



Information Seeking Behaviour and Use of Information Resources for Learning and Research by the Students of Colleges of Education in Katsina State

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ABSTRACT

This study investigated information seeking behaviour and use of information resources by the students of Colleges of Education in Katsina State. The main objective of the study was to determine the information seeking behaviour of the students and use of information resources among them in Federal College of Education Katsina, Isah Kaita College of Education, Dutsinma and Yusuf Bala Usman College of Education and Legal Studies, Daura. Survey research design was employed for the study. The population of the study comprised 6,705 students of the three colleges involved in the study. A sample of 361 respondents was drawn based on Krejcie and Morgan's Table of sample size determination. Questionnaire was used as the research instrument for the collection of data. The quantitative data collected was analysed using descriptive statistics with the aid of SPSS statistical tool/software. The findings revealed that most of the students of the colleges involved in the investigation sought for information using their smart phones and lecture notes. The findings also revealed that the available information resources were not always used by the students for learning and research. The findings further revealed that the biggest challenges faced by the respondents were inadequate information resources and lack of or poor internet access in the colleges' libraries under study. Therefore, the study recommends that current and relevant information resources should be provided to attract the students to be seeking information from resources acquired by libraries for learning and research. Colleges' libraries should engage in marketing of library resources and services and provide adequate information resources to enable students to be utilizing the resources always for effective learning and research. Effective and uninterrupted access to internet should also be provided in the college's libraries for effective use among the students to promote learning and research.

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INTRODUCTION

Academic libraries are the nerve center of an educational institution and a place where information resources are acquired and organized to serve staff, students and other member of the community, irrespective of their sex, ages, nationality, religion or any social status. As part of the informational ecosystem, these libraries also provide access to the information resources,

collecting data, producing information and knowledge, and creating cultural and scientific values to communities, using intellectual and technological infrastructures. In line with this, libraries in colleges of education are expected to look at the information seeking behaviour of their users so as to acquire information resources to attract the students to use the resources for effective learning and research.

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The information explosion and information overload witnessed recently gave birth to the concept of studying the information seeking behaviour of different users. A library needs to do regular user study to examine its holdings and relevance to the institution it is meant to serve. Information professionals have therefore carried out several researches with a view to understand why people seek information, how they seek it, and what influences their information seeking behaviour (Fasola and Olabude, 2022).

Information seeking behaviour refers to a way or channels through which people seek for information and use the same to carry out their assigned tasks. (Tubachi, 2020). Nowadays, it is prerequisite of libraries to know the information seeking behaviour of the users and provide services according to their needs. Studies on information seeking behaviour of library users will help the libraries to formulate policies related to the provision of relevant information resources and services. These information resources could be in electronic, audio-visual and physical forms which are used to promote learning and research activities among students of colleges of education, polytechnics, universities and other institutions of higher learning (Humbhi, 2022).

The use of information resources for learning and research among students of college of education has been discussed and debated by a number of scholars and writers. For example, Balande and Vivian (2023) posit that available information resources in colleges libraries serve as a tool that expose students to the right information leading to desired academic success when use effectively. It is important to note that students are required to rely on the frequent use of information resources available in their institutions' libraries for their course requirements which include completing assignments, writing tests and papers, preparation for examinations among other academic activities. Similarly, Sikiru (2020) observes that students use information resources for academic purposes, including examination preparation, assignments and research, with high reliance on relevant textbooks and databases for specific needs. The overall use of information resources by the students varies,

and it is often hindered by inadequate relevant resources, lack of marketing of the available resources, poor/lack of internet access and ICT facilities in the colleges' libraries.

However, Dino (2020) reports that students do not maximize the use of library resources provided for them because most of them do not use the library on a regular basis. They preferred internet sources using their smart phones to retrieve information. Garus (2019) notes that students in most colleges of education in Nigeria were under-utilizing information resources available in libraries. As such, Simon (2022) posited that students faced different barriers such as poor internet connectivity, lack of adequate ICT facilities, not being aware of the usage of OPAC, and ICT knowledge limitation. From the foregoing therefore, information seeking behaviour of students in relation to the use of information resources in colleges of education is fraught with a number of issues which need to be investigated through empirical study so as to reach to a conclusion.

STATEMENT OF THE PROBLEM

Information is a fundamental resource for learning, teaching, and research in higher education institutions. Students in Colleges of Education require timely, relevant, accurate, and reliable information to support their academic activities, develop critical thinking skills, complete assignments, conduct research projects, and prepare for their future teaching careers. The availability of diverse information resources, including printed materials, electronic databases, internet resources and institutional repositories has expanded opportunities for students to access knowledge.

Ideally, students should demonstrate effective information seeking behaviour by identifying their information needs, locating appropriate information resources, evaluating the credibility of information, and utilizing such information efficiently for learning and research. Unfortunately, despite the availability of information resources in libraries established in the Colleges of Education, observations and preliminary investigation conducted by the



researcher indicate that many students encounter difficulties in seeking and utilizing relevant information resources. This may be attributed to inadequate available information resources, lack of awareness, limited access to current information resources, poor internet access and over reliance of students on easily accessible sources such as lecture notes and internet access using their smart phones to seek for information.

In this regard, Hameed (2021) posited nowadays students rely heavily on easily accessible internet sources without evaluating the quality and authenticity of the information obtained. Others have limited awareness of available library resources and services, or face challenges such as poor internet connectivity and inadequate digital infrastructure. Similarly, Muhammad (2022) observed that limited access to current resources, inadequate information resources and user support are the challenges faced by students in the use of information resources available in the academic libraries. These challenges may negatively affect students' academic performance, quality of research outputs, independent learning, and overall educational development.

In Katsina State, Colleges of Education with the aid of TETFund and support from government have continued to invest in library collections, electronic information resources, internet facilities, and other learning support services. However, it remains uncertain whether students effectively seek and utilize these information resources for learning and research. Therefore, there is limited empirical evidence on the information seeking behaviour of students in Colleges of Education in Katsina State, particularly regarding the types of information resources they use, their preferred sources of information, factors influencing their information seeking behaviour, the extent of information resource utilization, and the challenges they encounter in accessing and using available information resources.

The absence of sufficient empirical evidence on this subject creates a knowledge gap that limits the ability of college administrators, librarians, lecturers, and policymakers to develop

effective strategies for improving information services and resources utilization among students. Consequently, this study seeks to investigate the information seeking behaviour and use of information resources for learning and research by students of Colleges of Education in Katsina State. The findings are expected to provide evidence-based recommendations for enhancing library services, improving access to information resources, promoting effective information seeking practices, and supporting quality learning and research among students.

Research Objectives

1. To explore the information seeking behaviour of the students in the use of information resources for learning and research in Colleges of Education in Katsina State
2. To determine the students frequency of use of information resources available in the libraries under study.
3. To find out the challenges faced by students in the use of information resources available in the libraries under study.

Review of Related Literature

Information seeking behaviour enables students to identify their information needs and locate relevant resources such as books, journals among others. Students with effective information seeking behaviour are more likely to utilize a wide range of library resources and services instead of relying solely on easily accessible internet sources. This increases the utilization of both print and electronic collections. Humbhi and Shabir (2022) conducted a study with focus on Information needs and Information-seeking behaviour of students of Match College Match. The study revealed that most of the students in the college used social media to get their needed information, followed by a discussion with friends.

Bayo (2020) carried out a study focusing on information seeking behaviour of students of College of Education, Azare, Bauchi State. The study revealed that most students seek for information to promote learning through lecture

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notes and google search engine. In a similar vein, Reneker (2019) carried out a study with focus on information needs and information-seeking behaviour of students of college of engineering, Federal Polytechnic, Edo. The study reported that most of the respondents relied heavily on their personal collections to seek information for research. However, a study carried out by Muhammad (2021) with focus on information seeking behaviour of students on the utilization of library information resources in Federal College of Education, Kogi. The findings of the study showed that most students of the college seek information for their day-to-day academic activities from library e-resources and internet available.

The availability of different information resources in academic libraries is a topic that draws the attention of many writers and scholars around the globe in meeting the information, research and educational needs of the users by ensuring that they maximally use different types of information resources. Thus, there is need for academic libraries to have relevant and quality information resources in both print and electronic format. Popoola and Haliso in Buhari (2016) further stressed that for an academic library to be effective, it must have enough information resources. According to them, Information resources are regarded as information bearing materials that exists in printed and electronic formats, such as journals, textbooks, abstracts, indexes, magazines, newspapers, reports, diskettes magnetic disk, the internet/Email, video, CD-ROM databases, microforms, computers among others. Therefore, information resources are print, non-print as well as electronic materials that can be accessed either manually or electronically by library users. As such, students' information needs can be met by the colleges' libraries through acquiring, organizing and making the resources accessible to them.

In this regard, these information resources are required to be utilized by the students of tertiary institutions for effective learning and research. As such, Maxwell (2020) stressed that students of colleges of education are expected to use information resources in the library to meet all their information needs for

academic excellence. There is positive correlation between students' academic attainment and the use of a variety of library resources and services such as using the catalogue and different information resources such as journal articles, electronic resources among others.

Consequently, a number of scholars and writers talk about challenges faced by students in the use of information resources available in academic libraries. For instance, Mirtz (2019) and Ojedokun (2019) identified the challenges to include inadequate current resources, poor internet access, lack of enabling IT infrastructure and poor funding. In this regard, Histle (2020) affirmed that academic libraries in developing countries like Nigeria depend mainly on government funding and do not show any interest or experience in well-organized fund-raising programmes to generate the funds to sustain their services and provide adequate information resources for utilization among students. Also, students face numerous problems while searching for their needed information just like internet issues, unawareness of appropriate information sources and retrieval tools as well as lack of ICT skills (Khan and Khan, 2020).

METHODOLOGY

The study was carried out in three Colleges of Education available in Katsina State. These colleges include Yusuf Bala Usman College of Education and Legal Studies, Daura, Federal College of Education, Katsina and Isah Kaita College of Education, Dutsin-Ma.. The population of the study consists of all NCE students of the colleges involved in the study. Yusuf Bala Usman College of Education has a population of 2,200, Federal College of Education, Katsina has a population of 2,778 and Isah Kaita College of Education has a total population of 1,727 students.

The total population of the students was 6,705. A sample of 361 respondents was selected using Krejcie and Morgan's (1970) table of determining sample size. This is because according to Krejcie and Morgan (1970) a sample of 361 will be used if the population fall between "6,000-6,999". Questionnaire was the only



research instrument used for the study. The questionnaire was personally administered by the researcher with the aid of three research assistants to ensure timely retrieval of the instrument. The data collected was analyzed using descriptive statistics with the aid of SPSS statistical tool/software.

RESULTS

The data presented in this chapter was obtained from questionnaires administered to the 361 respondents, out of which 335 were duly filled and returned. This represent 92.7% of the total

number of questionnaires administered which is the response rate of the study. Therefore, the analysis was carried out based on the retrieved copies of questionnaire.

Information Seeking Behaviour of Students of the three Colleges under study

Research Question One

What are the information seeking behaviours of the students in the use of information resources for learning and research in Colleges of Education in Katsina State?

Table 1: The information seeking behaviour of the students in the use of information resources for learning and research in Colleges of Education in Katsina State

Information Seeking Behaviour	SA		A		UD		D		SD		Mean	STD
	F	%	F	%	F	%	F	%	F	%		
Visiting college library to use available information resources	58	17.3	59	17.6	28	8.4	103	30.7	87	26.0	3.30	1.12
Contacting my colleagues and friends to seek for information	75	22.4	67	20.0	21	6.3	114	34.0	58	17.3	3.03	1.14
Using internet café outside the library to seek information	83	24.3	78	23.3	26	7.8	111	33.1	37	11.0	2.82	1.12
Using my smart phone to search information via Google, Chrome or any other search engine	108	32.2	99	29.6	14	4.2	78	23.3	37	10.7	2.50	1.10
Using lecture notes/handout to seek for information	125	37.3	71	21.2	31	9.3	65	19.4	43	12.8	2.95	1.21
Using my personal books/resources	71	21.2	74	22.1	31	9.3	77	23.0	82	24.5	3.07	1.13

Table 1 shows that most of the respondents are in disagreement that they were visiting college library to use available information resources for learning and research. This is reflected in a mean score of 3.00 and a standard deviation of 1.12 in the table. In view of this, responses from Table 1 indicate that 58 (17.3%) of the respondents strongly agreed and 59 (17.6%) agreed that they were visiting college library to use available information resources, while 28 (8.4%) of the respondents remained

undecided. 103 respondents (30.7%) strongly disagreed and 87 (26.0%) disagreed that they were visiting college library to use available information resources.

Furthermore, the result from the Table indicates that the respondents seek for information by contacting colleagues. The Table 1 shows that 75 (22.4%) of the respondents strongly agreed and 67 (20.0%) respondents agreed that they seek for information by contacting their colleagues, while 21 (6.3%) of the respondents

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remained undecided. 114 (34.0%) respondents strongly disagreed and 58 (17.3%) respondents disagreed on the listed items. This is also reflected at a mean score of 3.03 and a standard deviation of 1.14.

The next in the hierarchy according to the responses was information about using internet cafe by students to seek for information outside the library. Their responses from Table 1 shows that 83 (24.3%) of the respondents strongly agreed and 78 (23.3%) agreed that they seek for information using internet cafe. Only 26 (7.8%) respondents remained undecided. 111 respondents (33.1%) strongly disagreed and 37 (11.0%) disagree on the listed items. This is also reflected at a mean score of 2.82 and a standard deviation of 1.12.

Next on the Table 1 was seeking information using smart phones. The results in the Table indicate that 108 (32.2%) of the respondents strongly agreed and 99 (29.6%) respondents agreed that they seek for information using their smart phone via Google, Chrome or any other search engine, while 14 respondents (4.2%) remained undecided. 78 (23.3%) respondents also strongly disagreed and 37 (10.7%) disagreed on the listed item. This is reflected at a mean score of 2.50 and a standard deviation of 1.10.

The Table 1 further shows that 125 (37.3%) of the respondents strongly agreed and 71 (21.2%) respondents agreed that they seek

information using their lecture notes/handout, while 65 (19.4%) respondents strongly disagreed and 43 (12.8%) respondents disagreed that they seek for information using their lecture notes/handout. This is reflected at a mean score of 2.95 and a standard deviation of 1.21. Only 31 (9.3%) of the respondents remained undecided.

The Table also reveals that 71 (21.2%) of the respondents strongly agreed and 74 (22.1%) respondents agreed that they seek information using their personal books/resources, while 77 (23.0%) respondents strongly disagreed and 82 (24.5%) respondents disagreed that they seek for information using their personal books/resources. This is reflected at a mean score of 3.07 and a standard deviation of 1.13. Only 31 (9.3%) of the respondents remained undecided.

Based on data collected and analyzed, majority of the respondents were in agreement that they seek for information using their smart phones by searching via Google, Chrome and other search engines. This could be attributed to lack of awareness and poor internet access.

Frequency of Use of Information Resources for Learning and Research

Research Question Two

What are the students' frequency of use of information resources available in the College libraries under study?

Table 1: What are the students' frequency of use of information resources available in the College libraries under study?

Frequency of use of information resources by students	of	Always		Sometime		Not Always		Never		Occasionally		Mean	STD
		F	%	F	%	F	%	F	%	F	%		
I use digital resources like e-books, e-journal, computers etc in the college library		34	11.3	44	13.1	129	38.5	96	28.7	28	8.4	3.09	1.12

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Frequency of use of information resources by students	Always		Sometime		Not Always		Never		Occasionally		Mean	STD
	F	%	F	%	F	%	F	%	F	%		
for learning and research												
I use printed resources like textbooks, encyclopedias etc available in the college library for research	151	45.1	67	20.0	41	12.2	46	13.7	30	9.0	2.21	1.14
I used non-current information resources available in the college library	66	19.7	69	20.6	83	24.8	72	21.5	45	13.4	2.88	1.12
The information resources i use in the college library are inadequate for effective learning and research	103	30.7	99	29.6	37	11.0	60	17.9	36	10.7	2.48	1.10

The results from Table 2 show that 34 (11.3%) of the respondents from the three Colleges involved for the study stated that they always used digital resources like e-books, computers among others for learning and research in the colleges. and 44 respondents (13.1%) revealed that they sometimes used the digital resources for learning and research. Also shows that 129 (38.5%) of the respondents indicated that they are not always used the resources for learning and research. Similarly, 96 (28.7%) respondents revealed that they never used the digital resources in the libraries for learning and research. The Table also reveals that 28 (8.4%) respondents revealed that they occasionally used the resources.

It can clearly be seen from the overall results that most of the respondents were of the opinion that they are not always used the digital resources available in their college libraries for learning and research. This could probably be because of lack of marketing library resources and information literacy competency of the students to utilize relevant ICT facilities in this era of integration of ICTs in academic libraries.

Challenges faced by the students in the use of information resources for learning and research

Research Question Three

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What are the challenges faced by students in the use of information resources available in the libraries under study for learning and research?

Table 3: The challenges faced by students in the use of information resources available in the libraries under study for learning and research

Challenges faced by the students in the use of information resources	SA		A		UD		D		SD		Mean	STD
	F	%	F	%	F	%	F	%	F	%		
There is lack of relevant information resources for learning	72	21.5	89	26.6	25	7.5	60	17.9	89	26.6	3.01	1.10
There is inadequate current information resources	94	28.1	90	26.9	10	3.0	66	19.7	75	22.4	2.81	1.11
There is lack of/poor internet for effective use	125	37.3	92	27.5	18	5.4	66	19.7	34	10.1	2.37	1.01
There is inadequate/unqualified library staff	78	23.3	68	20.3	27	8.1	88	26.3	74	22.1	3.03	1.21
There is no conducive learning atmosphere in the library to use available resources	70	20.9	91	27.2	18	5.4	84	25.1	72	21.5	2.99	1.10

From Table 3, it can clearly be seen that inadequate information resources and lack/ poor internet access were the major challenges faced by the students in utilizing of information resources available in their colleges' libraries. The Table shows that 72 (21.5%) of the respondents agreed and 89 respondents (26.6%) strongly agreed that lack of relevant information resources for learning and research was the challenge they faced in the use of information resources. The Table also shows that 60 (17.9%) respondents disagreed and 89 (26.6%) strongly disagreed that lack of relevant information resources for learning and research was the challenge they faced while utilizing the resources. Only 25 respondents remained undecided. This is reflected at a mean score of 3.01 and a standard deviation of 1.10.

Likewise, The Table 3 reveals that 94 (28.1%) of the respondents agreed and 90 respondents (26.9%) strongly agreed that the challenge they faced was inadequate current information resources for learning and research. Only 10 respondents (3.0%) remained undecided.

Also 88 respondents (19.7%) disagreed and 75 respondents (22.4%) disagreed that the challenge they faced was inadequate current information resources for learning and research. The Table further shows that 125 respondents (37.3%) strongly agreed and 92 respondents (27.5%) agreed that lack of/poor internet for effective use was the challenge they faced in the use of information for learning and research in the colleges. Only 18 respondents (5.4%) remained undecided. Also 66 respondents (19.7%) disagreed and 34 respondents (10.1%) strongly disagreed that lack of/poor internet for effective use was the challenge they faced in the use of information for learning and research. This is reflected in a mean score of 2.37 and standard deviation of 1.01.

The Table further shows that 74 respondents (23.3%) strongly agreed and 68 respondents (20.3%) agreed that inadequate/unqualified library staff to provide needed resources for use was the challenge they faced. Only 27 respondents (8.1%) remained

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undecided. Also 88 respondents (26.3%) disagreed and 74 respondents (22.1%) strongly disagreed that inadequate/unqualified library staff to provide needed resources for use was the challenge they faced in the use of information for learning and research. This is reflected in a mean score of 3.037 and standard deviation of 1.21.

Based on the data collected and analyzed, most of the respondents were in the opinion that inadequate information resources and poor internet access were the major challenges faced by the students in utilizing information resources available in their colleges' libraries. This probably because of poor funding of the colleges' libraries to provide adequate, current and relevant resources for use among students for learning and research.

CONCLUSION

Based on the findings of this study, it can be concluded most of the students of the colleges involved in the investigation sought for information using their smart phones and lecture notes. The available information resources were not always used by the students for learning and research and the major challenge faced by the students in the use of information resources were inadequate resources and poor/lack of internet access. The study therefore revealed that effective information seeking behaviour alone does not guarantee optimal utilization of library resources. Rather, students' use of information resources is influenced by the availability, accessibility, relevance, and quality of library collections, as well as the provision of reliable internet services and information literacy support. Unless these challenges are adequately addressed, students will continue to depend largely on alternative information sources that may not always meet the standards required for quality learning and scholarly research.

The study underscored the need for Colleges of Education in Katsina State to strengthen their library systems through the acquisition of current and relevant information resources, improved digital infrastructure, effective marketing of library resources and services, and the provision of reliable internet

connectivity. Implementing these measures will enhance students' information seeking behaviour, increase the utilization of library resources, and ultimately improve the quality of learning and research within the Colleges of Education.

RECOMMENDATIONS

Based on the findings of this study, literature reviewed and model adopted for the study, the following recommendations were made:

- 1. Information Seeking Behaviour:** The findings of this study have shown that the most information seeking behaviour pattern of the students involved in the study was the use of smart phones to retrieve information for learning and research. Therefore, the libraries with the aid of college management and other relevant organizations such as TETFund should get involved in the provision of current and relevant information resources in physical and electronic format so as to attract the students to be seeking information from resources acquired by libraries for scholarly and effective learning and research.
- 2. Frequency of Use of Information Resources:** From the findings of the study, majority of the students do not always use information resources available in their colleges' libraries. Therefore, marketing of library resources and services, adequate information resources such as electronic databases and other relevant ICT facilities should be provided to enable students to be utilizing the resources frequently for effective learning and research.
- 3. Challenges Faced by Students in the Use of the Resources:** The biggest challenge faced by the students of the Colleges under study was poor internet access particularly in this ICT era. Therefore, this study recommends that the libraries of the institutions under study should provide effective and uninterrupted access to internet, databases among other relevant ICTs for use, and if necessary, provide a full hands-on user guide or training on the use of these facilities and resources to foster learning and research.



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