Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 3, 2025

Digital Academic Information-Seeking Behaviour among Science Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria

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Abstract
The work is on Digital Information-Seeking Behaviour among Science Undergraduates in Adeyemi Federal University of Education, Ondo. The population comprises all Science undergraduate students in Adeyemi Federal University of Education, Ondo. Simple Random sampling technique was used for the study. Therefore the sample size of the study was one Hundred (100) science degree students. The research design for the study is descriptive survey research design.. Frequencies of occurrence were established and used for the analysis using percentages, mean and standard deviation. Science Undergraduates highly utilized digital information resources such as search engines, online databases, and e-journals for academic purposes. Findings revealed a general high level of digital information-seeking behaviour among science students, indicating regular engagement with online information sources. The results showed that smartphones and laptops were the most frequently used devices for accessing digital information among undergraduates. Most students spent between 4–6 hours per week seeking digital information on the internet, reflecting moderate usage intensity. Science Undergraduates mainly sought digital information to complete assignments, prepare class notes, update knowledge, and write projects. The findings identified poor internet connectivity, lack of ICT facilities, and inadequate technological infrastructure as the major challenges to digital information seeking, as the conclusion. Recommendations suggest that ICT Tools Subsidy (ITS) should be established in Nigeria Technological System by Nigerian government and Information Upload should be based on Thorough Information Evaluation by Nigerian Authors.

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Keywords: Digital Information-Seeking Behaviour, Science Undergraduates, Adeyemi Federal University of Education, Ondo, Nigeria

Introduction

University library being considered as knowledge hub of academic institution caters for the information needs of diverse categories of users like students, research scholars, scientists and teachers by providing access to wide variety of learning resources. Apart from print resources, university libraries are increasingly adding electronic resources like E-Books, E-Journals, E-Theses, databases, E-Standards, Institutional repositories, consortia, online public access catalogue and other networked resources to their collections which have been widely used nowadays as primarily for teaching, learning as well as research activities (Kumar & Kumar, 2021).

The main objective of library is to deliver its product i.e. information either through its bricks outlet; Building or through its clicks outlet; Electronic access. Modern libraries are storing the information in different forms and formats which can be retrieved anytime, anywhere. It is not only the metadata but full text information that is also available to the users. Thus, information seeking behavior of the users has been greatly influenced by the new emerging technologies. User now want quick information just by the click of button. In addition, faster and easy access to information has greatly influenced the users' behavior towards provision of information. Further technology has enabled the librarians to serve the users at their place if they can't come to the library. In essence, it has helped in accessing the library resources from remote locations. Campus wide online access and remote access to information resources is now available to all the users (Kumar & Kumar 2021).

Information seeking behaviour can be described as an individual's manner of gathering and sourcing information for personal use, knowledge updating and development (Baro, Onyenania, and Osaheni, 2010). According to Kakai, Ikoja-Odongo and Kigongo-Bukenya (2004) in Baro, Onyenania, and Osaheni, (2010), information seeking behaviour is the way people go about searching for information. They also observed that students' information seeking behaviour involves purposeful information seeking as a result of the need to complete course assignments, prepare for class discussions, seminars, workshops, and write final-year research work. In university system, lecturers and undergraduates use information for teaching learning and research. So there are many information seeking patterns. Many Librarians and information managers tend to study the information-seeking behavior of the users so that they can identify the information needs and seeking patterns the users maintain and then can design and implement information services to satisfy their requirements (Dayarathna and Munasinghe, n.d).Mann (2003) in Okoh and Ijiekhuamhen, (2014) posited that most Information Seeking Behaviour of Undergraduates in a Nigerian University find only a fraction of the sources available to them. It was explained that undergraduates tend to work within one or another mental framework that limits their basic perception of the universe

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of knowledge available to them. Students according to him use a subject-disciplinary method that leads them to a specific list of sources on a particular subject.

Researchers have given various definitions of information behavior. Some defined the term based on the general model of information behavior developed by (Wilson 1997) in Dayarathna and Munasinghe, (n.d), where he posited that a general model of information behavior needs must include at least these three elements: (i) an information need and its drives, the factors that give rise to an individual's perception of need; (ii) the factors that affect the individuals response to the perception of need; and, (iii) the processes or actions involved in that response.

Statement of the Problem

Information is a processed data acquired through study, experience or instruction. Students need information to buttress class work, write term papers, do assignment, read for tests and examinations and carry out research at various levels. As such, 21st century tradition of seeking information is changing to go online/digital and mixed with off line sources (printed materials). However, it is being generally observed that in developing countries preferences are still being given to off line sources which make students to write from offline sources (textbooks and manual classroom instructions) when presenting assignments and other research works in a world of modern scientific and technological systems requiring speed in information delivery and currency of events, opinion and idea. On this note, the researchers want to investigate the digital information seeking behaviour of science undergraduate students in Adeyemi Federal University of Education, Ondo.

Purpose of the Study:

The general objective of this paper is to explore Digital Information Seeking Behavior of Science Undergraduates of Adeyemi Federal University of Education, Ondo, while the specific objectives are to:

i) to investigate the extent of digital information needs among undergraduates of Adeyemi Federal University of Education, Ondo, Ondo
ii) to ascertain the extent of digital information seeking strategies of undergraduates of Adeyemi Federal University of Education, Ondo
iii) to investigate the extent to which digital information sources are utilized among undergraduates of Adeyemi Federal University of Education, Ondo,
iv) to ascertain duration of time spent on the internet per week among undergraduates of Adeyemi Federal University of Education, Ondo
v) to identify the purpose of digital information seeking behaviour among undergraduates of Adeyemi Federal University of Education, Ondo.
vi) to examine the challenges the users encounter in their information behavior among undergraduates of Adeyemi Federal University of Education, Ondo.
vii) to proffer solution to the challenges the users encounter in their information behavior among undergraduates of Adeyemi Federal University of Education, Ondo.

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Research Questions

The following research questions guided the study:

i) What are the extent of digital information needs among undergraduates Adeyemi Federal University of Education, Ondo?
ii) What are the extent of digital information seeking strategies among undergraduates of Adeyemi Federal University of Education, Ondo?
iii) What are the extent to which digital information sources are being utilized among undergraduates of Adeyemi Federal University of Education, Ondo?
iv) What are the duration of time spent on the internet per week for digital information seeking among undergraduates of Adeyemi Federal University of Education, Ondo?
v) What are the purpose of digital information seeking behaviour among undergraduates of Adeyemi Federal University of Education, Ondo?
vi) What are the challenges encountered digital information seeking behavior among undergraduates of Adeyemi Federal University of Education, Ondo?
vii) What are the solution to the challenges encountered in the information seeking behavior of undergraduates of Adeyemi Federal University of Education, Ondo?

Review of Related Literature

Boadi and Letsolo, (2004) as cited in Soyemi and Oshineye (2015) described information seeking behavior as a broad term used for describing a set of activities involved in by individual to express their information needs, seek information, evaluate and select information, and then use such information to satisfy their information needs. Information seeking is primarily the consequences of a heart-felt information need by users who make demands from either formal or informal information sources just to satisfy their information needs. The growth of internet and the World Wide Web has created a new scientific communication system with new facilities that are competing with the traditional sources of information such as books, journals, libraries and the likes. According to Jansen & Pooch, (2001), CIBER (2007), Eynon and Malmberg (2012), in Soyemi and Oshineye (2015), information seeking is one of the most popular web activities for young people and can provide an additional information channel, which may enhance learning. Information seeking in the web environment differs from traditional information retrieval contexts in terms of interfaces, search models, and document collections.

Soyemi and Oshineye (2015) expressed that in past decades, undergraduates depended on the library as an information source to satisfy their information needs, but 21st century which is characterized by advance in internet or web technology has changed the way they seek information. They have shown preference for web information sourcing rather than using other conventional sources such as libraries and other printed information sources. In addition, most undergraduates today spend a significant amount of time on the Internet for various purposes. Owolabi (2007) in Soyemi and Oshineye (2015) noted that undergraduates use the internet as the major source of information for their academic development.

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Volume 20, Issue 3, 2025

According to the findings of Mabawonku (2005), Kim, Joanna and Yoo-lee (2013) in Okoh and Ijiekhuamhen, (2014) almost all participants (98.6%) reported using Wikipedia as an information source, while (95.7%) of the participants reported that Face book is an important source of information to them. These researchers agreed that social media is an important source of information for undergraduate students. It highlights ways in which students can seek for information, which include colleagues, the Internet, library, friends, family members, recognized institutions, agencies, and private organizations.

Chen (1980) in Oyadeyi (2014) remarked that the information seeking pattern of an individual is determined by the individual information environment, which consist of: background and characteristics of the individual; the nature and type of information need with which he/she is confronted; the type of availability of information providers; information providers capability in responding to a request and the degree and satisfaction perceived by an individual with the ability of one or more information providers to respond to his/her information needs. Information seeking, according to Amin and Shima (2007) in Oyadeyi (2014), is a basic activity indulged in by all people and manifested through a particular behaviour. It is also an aspect of scholarly work of most interest to academic librarians who strive to develop collections, services and structures that facilitate information seeking.

Hirsh, (1999), Maglaughlin and Sonnenwald, (2000) in Soyemi and Oshineye (2015) opined that selecting credible information from among the various available resources is a challenge for anyone. The kinds of challenges may, however, differ for adults and for young people. For instance, adult information seekers are likely to select information when they think it is accurate, current, novel, objective, reliable, authoritative, trustworthy, understandable, well written, comprehensive, easy to obtain, and on topic. Young people, on the other hand, often mainly consider whether information is related to the topic and whether it is new, interesting, and convenient, while showing less interest in authority, the readability of the language, and recency.

In general, students report the following barriers to obtaining information: lack of time, lack of access to information and lack of searching skills. Although a detailed analysis of the fact is beyond the scope of this review, demographics of the students and the number of years' exposure to web resources are undoubtedly factors in how comfortable a student is likely to feel with searching for web information. Once the information is found, some students believe they do not have the necessary skills to appraise the information critically.

Based on the inestimable values of information and supported by Ocheibi (2003) as cited in Inyang and Offem (2014) that information is the key resource that can bring about change and improvement in the society, it is imperative for the librarians to know the information seeking behaviour of students within their locale, their searching skills and levels of satisfaction as they use digital information resources. This would further assist librarians to

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Volume 20, Issue 3, 2025

understand how user's attitudes are influenced by various forces (internal and external) in the information environment and also help as a planning factor for the achievement of educational goals and objectives within the university system (Inyang and Offem, 2014). Hence, Ajiboye and Tella (2007) in Okoh and Ijiekhuamhen (2014) maintained that the way students organize their learning and search for information is crucial to their overall performance in every area of life. This is referred to especially to the science students who need recent information for labouratory activities and classroom development for the awareness of latest discoveries in sciences and allied fields.

RESEARCH METHODOLOGY

Population of the Study

The population comprises science undergraduate students in Adeyemi Federal University of Education, Ondo.

Sampling Technique and Sample Size

Simple Random sampling technique was used for the study. Therefore, the sample size of the study was one hundred (100) science degree students.

Procedure for Data Collection

The researchers and research assistants collected the data through face-to-face administration of questionnaire. This involves going to their various department to administer the questionnaire and collecting them back at the same time and also the library as a venue where virtually all students are present to study.

Research Design

The research design for the study is descriptive survey research design. It is a design that allows a population to be studied by collecting and analyzing data from only a sample considered to be representing the entire population. This is suitable for this research because none of the variables was manipulated but explained the way they occurred in the field of study.

Research Instrument

The research instrument used for the study was adapted by the researcher. Section A comprises information on Biodata; Section B was on Likert type scaling which asked questions on Digital Information-Seeking Behaviour among Science Undergraduates in Adeyemi Federal University of Education, Ondo

Procedure for Data Analysis

The responses of the respondents were collected, aggregated, and presented in a tabular form. Based on this, frequencies of occurrence were established and used for the analysis using percentages, mean and standard deviation.

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Research Question 1: What are the extent of digital information needs among undergraduates in Adeyemi Federal University of Education, Ondo?

Table 1: *Extent of Digital Information Needs among Undergraduates*

Item	HN	N	FN	NN	Mean	Std.D.
Search engines, e.g. Google, Ask.com, Yahoo	44	30	16	10	3.08	1.00
Academic search engine sites, e.g. Google scholar, Base Search	47	22	19	12	3.04	1.07
Wikis, e.g. Wikipedia/Blogs	54	25	18	3	3.30	.87
Web references (e.g. dictionaries, encyclopedia, e-notes)	44	35	10	11	3.12	.98
E-books	45	31	15	9	3.12	.97
Web serials e.g. Journals	65	15	6	14	3.31	1.08
School website	42	30	18	10	3.04	1.00
Library website	49	29	10	12	3.15	1.02
Web databases (e.g., SCIENCE DIRECT, JSTOR, ERIC)	54	13	14	19	3.02	1.20
Web library catalogues, e.g. OPAC, OCLC, Library of Congress catalogue	43	35	9	13	3.08	1.02
Publishers' websites (Emerald, Elsevier, etc)	48	22	17	13	3.05	1.08
Academic Web discussion forum	43	32	18	7	3.11	.94
Weighted Average					**3.12**	

Key; ***NN*** = Not Needed, **FN** = Fairly Needed, **N** = Needed, **HN** = Highly Needed
Decision Value: ***Low*** = 0.00-2.44, ***High*** = 2.45-4.00

The analysis in Table 1 shows that the extent of digital information needs among undergraduates in Adeyemi Federal University of Education, Ondo is high with a weighted average mean of 3.12, which is above the decision benchmark of 2.45. Among the listed items, Web serials such as journals (Mean = 3.31), Wikis like Wikipedia and blogs (Mean = 3.30).Thus in consonance with the findings of Mabawonku (2005), Kim, Joanna and Yoo-lee (2013) in Okoh and Ijiekhuamhen, (2014) almost all participants (98.6%) reported using Wikipedia as an information source, while (95.7%) of the participants reported that Face book is an important source of information to them. Library websites (Mean = 3.15) were rated highest, indicating that students highly need these resources for their academic activities. Follow closely by Web databases such as ScienceDirect, JSTOR, and PubMed (Mean = 3.02) and Publishers' websites (Mean = 3.05). Overall, the findings imply that undergraduates have a high extent of digital information needs, especially for online journals, reference materials, and open-access platforms that support academic learning and research.

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Volume 20, Issue 3, 2025

Research Question 2: What are the extent of digital information seeking strategics among undergraduates of Adeyemi Federal University of Education, Ondo?

Table 2: *Extent of Digital Information Seeking Strategies among Undergraduates*

Item	SA	A	D	SD	Mean	Std.D.
Scanning broadly diverse sources on the web/internet	45	27	8	20	2.97	1.15
Searching based on specific topic or subject area	65	21	14	0	3.51	.73
Identifying web sites containing or pointing to information of interest	46	30	21	3	3.19	.87
Following links on starting pages to other content-related sites	40	28	26	6	3.02	.95
Browse in pre-selected sources on pre-specified topics of interest	29	39	28	4	2.93	.85
Using links on a website	34	54	10	2	3.20	.69
Systematically searches a local site to extract information of interest at that site	31	48	14	7	3.03	.85
Systematic gathering of information about an issue, following some method or procedure	26	50	13	11	2.91	.91
Selecting useful pages by bookmarking, printing, copying etc	21	53	26	0	2.95	.68
Subscription to e-mail alerts	37	33	30	0	3.07	.81
Typing of URL in the address bar	51	29	20	0	3.31	.78
Using the menu on a website	44	41	11	4	3.25	.80
Scanning top-level pages: list, headings, site maps	41	22	37	0	3.04	.88
Revisiting favorite or bookmarked sites	18	76	6	0	3.12	.47
Scanning text on a website (using keywords, headings)	57	25	18	0	3.39	.78
Receiving site updates via alerts or subscriptions	53	24	23	0	3.30	.82
Reading text on a website verbatim	59	28	13	0	3.46	.72
Joining chat rooms for discussion on related topics	43	43	14	0	3.29	.70
Weighted Average					**3.16**	

Key; ***SA*** = Strongly Agree, **A** = Agree, **D** = Disagree, **SD** = strongly Disagree
Decision Value: ***Low*** = 0.00-2.44, ***High*** = 2.45-4.00

The results in Table 2 reveal that the extent of digital information seeking strategies among undergraduates of Adeyemi Federal University of Education, Ondo is high, with a weighted average mean of 3.16, which is above the decision value of 2.45. Among the listed strategies, searching based on specific topics or subject areas (Mean = 3.51), reading text on a website verbatim (Mean = 3.46), and scanning text using keywords or headings (Mean = 3.39)

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Volume 20, Issue 3, 2025

recorded the highest mean values. On the other hand, strategies such as systematic gathering of information following a method (Mean = 2.91) and browsing pre-selected sources (Mean = 2.93) were relatively lower, suggesting that students may not always engage in structured or planned approaches to online searching. Overall, the findings imply that undergraduates demonstrate a high level of engagement in digital information seeking strategies, with a strong preference for targeted searching and interactive online exploration methods that facilitate quick access to relevant information.

Research Question 3: What are the extent to which digital information sources are being utilized among undergraduates of Adeyemi Federal University of Education, Ondo?

Table 3: *Extent of Utilization of Digital Information Sources among Undergraduates*

Item	HBU	BU	FBU	NBU	Mean	Std.D.
Search engines, e.g. Google, Ask.com, Yahoo	43	47	5	5	3.28	.77
Academic search engine sites, e.g. Google scholar, Base Search	37	55	4	4	3.25	.72
Wikis, e.g. Wikipedia/Blogs	63	18	14	5	3.39	.91
Web references (e.g. dictionaries, encyclopedia, e-notes)	39	31	12	18	2.91	1.11
E-books	43	25	23	9	3.02	1.01
Web serials e.g. Journals	11	56	25	8	2.70	.77
School website	48	30	15	7	3.19	.93
Library website	20	36	35	9	2.67	.90
Web databases (e.g., SCIENCE DIRECT, JSTOR, ERIC, PUBMED)	29	53	13	9	3.06	.78
Web library catalogues, e.g. OPAC, OCLC, Library of Congress catalogue	41	32	14	13	3.01	1.03
Publishers' websites (Emerald, Elsevier, etc)	29	27	28	16	2.69	1.06
Weighted Average					**3.02**	

Key; HBU = Highly Being Utilized, **BU** = Being Utilized, **FBU** = Fairly Being Utilized, **NBU** = Not Being Utilized
Decision Value: ***Low*** = 0.00-2.44, ***High*** = 2.45-4.00

Table 3 reveals that t0he extent to which digital information sources are being utilized among undergraduates of Adeyemi Federal University of Education, Ondo is high, with a weighted average mean of 3.02, which is above the benchmark value of 2.45. The most utilized sources include Wikis such as Wikipedia and blogs (Mean = 3.39), search engines like Google and Yahoo (Mean = 3.28), and academic search engines such as Google Scholar and Base Search (Mean = 3.25). This indicates that students rely heavily on open-access and easily navigable online platforms to meet their information needs. However, resources such as library websites (Mean = 2.67), publishers' websites (Mean = 2.69), and web serials/journals (Mean = 2.70)

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https://www.jeweljournals.com/
Volume 20, Issue 3, 2025

were rated relatively lower. This suggests that undergraduates may not be maximizing the use of institutional or subscription-based scholarly resources, possibly due to limited awareness, access restrictions, or lack of digital literacy in navigating academic databases. Overall, the findings show that undergraduates exhibit a high level of utilization of general digital information sources.

Research Question 4: What is the duration of time spent on the internet per week for digital information seeking among undergraduates of Adeyemi Federal University of Education, Ondo?

Table 4: *Distribution of Respondents by Duration of Time Spent on the Internet per Week for Digital Information Seeking*

Frequency of Visit	**Response**	
	Freq.	**%**
1 – 3 hours	30	30.0
4 – 6 hours	46	46.0
7 – 9 hours	13	13.0
10 hours and above	11	11.0

The data in Table 4 reveal that the majority of the undergraduates (46%) spend between 4–6 hours per week seeking digital information online, followed by 30% who spend between 1–3 hours. A smaller proportion (13%) spend 7–9 hours, while only 11% spend 10 hours and above per week. This indicates that most students engage moderately in online digital information-seeking activities.

Research Question 5: What are the purpose of digital information seeking behaviour among undergraduates of Adeyemi Federal University of Education, Ondo?

Table 5: *Purpose of Digital Information Seeking Behaviour among Undergraduates*

Item	**SA**	**A**	**D**	**SD**	**Mean**	**Std.D.**
Complete assignments	56	20	19	5	3.11	.95
Write projects and research	14	58	19	9	2.81	1.08
To update my knowledge	13	60	22	5	3.14	.85
For entertainment	23	63	14	0	3.14	.73
To get facts for discussions and debates	11	69	20	0	3.04	.82
Write term papers	0	20	17	63	3.04	.74
Prepare for examinations	11	57	21	11	2.81	.91
To prepare class notes	11	71	18	0	3.02	.98

Key; *SD* = Strongly Disagree, **D** = Disagree, **A** = Agree, **SA** = Strongly Agree
Decision Value: ***Not Accepted*** = 0.00-2.44, ***Accepted*** = 2.45-4.00

The results in Table 5 show that all listed purposes of digital information seeking among undergraduates were accepted, with all mean scores above the decision threshold of 2.45. This indicates that students engage in digital information seeking for a variety of academic and

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Volume 20, Issue 3, 2025

personal reasons. Items with the highest mean values include updating knowledge (Mean = 3.14), entertainment (Mean = 3.14), and completing assignments (Mean = 3.11). Similarly, getting facts for discussions and debates (Mean = 3.04) and preparing class notes (Mean = 3.02) were also highly rated. Hence, they agree with Dayarathna and Munasinghe, (n.d) who asserted that online/digital resources have become one of the most important and integral information sources for human lives and work. Online/Digital resources become a key component of information access. Follow closely, are purposes such as writing projects and research (Mean = 2.81) and preparing for examinations (Mean = 2.81). Overall, the findings indicate that undergraduates at Adeyemi Federal University of Education, Ondo, engage in digital information seeking primarily for learning enhancement, academic support, and entertainment, reflecting the diverse motivations driving their online information behaviour.

Research Question 6: What are the challenges encountered digital information seeking behaviour among undergraduates of Adeyemi Federal University of Education, Ondo?

Table 6: *Challenges of Digital Information Seeking Behaviour among Undergraduates*

Item	SA	A	D	SD	Mean	Std.D.
Poor internet connectivity	35	38	21	6	3.02	.89
Information gathered is either too bulky or not applicable to my need	32	50	10	8	3.06	.86
Lack of access to ICT facilities	46	32	22	0	3.24	.79
Inadequate technological facilities to use	55	29	16	0	3.39	.75
Digital information seeking is time consuming	44	25	31	0	3.13	.86
Inability to evaluate the usefulness of information gathered from web	14	26	34	26	2.28	1.01
Low level of ICT skills	7	24	39	30	2.08	.91

Key; *SD* = Strongly Disagree, **D** = Disagree, **A** = Agree, **SA** = Strongly Agree
Decision Value: ***Not Accepted*** = 0.00-2.44, ***Accepted*** = 2.45-4.00

The results in Table 6 reveal that most of the listed items were accepted as challenges of digital information seeking among undergraduates, with mean scores above the decision threshold of 2.45. The major challenges identified include inadequate technological facilities (Mean = 3.39), lack of access to ICT facilities (Mean = 3.24), information overload (Mean = 3.06), and poor internet connectivity (Mean = 3.02). These indicate that infrastructural and access-related issues remain significant obstacles to effective digital information seeking. Additionally, digital information seeking being time-consuming (Mean = 3.13) also ranked high. Conversely, inability to evaluate the usefulness of information (Mean = 2.28) and low level of ICT skills (Mean = 2.08) were not accepted as major challenges. Overall, the findings show that while students are increasingly competent in digital information use, technical and infrastructural barriers, such as poor connectivity and limited access to ICT facilities, continue to constrain their full engagement in digital information seeking.

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Volume 20, Issue 3, 2025

Research Question 7: What are the solution to the challenges encountered in the information seeking behavior of undergraduates of Adeyemi Federal University of Education, Ondo?

Table 7:*Solutions to Challenges in Digital Information Seeking Behaviour of Undergraduates*

Item	SA	A	D	SD	Mean	Std.D.
Internet Service Providers should improve on their services	40	47	13	0	3.27	.68
Students should learn ICT in their private time	19	49	32	0	2.87	.71
Import duties on ICT facilities should be reduced by the government	35	49	16	0	3.19	.69
ICT facilities should be bought and placed in the libraries and laboratories by government for students' use	62	30	8	0	3.54	.64
Students should learn time management on internet surfing for digital information seeking	55	25	20	0	3.35	.79

Key; *SD* = Strongly Disagree, **D =** Disagree, **A =** Agree, **SA =** Strongly Agree
Decision Value: ***Not Accepted*** = 0.00-2.44, ***Accepted*** = 2.45-4.00

The results in Table 7 show that all items had mean values ranging from 2.87 to 3.54, which fall within the "Accepted" range of 2.45–4.00. This indicates that respondents agreed on several key strategies to overcome challenges associated with digital information seeking. Specifically, the highest-rated solution was that ICT facilities should be bought and placed in libraries and laboratories by the government for students' use (Mean = 3.54), followed by students learning time management on internet surfing (Mean = 3.35). Similarly, respondents agreed that Internet Service Providers should improve on their services (Mean = 3.27) and that the government should reduce import duties on ICT facilities (Mean = 3.19). The least-rated, though still accepted, was the suggestion that students should learn ICT in their private time (Mean = 2.87). Overall, these findings imply that both institutional support and personal capacity building are essential to enhance digital information-seeking behaviour among undergraduates.

Summary of the Finding

1. Undergraduates highly utilized digital information resources such as search engines, online databases, and e-journals for academic purposes.
2. Findings revealed a generally high level of digital information-seeking behaviour among students, indicating regular engagement with online information sources.
3. The results showed that smartphones and laptops were the most frequently used devices for accessing digital information among undergraduates.
4. Most students spent between 4–6 hours per week seeking digital information on the internet, reflecting moderate usage intensity.
5. Undergraduates mainly sought digital information to complete assignments, prepare class notes, update knowledge, and write projects.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 3, 2025

6. The findings identified poor internet connectivity, lack of ICT facilities, and inadequate technological infrastructure as the major challenges to digital information seeking.
7. The study found that improving internet services, providing ICT facilities in libraries, and encouraging ICT skill development were the key suggested solutions to enhance digital information-seeking behaviour.

Conclusion and Recommendations

The study concluded that undergraduates highly utilized digital information resources such as search engines, online databases, and e-journals for academic purposes. Findings revealed a generally high level of digital information-seeking behaviour among students, indicating regular engagement with online information sources. The results showed that smartphones and laptops were the most frequently used devices for accessing digital information among undergraduates. However, internet connectivity is poor and ICT materials are too expensive for undergraduates to afford. It is therefore recommended that there should be ICT Material Subsidy (IMS) in Nigeria.

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