [to examine the information seeking behaviour of the](#) professoriate. The population [of the study](#) comprises professoriate from faculty of social sciences and humanities in universities of Ibadan, Lagos and OAU. A census survey which ensures the complete enumeration of the study participants was used to collect the required quantitative data from 246 professors. Some of the items in the questionnaire were self-structured while others were adapted from previous empirical studies. Items on information needs (research question 1) was taken from (Ezinwanyi & Opeke 2013); Items on information seeking, access, sharing and use of electronic information sources (research questions 2) was adapted from (Xuemei 2010); Items on attitude (research question 3) were from (Larbi-Apau and Moseley 2012). Adapting questions from previous empirical studies give credence to the external validity of the instrument (Shadish, Cook & Campbell 2002). The questionnaire was structured such that each segment captures the items that address the research questions. The [data was analysed using descriptive statistics with statistical package for social sciences \(SPSS\)](#). 4 .0 Results 4 .1 [Demographic characteristics of respondents](#) Table (I): [Demographic characteristics of the](#) professoriate Variables

Measurement	Professoriate	University of Ibadan	University of Lagos	Obafemi Awolowo University	Faculty Social sciences	Education	Arts	Law	Freq	70	40	55	55	43	65	2	Percent	42.4	24.2	33.3	33.3	26.1	39.4	1.2	Rank														
Full professor	Associate professor	Assistant professor	Age	41-50yrs	51-50yrs	61-70yrs	Gender	Male	Female	105	19	41	46	94	25	136	29	63.6	11.5	24.8	27.9	57	15.2	82.4	17.6	Marital Status	Married	147	Single	8	Divorced	4	Separated	6	89.1	4.8	2.4	3.6	4.2

### Information Needs of the Professoriate

The [information need of the](#) professoriate was measured [in terms of the type of information they](#) need to satisfy their teaching and research requirements. The result shows that all (100%) the professoriate considers information for developing contents used for teaching, information for conducting research, and information [to keep abreast of current developments in their field of](#) study as very important information need. Educational information is considered very important by (86.1%) of the respondents, slightly important by (9.1%), and not important by (4.8%) of the respondents. Socio-cultural information is considered by (56 .4%) [of the respondents](#) as being [very important](#), (35 .8%) as slightly [important and](#) (7.3%) as not important. Political information is next in ranking, with (29.1%) of the professoriate holding it as being very important, (63%) sees it as slightly important, while only (7.9%) sees it as not important information need. Information for planning and religious information were closely tied in ranking of importance by the respondents, accounting for (21.8%) and (21.2%) respectively. Both information needs were rated by (68.5%) and (35.8%) as slightly important, (9.7%) and (41.8%) as not important respectively. Economic information follows in ranking, with (18.2%) of the respondents stating it is very important, while (63.6%) and (18.2%) considered it as slightly important and not important respectively. Parenting and health information are seen by (7.3%) and (6.1%) respectively as being very important, (23%) and (70.3%) respectively as slightly important, and (68.5%) and (23.6%) respectively as not important. Legal and technical information occupy the least position on the scale of importance amongst the professoriate with only (3%) and (2.4%) respectively.

### 4.3 Professoriate Information Seeking

The result in table 3 shows the information sources used by the professoriate to seek information for teaching and research. Table 3: Information Sources used by the Professoriate for Teaching and Research

Information Sources for teaching and Research	Occasionally	Rarely	Never	%	%	%																																																																																																
Electronic resources	77	Electronic journals	71.5	Web portals	52.7	Web sites	50.9	Electronic mail	9.7	Online Catalogs	5.5	Listservs - FTP - Media	Newspaper	Radio	TV	Print resources	Journal articles	Textbooks	Encyclopaedia	Maps	Magazine	Interpersonal sources	Interaction with colleagues	Interaction with friends	Academic gathering	Conference proceedings	Seminar	Workshop	22.4	25.5	29.1	32.1	20	50.9	7.3	1.8	1.8	77.6	1.2	37.6	-	50.9	100	-	98.8	1.2	41.8	50.3	18.8	11.5	2.4	37.6	61.2	33.3	1.2	15.8	43	53.3	30.3	64.8	26.1	60.6	0.6	3.0	13.9	13.9	55.2	31.5	71.5	10.9	20.6	49.1	45.5	-	-	7.9	46.7	50.9	4.2	58.8	2.4	2.4	11.5	-	-	-	4.2	-	-	83	-	-	7.9	3.6	-	-	8.5	-	-	15.2	-	-

The results presented in table 3 on the information seeking of the professoriate, describes the various information source categories (electronic resources, media, print resources, interpersonal sources, academic gathering) used by the professoriate to seek information for teaching and research. In electronic resources category, the result [reveals that majority of](#) the professoriate always [sought information for](#) teaching and [research](#) in online databases (77%) and electronic journal (71.5%), while (22.4%) and (25.5%) respectively occasionally use online databases and [electronic journals to seek information for](#) teaching and research. [The](#) professoriate [that](#) rarely use online databases (0.6%) and electronic journal (3%) are quite few. Those that always use web portals (52.7%) to seek information for teaching and research are more than those that use websites (50.9%), electronic mail (9.7%) and online catalogues (5.5%). Occasional uses of online catalogues (50.9%) are reportedly more than occasional uses of websites (32.1%), web portals (29.1%), electronic mail (20%), listservs (7.3%) and FTP (1.8%) for teaching and research. FTP was never used by vast majority (83%) of the professoriate to seek information for teaching and research. In the media category, newspaper (1.8%) and radio (1.2%) and TV are hardly always used by the professoriate for teaching and research, as compared to a larger number that occasionally use newspaper (77.6%), radio (37.6%) and TV (50.9%) for teaching and research. Those that rarely use newspaper, radio and TV accounts (20.6%), (49.1%),TV (45.5%) respectively. In print resources category, journal articles is always used by all of the professoriate for seeking information for teaching and research, followed by textbooks (98.8%), encyclopaedia (41.8%), maps (18.8%), and magazine (2.4%). Occasional usage of encyclopaedia (50.3%) for teaching and research was more compared to textbooks (1.2%), maps (11.5%) and magazine (37.6%). Those that rarely used magazine (50.9%) for teaching and research outweighed those that rarely used encyclopaedia and text books for teaching and research. Only (8.5%) of the respondents never used magazine for teaching and research. In the interpersonal sources category, interaction with colleagues is always used by majority (61.2%) of the professoriate to seek information for teaching and research, while (33.3%) occasionally use it for the same purpose. There are few (4.2%) reported cases of rare use of interaction with colleagues for teaching and research. Interaction with friends is hardly (1.2%) always used by the professoriate for teaching and research, and only occasionally used by (15.8%) and rarely used by (58.8%) for teaching and research. In the academic gathering category, conference proceedings is always used by majority (43%) of the respondents for seeking information for teaching and research, followed by seminar (30.3%), and workshop (26.1%). More of the professoriate tend to seek information for teaching and research occasionally in conference proceeding (53.3%), seminar (64.8%), and workshop (60.6%). The number of professoriate that rarely seek information for teaching and research in conference proceedings (2.4%), seminars (2.4%) and workshops (11.5%) are few.

### 4.4 Professoriate Access to Information

The result shows that all the professoriate access information for teaching and research from their offices, while a vast majority (92.7%) access information for teaching and research from their homes. [The use of the university library by the](#) professoriate to access information is low (34.5%).

### 4.5 Use of Digital Devices to Access Information

[The result of the](#) digital [devices](#) used by the professoriate to access information shows that laptop (93.9%) is frequently used by the professoriate to access information followed by desktop (84.8%). Smart phone is used frequently by only (24.8%) and

sometimes by (31.5%) of the professoriate to access information. Palmtop is less frequently (1.2%) but occasionally use by only (17%) to access information. Mobile phone is never frequently used but occasionally used by only (10.3%) of the professoriate to access information.

4.6 Type of Information shared by the Professoriate The results in Table (III) shows the types of information shared by the professoriate. Table III: Type of Information shared by the Professoriate Type of Information shared Frequently Occasionally Rarely % % % Research information 100 - - Academic information 98.8 1.2 - Political information 18.2 70.3 10.3 Social information 14.5 72.7 12.7 Economic information 7.9 78.8 13.3 Business Information 5.5 19.4 75.2 Legal information 1.2 7.3 91.5 Personal information 1.2 19.4 79.4 Medical information 0.6 26.1 73.3 Technical information - 22.4 77.8 4.7 Research Information sharing by the Professoriate The result shows that vast majority of the professoriate publish their research outcomes in subscription-based (100%) and fee-based open access (98.8%) journals. About (50%) of the professoriate publish in no-fee open access journals.

4.8 Attitude of the Professoriate towards Electronic Information Resources The result of measures of attitude of the professoriate towards electronic information resources is depicted in table 8. The overall results suggest the professoriate have a positive attitude towards electronic information resources. A vast majority (97.6%) of the professoriate are of the opinion that using electronic information resources saves a lot of time and effort in research. Likewise, an overwhelming majority (96.4%) affirms electronic information resources are a fast means of getting information for teaching and research. The respondents that consent to learning more about electronic information resources and those that would likely tell their research students to use electronic information resources accounts for (96.4%) respectively. Many (94.5%) of the professoriate agreed that electronic information resources is an effective tool for teaching and research as compared to the few (5.5%) that disagreed. The respondents who feel electronic information resources improves their ability to teach and conduct research and increases their productive levels are (93.3%) respectively. At par (89.7%) are those whose opinion affirmed that electronic information resources make their teaching and research easy and enjoy using it for teaching and research. I organize my teaching and research work better with the use of electronic information resources got the nod of (85.5%) in comparison to (14.5%) disapproval. I like to use electronic information resources for teaching and research rather than use print resources did not go well with majority (87.3%) of the professoriate, and re-echoes the importance of print resources. Only few (7.9%) agreed they like to use electronic information resources for teaching and research rather than use print resources.

5.0 Discussion The understanding of information needs and information-seeking behaviour of the professoriate is important in planning, development and implementation of information systems and services that will meet their information seeking patterns. If academic librarians are to adequately serve academic researchers, they must recognize the changing information environment and provide services in accordance to changing needs. Therefore, understanding the information needs and information-seeking behaviour and attitude of the professoriate is essential to library collection development, improving services and upgrading facilities to effectively meet their need for information. This study found that top ranking information needs of the professoriate are information for developing contents used for teaching, conducting research, and keeping abreast of current developments in their field of study. Teaching is a vital part of the professional duty of the professoriate and involves passing acquired knowledge to the intended recipients. The findings is consistent with (Tahir, Mahmood & Shafique 2008), where the authors found "teaching or lecture preparation" and "to support research work" to be the main purpose of information seeking (p.5). In a similar study, (Okonoko, Emeka-Ukwu & Ayomanor 2015) observed that academic faculty need information for academic purposes, conducting research and self-development. Likewise, (Sujatha 2016) found that faculty seek information to prepare for class lectures, writing and presenting papers, doing research work, and keeping up-date knowledge. Teaching and research are two most vital components necessary to the professional growth of the professoriate in the academe. They need information to prepare for lectures and to conduct research in their respective fields of study. The need for information to keep abreast of current developments in their field of study gives the professoriate more grounding and authority in their fields of study. Online databases and electronic journals are two of a kind used in seeking information for teaching and research. Online databases are hosted on websites and can be accessed using the internet usually through a web browser. Some online databases are free while others can be accessed upon payment of monthly subscription fee. Electronic journals (e-journals) are scholarly journals that can be accessed via electronic transmission. In other words, electronic journals can be housed in databases or websites and can be downloaded freely or upon payment of the required subscription. In either case, the importance of both information resources to the professoriate for academic and research purposes is greatly emphasised in the findings of this study. There are several types of online academic databases serving different academic disciplines including the social sciences and humanities. These online databases houses many peer reviewed journals which gives it the credibility and authoritativeness fit for teaching and research purposes. The professoriate being distinguished members of the academe ought to rely on esteem and credible sources both for quality classroom delivery and award winning research outcomes. An important point to note in this finding is the degree of acceptance and use of online databases and journals by the professoriate. Previous studies (Stone 1982; Blazek & Aversa 1994; Budin 1999; Mumtaz 2000; Waugh 2004; Redmann & Kotrlík 2004) have shown that professoriate exhibited anxiety over use of electronic information resources. The findings of this study show a change in trend towards more acceptance of information technology (online databases and e-journal). This implies a behavioural change towards inclination to online databases and e-journals than previously reported. Early studies (Stone 1982; Blazek & Aversa 1994) on information behaviour of faculty show that faculty members (includes professoriate) preferred printed resources. For instance, (Stone 1982), in an article summing up research published between 1970 and 1982, notes that books and journals were cited as the most frequently used research material. The dependence on printed sources during this period is linked to an era when internet was still in its infancy and the development of the internet protocol suite TCP/IP (Transport control protocol / Internet protocol), a standard networking protocol that allows for internet networking was still at its developmental stage. Academic libraries at this period acts as the only information source for the academic faculty and provides only print sources of information for patrons. Studies conducted during this period reflect the preference for print sources. In 1990, Sethi studied the information-seeking behaviour of 256 social science faculty members in Indian universities and found that faculty preferred journals, books, government documents and reference sources for meeting their information needs. In 1995, in a study on information -seeking among social sciences researchers (Folster 1995) noticed that the study participants had less regard for computer-based services, and prefers books and print journals. Later researchers however, have observed that social sciences faculty make wide use of electronic information resources in their research, signifying the impact of information technology in their information behaviour (Costa & Meadows 2000; Meho & Haas 2001; Hannah 2005; Shen 2007). Most of the studies conducted in the social sciences and humanities during this period have similar patterns, showing faculty inclination towards electronic resources. The result of this study proves that the professoriate are equally embracing technological trend in seeking information, and aligns to recent trend in behavioural change in adopting technology due to its ease and convenience in accessing, sharing and using information.

Although (Xumei 2010) have shown that history professors relied more on old manuscripts sometimes dating as far as 50 to 100 years, a study on historians attitude toward electronic resources, observed an increased use of online catalogs and indexes in finding information sources (Dalton & Charnigo 2004). This implies that though disciplinary context could constrain faculty to seek information in a particular medium, their general attitude towards electronic information resources is changing. To this end, (Wang 2006) noted, while investigating differences in culture and discipline in information users, noted some differences across the two dimensions in the way users rank and use information sources. In this study, e-journal was rated second in ranking in electronic resources category, but was rated third in (Xuemei's 2010) study where the author observed that participants (professors and doctoral students) of the study could not make a distinction between e-journals and online databases and were confounded in their choice. This can also be said of this study even though there was no narrative evidence to support it, but the difference between them remain confusing since many users of online databases in majority of cases ends up retrieving e-journals as the end point of their information search. Journals and textbooks [are the most used print sources for teaching and research](#). Print sources remain an [important information source for teaching and research](#) despite the growing popularity of electronic information resources. The reason for its continued relevance is due to some obvious factors. It is easy to read from and can be conveniently carried about with no risk, unlike from computers and laptops. Findings from studies (Shen 2007) and (Bello 2014) reveal that though some professoriate prefer electronic resources for research, they end up printing the electronic resources before reading. Use of print resources has been found to be context based. Lawyers and historians often use print [resources more than their counterparts in science and social sciences](#) (Majid & Kassim 2000). Professoriate of Arabic were observed to rely more on print resources because of lack of electronic database in Arabic which limits the availability of electronic resources in Arabic language (Al-Suqri 2011). This implies that geographical and cultural factors may influence the nature of resources used for teaching. A study (Marouf & Anwar 2010) on [social sciences faculty at Kuwait University](#), confirms this trend, where faculty depended heavily [on books and journals for teaching](#). Similar study [on Spanish faculty](#) reveals that they prefer books to journals and prefers materials in Spanish language. In other instance, professoriate in social sciences prefer more of print than [electronic resources for teaching, and prefer electronic resources](#) than print [for research](#) (Hannah 2005; Marouf & Anwar 2010; Khan & Bhatti 2012). For historians, a hundred and five hundred years history, as noted by (Xumei 2010) is not yet documented electronically making print resources indispensable. Early studies (Stone 1982; Blazek & Aversa 1994) on information needs show that print sources were mainly used for information seeking. The [findings of this study](#), show [that in spite of the changing trend towards the use of electronic information resources](#), print sources remain [and will continue to have its place of relevance in information seeking](#). Recent studies (Bello 2014; Tahir, Mahmood & Shafique 2008; Folorunso 2014) support this evidence and show that print sources is still of relevance even in the face of growing use of electronic information resources. Conclusion Information behaviour of the professoriate is characterized amongst others by the need [of information for teaching and research](#) and keeping abreast [of developments in their fields](#). The professoriate have positive [attitude towards the use of electronic resources](#), reflected [in their high use of electronic journals and online databases for teaching and research](#). In spite of their inclination towards electronic information resources, print resources have proved indispensable as a resource used for teaching and research due to ease and simplicity of use. Information technology is having a major impact on the professoriates' information behaviour. Use of desktop computers and laptops coupled with access to the internet have altered the conventional information seeking pattern, making it possible for the professoriate to conveniently take their laptop home and continue with their office work, and can access online digital resources and institutional online repository while logged-on to the internet. The resultant effect of the flexibility and convenience associated with information technology is depicted in low patronage of the university library by the professoriate. To this end, the creation of a dedicated and well-furnished space, comfortable and equipped with uninterrupted internet and power supply for ease of access to print and electronic information resources could [encourage the professoriate to make use of the university library](#). Since [the professoriate still rely on textbooks for teaching and research](#), the space will create a conducive environment for them to study and make reference to both print and electronic information resources. There is need for the university library to acquire up-to-date collections to address the academic and research needs of professoriate in different disciplines, and create a system that can inform the professoriate of recent collections in their fields. Such a system could use sms or e-mail as information alerts or reminders. Lastly, the outcomes of the study will guide the formulation of institutional policy into taking cognizance of the observed characteristics inherent in the professoriate's information behaviour to guide the academic library in the development of a service and system framework that focuses on meeting their unique information requirements. References Abrahamson, J. and Fisher, K. E. 2007. What's past is prologue: towards a general model of lay information mediary behaviour. *Information Research*, 12(4): 65-72, [Online] <http://informationr.net/ir/12-4/colis/colis15.html> (6 July 2016). Aforo, A.A. and Lamptey, R.B. 2012. Information needs and seeking behaviour of law lecturers in Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. *International Research Journal of Arts and Social Sciences*, 1(4): 75-80. Akinola, S.F. 2009. Information seeking behaviour of lecturers in faculties of education in Obafemi Awolowo University, Ile Ife and University of Ibadan. *Samaru Journal of Information Studies*, 9(2): 23-32. Al-Suqri, M.N. 2011. Information-seeking behaviour of social science scholars in developing countries: A proposed model. *The International Information and Library Review* 43, 1-14. Bello M. A., 2014. Information seeking behaviour and use of social scientists in selected universities in southwest Nigeria. *IOSR Journal of Humanities and Social Science* 19(8): 67-74. Bhatti, R. 2010. Information needs and information-seeking behaviour of faculty members at the Islamia University of Bahawalpur. *Library Philosophy and Practice (e-journal)*. Paper 314. [Online] <http://digitalcommons.unl.edu/libphilprac/314> (13 June 2015). Blazek, R. and Aversa, E. 1994. The humanities: A selective guide to information resources. (4th ed.) *Library Science Text Series*. Englewood, CO: Libraries Unlimited. Bronstein, J. 2010. Selecting and using information sources: source preferences and information pathways of Israeli library and information science students. *Information Research*, 15(4) paper 447. [Online] <http://InformationR.net/ir/154/paper447.html> (13 June 2015). Bruce, H., 2005. Personal, anticipated information need. *Information Research* 10(3): Paper 232. [Online] <http://InformationR.net/ir/10-3/paper232.html> (24 May 2016). Budin, H. 1999. The computer enters the classroom. *Teachers College Record*, 100(3): 656-669. Carrell, S.E. and West, J.E. 2010. Does professor quality matter? Evidence from random assignment of students to professors. <http://www.econ.ucdavis.edu/faculty/scarrell/profqual2.pdf> (23 August 2015). Costa, S. and Meadows, J. 2000. The impact of computer usage on scholarly communication among social scientists. *Journal of Information Science*, 26(4): 255- 62. Dalton, M. and Charnigo, L. 2004. Historians and their use of information sources. *College and Research Libraries*, 65(5): 400-25. De Groote, S.L., Shultz, M. and Blecic, D.D. 2014. Information-seeking behaviour and the use of online resources: A snapshot of current health sciences faculty. *Journal Medical Library Association*, 102 (3). Engel, D., Robbins, S. and Kulp, C. 2011. The information-seeking habits of engineering faculty. *College and Research Libraries*, 72(6): 548-567. Ezeh, A.

N. 2013. Extension agents access and utilization of information and communication technology (ICT) in extension service delivery in South East Nigeria. *Journal of Agricultural Extension and Rural Development*, 5(11): 266-276. Ezinwanyi, M. and Opeke, R. 2013. Information Needs and Seeking Behaviour of Senior Non-Academic Staff In Nigerian Universities. *Journal of Humanities and Social Science* 7(6): 1-8. Folorunso, O. 2014. Information-seeking behaviour of social sciences scholars: A Nigerian case study. *African Journal for the Psychological Study of Social Issues*, 17(2). Folster, B. M. 1995. Information-seeking patterns: social sciences. *The Reference Librarian*, 49(50): 83-93. Hannah, F. 2005. The information-seeking behaviour of social faculty at the University of West Indies, St Augustine Campus. *Journal of Academic Librarianship*, 31(1): 67-72. Hemminger, B.M., Lu, D., Vaughan, K.T.L. and Adams, S.J., 2007. Information Seeking Behaviour of Academic Scientists. *Journal of the American Society for Information Science and Technology*, 58(14): 2205-2225. Kakai, J.M., Ikoja-Odongo, R. and Kigongo-Bukenya, I.M.N. 2004. A study of the information seeking behaviour of undergraduate students of Makerere University, Uganda. *World Libraries*, 14(1). [Online] [http://www.worlib.org/vol14no1/print/kakai\\_print.html](http://www.worlib.org/vol14no1/print/kakai_print.html) (24 May 2015). Khan, G. & Bhatti, R. 2012. Information Needs and Seeking Behaviour of Law Faculty Members: A Survey of the University of Peshawar and its Affiliated Law Colleges', *Library Philosophy and Practice*, 1-16. Laila, M. and Mumtaz, A.A. 2010. Information seeking behaviour of the social science faculty at Kuwait University. *Library Review*, 59(7), 532-547. Larbi-Apau, J. A. and Moseley, J. L. 2012. Computer attitude of teaching faculty: Implications for technology-based performance in higher education. *Journal of Information Technology Education Research* 11. Majid, S., Ali Anwar, M. and Eisenschitz, T.S., 2000. Information needs and information seeking behaviour of agricultural scientists in Malaysia. *Library & Information Science Research* 22(2): 145-163. Majid, S. and Kassim, G. M. 2000. Information seeking behaviour of International Islamic University Malaysia law faculty members. *Malaysian Journal of Library and Information Science* 5(2): 1-17. Marouf, L. and Anwar, M. A. 2010. Information-seeking behavior of the social sciences faculty at Kuwait University. *Library Review*, 59 (7): 532-547. Meho, L. I. and Tibbo, H. R. 2003. Modelling the information behaviour of social scientists: Ellis's study revisited. *Journal of the American Society for Information Science and Technology*, 54(6), 570-587. Meho, L.I. and Haas, S.W. 2001. Information seeking behaviour and use of social science faculty studying stateless nations: a case study. *Library and Information Science Research* 23: 5-25. Morahan-Martin, J. M. 2004. How Internet users find, evaluate, and use online health information: a cross-cultural review. *Cyber Psychology and Behaviour*, 7(5): 497-510. Mumtaz, S. 2000. Factors affecting teachers' use of information and communications technology: A review of the literature. *Journal of Information Technology for Teacher Education* 9(3), 319-342. NUC, 2015, Nigeria Universities Commission. [Online] <http://www.nuc.edu.ng> (10 June 2014). Ofori-Dwumfuo, G. O. and Addo, L. 2012. Utilization of information and ICT resources by parliamentarians in Ghana. *Current Research Journal of Social Science*, 4(3): 213-221. [Online] <http://maxwellsci.com/print/crjss/v4-213-221.pdf> (14 June 2014). Okonoko, V.N., Emeka-Ukwu, U. and Ayomanor, K.E. 2015. Information seeking behaviour of faculty members in a Nigerian university. *International Journal of Academic Research and Reflection*, 3(4): 95-102. Redmann, D. H. and Kotrlik, J. W. 2004. Analysis of technology integration in the teaching-learning process in selected career and technical education programs. *Journal of Vocational Education Research*, 29(1): 3-25. Rupp-Serrano, K. and Robbins, S. 2013. Information seeking habits of education faculty. *College & Research Libraries*, 74(2): 131-141. Salau, E. S. and Saingbe, N. D. 2008. Access and utilization of information and communication technologies (ICTs) among agricultural researchers and extension workers in institutions in Nasarawa State of Nigeria. *PAT*, 4(2): 1-11. ISSN: 0794 5213. [Online] <http://patnsukjournal.net/Vol4No2/p1.pdf> (15 June 2014). Savolainen, R. and Kari, J. 2004. Placing the internet in information source horizons. A study of information seeking by internet users in the context of self-development. *Library and Information Science Research*, 26(4): 415-433. Shadish, W., Cook, T.D. and Campbell, D.T. 2002. *Experimental and quasi-experimental designs for general causal inference*, Boston: Houghton Mifflin. [Online] <http://depts.washington.edu/methods/readings/shadish.pdf> (25 February 2015). Shen, Y. 2007. Information-seeking in academic research: a study of the sociology faculty at the University of Wisconsin, Madison. *Information Technology and Libraries*, 26(1): 4-13. Stone, S. 1982. Humanities scholars: information needs and uses. *Journal of Documentation*, 38: 292-313. Sujatha, S. 2016. Exploring information seeking behaviour in the changing ICT environment: a snapshot of Kakatiya university faculty. *International Journal of Information Services and Technology*, 1(1): 11-15. Tahir, M. Mahmood, K. and Shafique, F. 2008. Information Needs and Information- Seeking Behavior of Arts and Humanities Teachers: A Survey of the University of the Punjab, Lahore, Pakistan" (2008). *Library Philosophy and Practice* (e-journal). 227. [Online] <http://digitalcommons.unl.edu/libphilprac/227> (25 September 2016). Thanuskodi, S. 2009. Information-seeking behaviour of law faculty at Central Law College, Salem. *Library Philosophy and Practice* (e-journal), Paper 282. [Online] <http://digitalcommons.unl.edu/libphilprac/282> (24 May 2014). Theall, M. and Franklin, J. 2001. Looking for bias in all the wrong places: A search for truth or a witch hunt in student ratings of instruction? In M. Theall, P.C. Abrami, and L.A. Mets (Eds.), *The student ratings debate: Are they valid? How can we best use them?* [Special issue]. *New Directions for Institutional Research*, 109: 45-56. Ugah, A.D. 2008. Availability and accessibility of information sources and the use of library services at Michael Okpara University of Agriculture. *Library Philosophy and Practice*, ISSN 1522 0222. [Online] <http://www.webpages.uidaho.edu/~mbolin/ugah4.pdf> (15 June 2015). Wang, P. 2006. Information behaviours of academic researchers in the internet era: an interdisciplinary and cross-cultural Study. 1st International Scientific Conference eRA: the Information Technology to Science, Economy, Society & Education, September 16-17, 2006. Waugh, W. L. 2004. Using personal attributes to predict technology adoption: a study of college faculty. *NABTE Review*, 31: 58-63. Wilson, T. D. 2000. Human information behaviour. *Special Issues on Information Science Research*, 3(2): 49-55. Wilson, T.D. 2006. Revisiting user studies and information needs. *Journal of Documentation*, 62(6): 680-684. Xuemei, G. 2010. Information-seeking behaviour in the digital age: a multidisciplinary study of academic researchers. *College and Research Libraries* 34(2): 435-452.