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INFORMATION SEEKING BEHAVIOUR OF SCHOOL CHILDREN IN A SCHOOL ENVIRONMENT: A CASE STUDY OF VIJAYAPURA DISTRICT, KARNATAKA

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Abstract

This paper is attempts to explore the information seeking behavior of school children in selected schools in Vijayapura District. Information seeking behaviour is the collection of actions which students take to identify, seek, evaluate, select and use information to satisfy their information needs. Students seek information to enable them to deal with a current need or build their knowledge base. The study was conducted as a descriptive survey. Data was collected from 1050 students using self-administered questionnaires.

Keywords: Information, Information Seeking Behavior, Information Needs, School Environment, School Children, Vijayapura.

Introduction

Studying information-seeking behavior in children is a relatively new trend in the field of human-information interaction. The limited research that has been conducted has looked at information seeking patterns with a specific source. These studies, though relevant when conducted in the late '80s and '90s, are now sadly out of date. Children no longer search one source when performing research; instead, they utilize a multitude of sources, many of them electronic. Because many of these sources are relatively new, the previous research did not take them into consideration. This not the fault of the researchers; most of the sources hadn't been created yet, or weren't widely used.

Information seeking behavior refers to the strategies and actions undertaken to locate discrete knowledge elements. It is concerned with integrative of three basic resources: 1) People, 2) Information, and 3) system. It can be said that the behavior, which yield highest information satisfaction, is the best. Information seeking behavior results from the recognition of some need experienced by the user. This behavior may take several forms: e.g., user may make demands upon formal system or upon systems, which may perform information function in addition to the primary non-information function (Chung, 2007).

Information seeking behavior depends upon a number of factors such as work, activity, discipline and availability of facilities. The Information seeking also depends upon the hierarchical of the individuals. Thus, Information seeking behavior is an area of active interest among the librarians and information scientist, it results from the recognition of some need perceived by the user, who as a consequence makes demand upon formal systems such as libraries centers, information centers, online services or some other person in order to satisfy the perceived need (Kwanya, 2019).

Review of Related Literature

A Literature search on LISA (2007), LISTA (2009) indicates numbers of studies in the recent past were carried out to find out the information seeking behavior of users in different types of libraries all over the world. Some of the surveys in the context of students are reviewed here.

This paper intends to examine the overall information seeking behavior of students of school of computer engineering, KIIT University, India. The analysis reveals that students are absolutely satisfied with the loan of books (circulation) and internet service. However, respondents have a very poor opinion on reservation service and interlibrary loan. Moreover, the paper provides some constructive suggestions for the up-gradation systems and services of the university library (Swain, 2013). This paper seeks to explore how and via what tools music students are identifying, locating, and accessing music materials – specifically scores and recordings – for use in their music studies. This study also identified some of the reason's students become frustrated in searching for music materials and from where they seek help (Dougan, 2012).

The present study was undertaken with the objective to explore the influence of the five personality dimensions on the information seeking behaviour of the students in higher educational institutions. Information seeking behaviour is defined as the sum total of all those activities that are usually undertaken by the students of higher education to collect, utilize and process any kind of information needed for their studies (Santoshi, 2010). This study provides evidence on the actual information-seeking behaviour of

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students in a digital scholarly environment, not what they thought they did. It also compares student information-seeking behaviour with that of other academic communities, and, in some cases, for practitioners (David, 2009). This article represents the results of a study of the information needs and information seeking behaviour of students at the Islamia University of Bahawalpur. It endeavors to identify the purpose of using library, information sources preferred, methods employed for getting the needed information and library use pattern (Bhatti, 2008).

Objectives of The Study

1) To study the information seeking behavior of school children in selected schools.
2) To know the purpose of information seeking by school children.
3) To analyze the reasons for seeking information.
4) To identify the information searching methods adopted while seeking the information.
5) To analyze the problems faced while seeking the information.

Methodology

In order to find out the Information seeking behaviour of school children in a school environment, the survey method has been followed for the collection of data required. A questionnaire was designed keeping in view the objectives of the study and it was distributed of one thousand and fifty school children in Vijayapura District. In all one thousand and fifty questionnaires have been received with a response rate of 100%.

Analysis and Interpretation of Data

The analysis has been made based on the data collected from 1050 secondary school children of Vijayapura (Formerly Bijapur) district.

Table No-1: Class wise distribution of study population

Class	Number	Percentage
IX	490	46.7
X	560	53.3
Total	**1050**	**100.0**

Table-1 shows that 46.7% (N=490) of the school children were studying in IX class and 53.3% (N=560) were studying in X class.

Table No-2: Distribution of study population - Type of management of schools

School Management	Number	Percentage
Aided	390	37.1
Un-aided	300	28.6
Government	360	34.3
Total	**1050**	**100.0**

Table-2 shows that, more than one third (37.1%, N=390) of the school children were from aided schools and another one third (34.3%, N=360) were from Government schools and more than one fourth (28.6%, N=300) were from un-aided schools.

Table No-3: Distribution of study population - Nature of school

Nature of school	Number	Percentage
Boys	30	2.9
Girls	195	18.6
Co-education	825	78.6
Total	**1050**	**100.0**

It is observed from Table-3 that more than three fourth (78.6%, N=825) of the school children under study were studying in co-education schools while, 18.6% (N=195) were from exclusively girls' schools and a small number (2.9%, N=30) of school children were from exclusively boys' schools.

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Table No-4: Gender wise distribution of study population

Gender	Number	Percentage
Boys	493	47.0
Girls	557	53.0
Total	**1050**	**100.0**

From table-4 it can be observed that a majority (53.0%, N=557) were girls and the remaining 47.0% (N=493) were boys.

Table No-5: Domicile wise distribution of study population

Domicile	Number	Percentage
Rural	408	38.9
Urban	642	61.1
Total	**1050**	**100.0**

It can be shown from Table-5 that a majority of school children under study (61.1%, N=642) were from urban areas, while more than one third (38.9%, N=408) were from rural areas.

Table No-6: Medium of instruction of school children

Medium	Number	Percentage
Kannada	772	73.5
English	278	26.5
Total	**1050**	**100.0**

From Table-6, it is very clear that Kannada remained to be the medium of instruction of a majority of school children as 73.5% (N=772) of them were studying in Kannada medium and the remaining 26.5% (N=278) were studying in English medium.

Table No-7: Kinds of information required by school children (N=1050)

Information	Class		Total
	IX (N=490)	X (N=560)	
Course related	468 (95.5)	537 (95.9)	1005 (95.7)
Subject related	490 (100.0)	560 (100.0)	1050 (100.0)
Factual information	00 (0.0)	00 (0.0)	00 (0.0)
Current information	449 (91.6)	524 (93.6)	973 (92.7)
Entertainment	426 (86.9)	493 (88.0)	919 (87.5)
General knowledge	424 (86.5)	485 (88.0)	919 (87.5)
Biographical information	2 (0.4)	2 (0.4)	4 (0.4)
Geographical information	10 (2.0)	15 (2.7)	25 (2.4)
Class related	464 (94.7)	541 (96.6)	1005 (95.7)
$X^2 = 0.639724$ df= 8 $\alpha = 0.05$ $X^2_{(t)} = 15.507$ Remark= Non-Significant			

(Note:Figures in the parentheses indicate percentages)

School children under study were asked to indicate what kind of information was required by them, from a list of nine alternatives namely- course related, subject related, factual, current, entertainment, general knowledge, biographical, geographical and class related information. They needed different kinds of information (Table-7). Among them the major needs were: subject related (100%, N=1050), course related (95.7%, N=1005), class related (95.7%, N=1005), current (92.7%, N=973), entertainment (87.5%,

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N=919) and general knowledge (86.6%, N=909) information. Geographical information was sought by hardly 2.4% of children (N=25), while 0.38% of children also needed biographical information (N=34). No school child wanted factual information.

Chi-square test was applied to test the hypotheses as indicated below.

Hypothesis Testing

H_0- There is no association between kinds of information required and class in which school children were studying.

H_1- There is an association between kinds of information and class in which school children were studying.

Since the calculated Chi-square value (0.639) is lesser than the table value (15.507), the null hypotheses (H_o) is accepted and alternative hypotheses (H_1) is rejected. It means that there is no association between kinds of information required and the class in which school children were studying. From table-7 it can be found that school children irrespective of their class of study require all kinds of information.

Table No-8: Purpose for which information was gathered (N=1050)

Purpose	Class		Total
	IX (N=490)	X (N=560)	
Gaining the knowledge	490 (100.0)	560 (100.0)	1050 (100.0)
Update knowledge	445 (90.8)	490 (87.5)	935 (89.0)
Do assignment	85 (17.3)	88 (15.7)	173 (16.5)
To solve question papers	21 (4.3)	30 (5.4)	51 (4.9)
Examination preparation	485 (99.0)	555 (99.1)	1040 (99.0)
For supplementary reading	10 (2.0)	2 (0.4)	12 (1.1)
Reading/Studying	490 (100.0)	560 (100.0)	1050 (100.0)
Prepare for the talent exam	20 (4.1)	23 (4.1)	43 (4.1)
X^2 = 7.655529 df= 7 α= 0.05 $X^2_{(t)}$ = 14.067 Remark= Non-Significant			

(Note: Figures in the parentheses indicate the percentages)

One of the objectives of the study was to know the purpose for which information was gathered and used by the school children. Table-14 depicts that every single (100.0%, N=1050) school children gather information to gain the knowledge and to study, while 99% (N=1040) of the school children gathered information for examination purpose. 89% (N=935) of school children gathered the information to update the knowledge. 16.5% (N=173) school children did gather information to write the assignments and very few school children (4.9%, N=51) gathered the information to solve the question papers and 4.1% (N=43) to prepare for talent exams. A very small group (1.1%, N=12) of school children gathered the information for background reading. Hence it can be concluded that gaining the knowledge and studying were the two main purposes of school children to gather the information.

Purpose for which information was gathered and used was cross tabulated against class in which they were studying (Table-8), to test the hypotheses using Chi-square test.

Hypothesis Testing

H_0- There is no association between purpose for which information was gathered and used and class in which they were studying.

H_1- There is an association between purpose for which information was gathered and used and class in which they were studying.

Since the calculated Chi-square value is (7.655529) much smaller than the table value (14.067), the null hypotheses (H_o) is accepted and the alternative hypotheses (H_1) is rejected. Hence, it can be concluded that there is no association between purpose for which information was gathered and used and class in which they were studying. From table-8 it can be found that purposes for which information was gathered and used remain same for both classes, class IX and class X.

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Table No-9: Methods used for Seeking Information

Methods	Class		Total
	IX (N=490)	X (N=560)	
Discussion with teachers	375 (76.5)	426 (76.1)	801 (76.3)
Discussion with friends	33 (6.7)	55 (9.8)	88 (8.4)
Discussion with library staff	28 (5.7)	21 (3.8)	49 (4.7)
Consulting knowledgeable person	54 (11.0)	58 (10.4)	112 (10.7)
Total	**490 (100.0)**	**560 (100.0)**	**1050 (100.0)**
$X^2 = 5.247$ df= 3 $\alpha = 0.05$ $X^2_{(t)}=7.815$ Remark= Non-Significant			

(Note: Figures in the parentheses indicate the percentages)

School children were asked to indicate how they gathered the information. They were given four options- discussion with teachers, discussion with friends, discussion with library staff and consult knowledgeable person. It was found from table-15 that more than three fourth of school children (76.3%, N=801) gathered the information by discussing with the teachers, while more than one tenth (10.7%, N=112) preferred to consult knowledgeable persons to gather the information. Discussion with friends was the third choice among the school children as 8.4% (N=88) of them gathered information. Discussion with library staff to gather the information was the last choice as small percentage of children (4.7%, N=49), used it to gather the information.

Methods used for gathering information was cross tabulated with class in which they were studying (Table-9), to test the hypotheses.

Hypothesis Testing

H_o-There is no association between methods used for gathering information and class in which school children were studying.

H_1- There is an association between methods used for gathering information and class in which school children were studying.

From the calculated Chi-square value, it can be found that methods used by school children for gathering information including discussion with teachers, friends, library staff and consultation with knowledgeable persons have no bearing on the class in which school children were studying. Hence, the null hypotheses (H_o) is accepted and the alternative hypotheses (H_1) is rejected. From table-9 it can be observed that methods used for gathering information were similar among children of both classes.

Table No-4.29A: Time taken to search the Information

Time	Class		Total
	IX (N=490)	X (N=560)	
30 minutes	328 (66.9)	370 (66.1)	698 (66.5)
30 minutes to 1 hour	123 (25.1)	154 (27.5)	277 (26.4)
2 to 3 hours	31 (6.3)	28 (5.0)	59 (5.6)
More than 3 hours	8 (1.6)	8 (1.4)	16 (1.5)
1 day search	00 (0.0)	00 (0.0)	00 (0.0)
Total	**490 (100.0)**	**560 (100.0)**	**1050 (100.0)**
$X^2 = 1.489$ df= 3 $\alpha = 0.05$ $X^2_{(t)}=7.815$ Remark= Non- Significant			

(Note: Figures in the parentheses indicate percentages)

School children were asked how much time did they take to get the information they want. It was found from table-4.29A that nearly two third (N=698) did get their information within half an hour, while more than one fourth (N=277) got the right information between half an hour to one hour. A small percentage (5.6%, N=59) of school children did take two to three hours to find their information. Still, few of them were taking more than three hours (1.5%, N=16) for searching the information.

Time taken for searching the information was cross tabulated with class in which they were studying (Table-4.29A), domicile (Table-4.29B), action taken (Table-4.29C) and information sources usually consulted to test the null hypotheses using Chi-square test.

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Hypothesis Testing

H_0- There is no association between time taken to search the information and class in which school children were studying.

H_1- There is an association between time taken to search the information and class in which school children were studying.

Since the calculated Chi-square value is (1.489) much less than the table value (7.815), the null hypotheses (H_o) is accepted and the alternative hypotheses (H_1) is rejected. Hence, it can be interpreted that there is no association between time taken to search the information and class in which school children were studying. From table-4.29A it can also be observed that children belonging to both classes class IX and class X take same time to search their information.

Table No-10: Languages preferred to get the Information Vs Medium of instruction

Languages	Medium of Instruction		Total
	Kannada (N=772)	English (N=278)	
Kannada	735 (95.2)	262 (94.2)	997 (95.0)
English	14 (1.8)	7 (2.5)	21 (2.0)
Hindi	16 (2.1)	5 (1.8)	21 (2.0)
Urdu	7 (0.9)	4 (1.4)	11 (1.0)
Total	**772 (100.0)**	**278 (100.0)**	**1050 (100.0)**
$X^2 = 1.156$ df= 3 α= 0.05 $X^2_{(t)}$=7.815 Remark= Non-Significant			

(Note: Figures in the parentheses indicate the percentages)

In the above table-10 analyze that (95.0%, N=997) of the school children prefer Kannada language while seeking the information, because it is more convenient to gather the needed information, and it is followed by (2.0%, N=21) of school children prefer English, Hindi language while seeking the information, and only (1.0%, N=11) of students prefer Urdu language to search the needed information.

Hypothesis Testing

H_0- There is no association between languages preferred by school children and their medium of instruction.

H_1- There is an association between languages preferred by school children and their medium of instruction.

Since the calculated Chi-square value is (1.156) less than the table value (7.815), the null hypotheses (H_o) is accepted and the alternative hypotheses (H_1) is rejected. Hence, it can be concluded that there is no association between languages preferred by school children and their medium of instruction. From table-10 it can be found that irrespective of the medium of instruction of the school children, their preference of languages remains the same.

Table No-8: Reasons for which information was required by school children

Reasons	Class		Total
	IX (N=490)	X (N=560)	
General	305 (62.2)	363 (64.8)	668 (63.6)
Curricular	27 (5.5)	74 (13.2)	101 (9.6)
Co-curricular	19 (3.9)	7 (1.3)	26 (2.5)
Extracurricular	14 (2.9)	12 (2.1)	26 (2.5)
Competitive exams	125 (25.5)	104 (18.6)	229 (21.8)
Total	**490 (100.0)**	**560 (100.0)**	**1050 (100.0)**
$X^2 = 30.355$ df= 4 α=0.05 $X^2_{(t)}$= 9.488 Remark= Significant			

(Note: Figures in the parentheses indicate percentages)

School children under study were asked to indicate the reasons for which they needed information. Five reasons were listed and they were asked to cite the most prominent reason. From table-8 it can be analyzed that a majority of school children needed information for general purpose (63.6%, N=668). More than one fourth of school children needed information for competitive

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examinations (21.8%, N=229). 9.6% of school children needed information for curricular reasons (N=101). Co-curricular (2.5%, N=26) and extracurricular (2.5%, N=26) aspects have also been quoted as reasons for information requirement.

Reasons for which information was required was tabulated against class of study, by using Chi-square test as indicated below:

Hypothesis Testing

H_0- There is no association between reasons for which information was required by school children and the class in which they were studying.

H_1- There is an association between reasons for which information was required by school children and the class in which they were studying.

Since the calculated Chi-square value (30.355) is much more than the tabulated value (9.488), the null hypotheses (H_o) is rejected and alternative hypotheses (H_1) is accepted. Thus, it can be interpreted that the class in which school children were studying and reasons for which information was required are associated as more number as class X school children require information for general and curricular purposes (Table-8).

Table No-9: Types of reading materials used by school children (N=1050)

Reading Materials	Highly frequently used	Very frequently used	Frequently used	Some times	Not at all
Text books	774(73.7)	233(22.2)	43(4.1)	00(0.00)	00(0.00)
Class notes	967(92.1)	50(4.8)	33(3.1)	00(0.00)	00(0.00)
Dictionaries	00(0.00)	29(2.8)	106(10.1)	889(84.7)	26(2.5)
Guide/Year Books	00(0.00)	00(0.00)	00(0.00)	44(4.2)	1006(95.8)
Nonbook materials	00(0.00)	00(0.00)	64 (6.1)	504(48.0)	482(45.9)

(Note: Figures in the parentheses indicate percentages)

From table-9 it can be found that class notes were the highly frequently used sources as a very large majority of school children (92.1%, N=967) referred them, followed by text books (73.7%, N=774). A larger majority of school children referred dictionaries sometimes (84.7%, N=889), while yearbooks were never referred by 95.8% of school children (N=1006). Non-book materials were never used by 45.9% of children (N=482) while they were sometimes used by slightly less than half of the study population (48%, N=504). From the above analysis it can be found that class notes and textbooks were the frequently consulted reading materials while dictionaries were referred sometimes and year books were never referred. At the same time non- book materials were sometimes referred a significant proportion never referred.

Table No-10: Action taken by school children when information was needed Vs Class in which school children were studying

Methods	Class		Total
	IX (N=490)	X (N=560)	
Use library collections	239 (48.8)	271 (48.4)	510 (48.6)
Use text books and class notes	113 (23.1)	123 (22.0)	236 (22.5)
Use internet sources	45 (9.2)	65 (11.6)	110 (10.5)
Use internet sources available through libraries	14 (2.9)	18 (3.2)	32 (3.0)
Ask friends for information	20 (4.1)	19 (3.4)	39 (3.7)
Ask teachers for information	59 (12.0)	64 (11.4)	123 (11.7)
Total	**490 (100.0)**	**560 (100.0)**	**1050 (100.0)**
$X^2 = 2.140$ df= 5 $\alpha = 0.05$ $X^2_{(t)} = 11.070$ Remark= Non-Significant			

(Note: Figures in the parentheses indicate percentages)

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A question was asked to the respondents to know what they do when they need information for any academic activity. From table-10 it is observed that 48.6% (N=510) of children used the library collections. 22.5% (N=236) of children went through the text books and class notes and 11.7% (N=123) asked the teachers for information and very few children used the internet sources available through libraries (10.5%, N=110). Hence, it can be concluded that more number of school children use library collections for gathering the information.

Chi-square test was applied to test the hypotheses.

Hypothesis Testing

H_0- There is no association between action taken by school children when information was needed and class in which school children were studying.

H_1- There is an association between action taken by school children when information was needed and class in which school children were studying.

Since the calculated Chi-square value is (2.140) less than the table value (11.070), the null hypotheses (H_o) is accepted and the alternative hypotheses (H_1) is rejected. Hence, it can be interpreted that action taken by school children when information was needed has no relationship on the class of their study. From table-10 it can be observed that action taken by school children when they needed information was similar irrespective of the class in which they were studying.

Table No-11: Satisfaction with search outcomes (N=1050)

Sources	Satisfied	Unsatisfied
Text books (N=1050)	827 (78.8)	223 (21.2)
Class notes (N=1050)	827 (78.8)	223 (21.2)
Reference sources (N=15)	11 (73.3)	4 (26.7)
Assignments (N=364)	239 (65.7)	125 (34.4)
Internet sources (N=608)	451 (74.9)	157 (25.8)

School children were asked whether they were satisfied or unsatisfied with search outcomes. It is found from table-11 that nearly three fourth of them were satisfied with the search outcomes, obtained by searching books (78.8%, N=827), class notes (78.8%, N=827), and internet sources (74.18%, N=451). Nearly two third of children who referred previous assignments felt satisfied with the search outcomes (65.7%, N=239). But at the same time it can be observed that a significant proportion of school children were not happy with the search outcomes. Another significant observation is that, though a very small in number, a larger majority of those who searched reference sources were satisfied with the search outcome.

Table No-12: Problems faced while gathering the information Vs Information sources usually consulted (N=1050)

Problems	Information Sources			Total
	Print based sources	Internet based sources	Both type of sources	
Materials not available	11 (15.9)	23 (22.5)	305 (34.7)	339 (32.3)
Library staff not willing/ unfriendly	16 (23.2)	48 (47.1)	223 (25.4)	287 (27.3)
Incomplete information materials	44 (63.8)	56 (54.9)	717 (81.6)	817 (77.8)
Information sources far located	60 (87.0)	96 (94.1)	710 (80.8)	866 (82.5)
Lack of time	64 (92.8)	92 (90.2)	789 (89.8)	945 (90.0)
Don't know how to use catalogue	69 (100.0)	102 (100.0)	879(100.0)	1050(100.0)
Information scattered in too many sources	66 (95.7)	99 (97.1)	856 (97.4)	1021 (97.2)
Information materials old	15 (21.7)	29 (28.4)	60 (6.8)	104 (9.9)
$X^2 = 38.12314$ df= 14 $\alpha = 0.05$ $X^2_{(t)} = 23.685$ Remark= Significant				

(Note: Figures in the parentheses indicate the percentages)

School children under study were asked to list out the problems faced by them. It is found from table-12 that no single child was knowing how to use catalogue. A large majority quoted scattering information in too many sources (97.2%, N=1021), lack of time (90%, N=945), location of information in far of sources (82.5%, N=866) as the major problems. A significant proportion of school children said non-availability of information (32.3%, N=339) and unwilling/ unfriendly staff (27.3%, N=287) as the problems. 9.9% (N=104) of users cited old information materials as the main problem for gathering the information.

Problems faced while gathering the information was cross tabulated with information sources usually consulted (Table-17), to test the null hypotheses using Chi-square test.

Hypothesis Testing

H_0- There is no association between problems faced while gathering the information and information sources usually consulted.
H_1- There is an association between problems faced while gathering the information and information sources usually consulted.

Since the calculated Chi-square value is (38.12314) more than the table value (23.685), the null hypotheses (H_o) is rejected and the alternative hypotheses (H_1) is accepted. Hence, it can be concluded that there is an association between problems faced while gathering the information and information sources usually consulted. From table-17 it can be observed that problems faced while gathering the information vary with types of information sources usually consulted.

Findings and Recommendations

1. Most important purposes cited by school children are reading/studying and knowledge updation, preparing class notes, general awareness for seeking information.
2. Nearly two third of school children (N=698) did get their information within half an hour while, few of them were got more than three hours 1.5% (N=16) for getting relevant information.
3. Among all the problems not knowing how to use online catalogue is the biggest problem while seeking information. How to use electronic resources (97.6%, N=1025) is the second most important problem faced by school children.

Based on the findings of the study, the following have been recommended in order to improve the information seeking behaviour of school children in school an environment.

1. Teachers have to prepare students to integrate information search and use skills along with technology tools to find, use, apply and evaluate information for specific needs and tasks.
2. Each school has to introduce comprehensive information literacy programmes by understanding the skills and deficiencies of school children.
3. Regularly organize user orientation, user education and information literacy programmes to create awareness and promote use of sources of information.
4. Schools have to recognize the importance of libraries in their premises, as vital tool to satisfy the curricular, co-curricular, current and recreational information needs.
5. A relevant collection to support curricular, co-curricular needs of its student community has to be developed in the school libraries.

Conclusion

This study aimed to explore the possible relationship between student's information needs and their information seeking behaviour. When students seek or receive information, the important factors in their assessment of it and whether to use it are utility and credibility of the source from which it comes. The findings of this study show that information seeking behaviour of students may be influenced by a wide variety of needs which may be personal, professional, academic, leisure and/or recreational. Hence, the study concluded that it would be appropriate for the students to take advantage of the services provided by the library to enhance their information seeking behavior in this ever-dynamic information technology driven era and recommended that the library should organize user education/workshop at the beginning of every class or division for all categories of student.

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