Information Seeking Behaviour of Teaching Practice Students of College of Education Gindiri, Plateau State-Nigeria

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ABSTRACT

The purpose of this research was to examine the information-seeking behaviour of College of Education Gindiri practicum students. The study used a descriptive survey approach and polled a sample of 340 students completing fieldwork as part of their teacher preparation for the 2020/21 school year. Data were obtained using a standardized, closed-ended questionnaire with a five-point Likert scale, and participants were selected using a purposeful random sample procedure. We used SPSS version 26 to classify and analyse the data we gathered, and our cutoff for acceptance was set at a mean score of 3.0. The study's findings showed that preservice teachers looked for information for both academic and teaching practice purposes; they accessed this information via lecture notes and course materials, the internet, libraries, seminars/workshops, and personal collections; their information resources came in the form of textbooks, journals, newspapers/magazines, and internet/PDF; and they faced challenges such as a lack of reliable electricity, a lack of up-to-date resources, an insufficient number of computers, and an inexperienced faculty. Among the many suggestions made was that library patrons be encouraged to make use of CD-ROM, radio, and television resources; that the library's information resources be kept current with the needs of library patrons; that high-speed internet access be provided; and that a reliable power source be established.

Key words: Information seeking, Information behaviour, Teaching practices, Student-teacher

INTRODUCTION

The information age is now. Information is the key to social progress. No matter one's expertise, one needs a diversity of information to succeed in today's world. Humans want information to learn more. It is a 'higher cognitive process' (Millroth, 2021) that aids learning and problem-solving. Individuals search, evaluate, choose, and use information.

The 21st century is called the 'Information Age' (Dipak & Kundu, 2015) because so much information being generated at a level that makes it hard for people to access. Information explosion describes the massive expansion in important material, especially in science and technology. Due to the large volume of released information, data superfluity occurs, making it difficult to control and organize information to avoid information overload (Dipak & Kundu, 2015). This has challenged libraries to research user information demands and provide relevant information. Information seeking is one of humankind's cognitive demands, and everyone does it.

People, analogue tools and computer-based information systems may be used to find new information. Information-seeking behaviour differs from information need. The 'awareness of uncertainty' is the 'information demand' of the experiencing individual (Kadir et al., 2018). Librarians, information scientists, communication scientists, sociologists, and psychologists study information-seeking behaviour. The user perceives a need and makes demands on formal systems like libraries, information centres, online services, or other people to satisfy the need. Information seeking behaviour is any action made to find a message that meets a need (Silva & Chandrawamsa, 2016). With information inundation, everyone needs more variety, frequency, volume, and ease. This complex situation appears unclear and heterogeneous because information needs of certain user groups and information flow from various organizational settings are difficult to discern.

Information seeking behaviour has grown due to this predicament. Library user studies focus on behaviour, which is affected by many factors. According to personal histories, people use knowledge through awareness, comprehension, appraisal, and integration. This also shows that such behaviour varies from person to person, affecting user information seeking. Ruthven (2008)says complicated interaction creates information behaviour. Task, job, role, and institutional environment should be used to change behaviour. In such cases, measuring information need seems pointless and difficult. Context can influence user search patterns. Behavioural studies are influenced by subject knowledge, library experience, personality traits like introvert or extrovert, patience or impatience, and more (Issah & Hafiz, 2019). The specific information-seeking behaviours of any given person or group of people cannot be reduced to a universal model or theory due to their inherent diversity and complexity.

Teaching practice students are teacher trainees to take up teaching roles in the basic schools in the educational system. According to Aglazor (2017), teaching practice is a compulsory course for all aspiring student teachers registered in a teacher preparation programme in Nigeria. She continues that student teaching practice is a program at any higher institution that is well-structured programme designed to provide an opportunity to develop and evaluate aspiring teachers' competence in an actual classroom within school settings.

Friends, phones, TVs, books, journals, magazines, handbills, and newspapers are used to find information. Thus, individuals require information. However, information needs differ. Some people require information for school, but others need it for fun, education, and entertainment. Silva & Chandrawamsa (2016) observed that students need information to prepare lecture notes, refresh their knowledge, answer questions, read, ponder, investigate, observe and experiment, discuss, and prepare for presentations. Teachers use print and electronic materials for information (Dipak & Kundu, 2015). People require information on their favourite songs and musicians. User studies cover the types of information the user needs, how they search for it, how long it takes, difficulties they encounter and how they solve them, their happiness and discontent with the information they find, and their relationship with the system (Issah & Hafiz, 2019). Basic school teachers train. Nigerian teaching colleges train teachers. Plateau has four teacher colleges. This study examined the information-seeking behaviour teaching practice students of college of education, Gindiri.

Statement to the Problem

The services a library offers depend on what its users want and need. Fox (2010) says that academic libraries need information about their users to figure out what information they need, fix mistakes from the past, and improve the services they offer in the future. User studies look at what people who use library services are like and how they act. The College of Education Gindiri has been giving out Nigeria Certificate in Education, Diploma in Library and Information Science, Professional Diploma in Education and is almost about to starting give degrees, so a new community of users will be made. So that the library is still useful to these new users, the services must be made to meet the specific information needs of the users. This study

therefore is conducted to investigate the information seeking behaviour of teaching practice students of College of Education, Gindiri and to make recommendations on how to improve future services.

Objectives of the Study

The aim of this study is to investigate the information seeking behaviour of teaching practice students of the College of Education, Gindiri. The objectives of the study are to investigate:

1. the information seeking behaviour and needs of teaching practice students
2. the teaching practice students' sources of information
3. the format of information require by teaching practice students
4. the challenges faced in using library resources and services by the teaching practice students.

LITERATURE REVIEW

Information-seeking behavior is how a person gathers information to keep their knowledge up-to-date. When someone realizes that they don't know enough about a problem to solve it, they start looking for information (Singh et al., 2015). Fasola and Olabode (2013) define information-seeking behavior as anything a person does to find a message that meets a need they think they have. It is also how people act when they are searching for information.

Information-seeking behavior is defined by Kadir et al. (2018) as the users' need for information. People look for information to learn more and maybe change what they know (Hussain & Ahmad, 2014). They went on to say that a user's information-seeking behaviour is caused by the user's perception of a need. As a result, the user turns to formal systems like libraries, information centers, online services, or some other form to meet the perceived need.

Teaching practice students are teachers-in-training who are learning how to teach in elementary schools. Aglazor (2017) says that teaching practice is a required course for all aspiring teachers in Nigeria who are enrolled in a program to become teachers. The author goes on to say that student teaching is a program offered by any college or university. It is a well-structured program that gives aspiring teachers a chance to develop their skills in a real classroom and get feedback on how well they do.

Humans need knowledge, and many people in society engage in information-seeking behaviour (Issah & Hafiz, 2019). Information is like oxygen to people. This is why individuals call friends, use their phones, listen and watch radios/televisions, read newspapers, magazines, journals, manuals, pamphlets, newsletters, and other information sources to find the information they need (Issah & Hafiz, 2019). Issah and Hafiz (2019) found that marginalized adolescents seek knowledge from their communities and that instructors' information requirements are tied to their basic needs.

Dipak & Kundu (2015) found that teachers use print materials as their main source of information and are gradually adopting ICT since some of them use electronic resources. Teachers prefer books and monographs, according to Attafuah (2015). This same study found that university lecturers occasionally used the library.

Srivastava et al. (2016) examined students' and faculty's information seeking and ICT skills. The study examined students' library use, ICT and internet awareness, legal e-resource utilization, and online legal database awareness. The study found that most law students use libraries for research.

It also showed that majority of them rely on textbooks and use the library to access internet resources. 70% of pupils use the internet for information.

Ismaila (2019) asked Kwara State University graduate students about their information needs. The survey found that students mostly used academic material. Medical and Allied College Students in Goa State Seek Information, according to Hugar (2019). The study found college students favoured print materials. Anthony & Futo (2019) examined the information demands and seeking behaviour of final-year Federal University of Technology, Owerri students. Students prioritized course-related information.

Dipak & Kundu (2015) found that teachers use print materials as their main source of information and are gradually adopting ICT since some of them use electronic resources. Teachers prefer books and monographs, according to Attafuah (2015). This same study found that university lecturers occasionally used the library.

Silva and Chandrawamsa (2016) stated that students need information for lecture notes, updating knowledge, answering questions, reading, thinking, research, observations and experiments, conversations, and presentations. Teachers use print and electronic mediums for information, according to Dipak & Kundu (2015). Srivastava et al. investigated the information-seeking behaviour of National Law University, Uttar Pradesh students (2016). This study examined students' and faculty's information seeking and ICT skills. The study examined students' library use, ICT and internet awareness, legal e-resource utilization, and online legal database awareness. The study found that most law students use libraries for research. It also showed that majority of them rely on textbooks and use the library to access internet resources. 70% of pupils use the internet for information.

Medical and Allied College Students in Goa State Seek Information, according to Hugar (2019). The study found college students favoured print materials. Ahenkorah-Marfo et al. (2011) found that most respondents utilized textbooks, half used magazines, and practically all used Google to find information online. Unavailability of information, being able to read only the abstract of a paper instead of the complete text, and obsolete textbooks in the library were the most common issues. This section's literature analysis shows that many research have examined the information demands and seeking behaviours of people from varied academic and occupational backgrounds worldwide. Ismail et al. (2017) examined faculty electronic resource choices at the University of Peshawar in Pakistan. Assistant professors used electronic information sources (EIS) more than associate professors and professors, and those with more recent publications had higher EIS experience. The study found that most academics used EIS and favoured e-journals over print journals.

Brazilian social science researchers revealed that while print materials are still most popular, electronic resources are growing in popularity. Marchionini (1995) in Shakeel and Vinayagamoorthy (2013) discusses information-seeking behaviour and the effects of the digital environment on users. He emphasizes human-computer information-seeking.

Shanmugam (1999) Issah and Hafiz (2019) studied instructors in selected Malaysian teacher training colleges. The study included 197 trainees. Students' information demands were mostly about their coursework. Academic informal and interpersonal information was favoured. Books have minimal usage.

Folorunso (2014) found that social sciences researchers in a Nigerian research institute seek knowledge for research and to stay current. They use periodicals, online sources, and conferences for information. Academic ranks used computerized information resources differently. Junior research fellows use electronic resources twice as much as research professors for research. Younger researchers may be more comfortable with new technologies.

The study showed that scholars under 50 were more enthusiastic about electronic information resources than older researchers. Ten professors, eleven associate professors, thirteen senior research fellows, fourteen research fellows, and two junior researchers responded.

Battle (2004) examined how information literacy teaching affects library anxiety in international students. Information literacy instruction (ILI) was tested on generalized anxiety and library anxiety. International community college students were studied. Language/communication issues, transitioning to a new education/library system, and cultural adaptations induce library anxiety in overseas students. Jeong (2004) investigated Korean graduate students' ELIS in the US. This study incorporates grounded theory, in-depth interviews with eight students and their wives, participant observation, and informal interactions. The language barrier and strong ethnic church affiliations dissimilate Korean students' information-seeking behaviour.

Bhatia (2011) examined electronic resources in Chandigarh degree college libraries in northern India. 770 random respondents received a structured questionnaire. Electronic books, journals, bibliographic databases, and CD-ROM databases were used by most respondents (47.27%, 39.22%, 31.56%) (29.35%). Users rarely accessed electronic resources/databases. This is due to a lack of IT knowledge and abilities, limited computer access, distractions, and too much information.

Al-Muomen (2009) researched information seeking at Kuwait University in Asia. The study examines Kuwait University graduate students' information-seeking behaviour and its causes. The study used questionnaires, focus groups, and semi-structured interviews. The study had 370 participants, with more women (67.0%) than men (33.0%). Internet, computers, and printers were the most obstacles to finding information (Likert scores 5.55-5.30), with interlibrary loans being the least at 3.82. The study was rated on a Likert scale.

Khan et al. (2011) examined internet access, use, and gratification among university students at the Islamia University of Bahawalpur in Pakistan. The study used questionnaires and survey techniques. 100 students were sampled purposively. Most students struggle with obtaining relevant material, advance searching, inadequate technology, and information overload.

Natarajan (2012) examined management students' information searching in Delhi's NCR. 250 people were surveyed. In descending order, they don't know the library's sources (49.7%), do not know how to use the information retrieval tools (40.6 percent), materials are old (36%), materials are not available (34%), lack of time (26.9%), sources are too far away (20.8 percent), and the library staff is unwilling to serve (15.2%).

METHODOLOGY

Descriptive survey research was used for this investigation. 340 students in their last year of the NCE program at the College of Education Gindiri were the subjects of this research. The research participants who participated in the teaching practicum were selected using purposive sampling techniques. The questionnaire was used to collect information for the study. Data collected via questionnaires was reviewed and analysed. Quantitative data was analysed using SPSS, a software package developed by IBM, version 25. Quantitative information was analysed in two ways: descriptively and inferentially. The data was summarized using frequency tables and percentages to highlight the breakdown.

Data analysis

Table 1: Needs of information

Purpose	SA	A	U	D	SD
Academic	304(91.6%)	28(8.4%)	0 (0%)	0 (0%)	0 (0%)
Current Affairs	7 (2.1%)	183(55.1%)	117(35.2%)	0 (0%)	25(7.5%)
Teaching practice	235(70.8%)	91(27.4%)	0 (0%)	6(1.8%)	0 (0%)
Recreation	13(3.9%)	71(21.4%)	81(24.4%)	57(17.2%)	110(33.1%)

Socialization	71(21.4%)	26(7.8%)	71(21.4%)	78(23.5%)	86(25.9%)
Business	13(3.9%)	58(17.5%)	98(29.5%)	60(18.1%)	103(31.0%)

The information that teaching practice students need was asked for in the table above. The results show that 304 (91.6%) respondents strongly agreed that they need information for school, and 28 (8.4%) agreed. None of the respondents said they were unsure, disagreed, or strongly disagreed. For current events, 183 (55.1%) of respondents said they agreed, 117 (35.2%) said they were not sure, 25 (7.5%) said they strongly disagreed, 7 (2.1%) said they strongly agreed, and 0 (0%) said they disagreed. Most of the people who answered (235, or 70.8%) strongly agreed that they need information for teaching practice. Another 91 (27.4%) agreed, 6 (1.8%) disagreed, and 0 (0%) were undecided or strongly disagreed. 110 (33.1%) of the people who answered the survey strongly disagreed that they needed information for fun, 81 (24.4%) were not sure, 71 (21.4%) agreed, 57 (17.2%) disagreed, and 13 (3.9%) said they strongly agreed. For the purpose of socialization, 86 people (25.9%) strongly disagree, 78 people (23.5%) disagree, 71 people (21.4%) strongly agree or are not sure, and 26 people (7.8%) agree. For business, 103 people (31.0%) said they strongly disagreed, 98 people (29.5%) said they were not sure, 60 people (18.1%) said they disagreed, 58 people (17.5%) said they agreed, and 13 people (3.9%) said they strongly agreed.

Table 2: Sources of information for teaching practice

Source	SA	A	U	D	SD
Personal collections	216 (65.1%)	14 (4.2%)	37 (11.1%)	37 (11.1%)	28 (8.4%)
Lecture notes	90 (27.1%)	223 (67.2%)	12 (3.6%)	7 (2.1%)	0 (0%)
Course materials	227 (68.4%)	78 (23.5%)	6 (1.8%)	7 (2.1%)	14 (4.2%)
Internet/emails	92 (27.7%)	192 (57.8%)	14 (4.2%)	34 (10.2%)	0 (0%)
Library	299 (90.1%)	14 (4.2%)	13 (3.9%)	0 (0%)	6 (1.8%)
Radio/Television	27 (8.1%)	82 (24.7%)	15 0(45.2%)	14 (4.2%)	59 (17.8%)
CD-ROM/Database	38 (11.4%)	26 (7.8%)	74 (22.3%)	65 (19.6%)	129 (38.9%)
Friends/Colleagues	24 (7.2%)	111 (33.4%)	60 (18.1%)	79 (23.8%)	58 (17.5%)
Seminar/workshops/Conferences	135 (40.7%)	64 (19.3%)	54 (16.3%)	45 (13.6%)	34 (10.2%)

Table 2 is about the sources of information for teaching practice. The results showed that 216 (65.1%) of the respondents strongly agreed that they got their information from their own collections, 37 (11.1%), were unsure, 28 (8.4%), strongly disagreed, and 14 (4.2%) agreed. Most of the respondents, 223 (67.2%), agree that lecture notes are their source of information for teaching practice. 90 (27.1%), 12 (3.6%), 7 (2.1%), and 0 (0%), on the other hand, were undecided, disagreed, and strongly disagreed, respectively. 227 people (68.4%) and 78 people (23.5%) agreed that course materials are their main source of information for teaching practice. 14 people (4.2%) and 7 people (2.1%) disagreed, and 6 people (1.8%) were not sure. Most of the people who answered, 192 (57.8 percent) and 92 (27.7 percent), agreed that the internet and emails are their sources of information for teaching practice. However, 34 (10.2 percent) disagreed and 14 (4.2 percent) were not sure. On the topic of the library, 299 (90.1% of the respondents) and 14 (4.2%) agree that the library is their source of information for teaching practice, while 13 (3.9%) were not sure and only 6 (1.8%) strongly disagreed, and 0 (0% of the respondents) did not disagree. As for radio and TV, 82 (24.7%) and 27 (8.1%) agree that radio and TV are good sources of information, while 59 (17.8%) and 14 (4.2%) disagree. Most of the people who answered, 129 (38.9%) and 65 (19.6%), said that CD-ROM/Database is not their source of information. 74 (22.3%) were not sure, 38 (11.4%) and 26 (7.8%) agreed. For friends/colleagues, 79 (23.8%) and 58 (17.5%) of the respondents said they did not get their information from friends/colleagues, while 111 (33.4%) and 24 (7.2%) said they did and 60 (18.1%) were not sure. And

finally, 135 people (40.7%) and 64 people (19.3%) agree that their information comes from seminars, conferences, and workshops. 45 people (13.6%) and 34 people (10.2%) disagree with this statement, and only 54 people (16.3%) were not sure.

Table 3: Format of information resources

Format	SA	A	U	D	SD
Textbooks	305 (91.9%)	7 (2.1%)	7 (2.1%)	13 (3.9%)	0 (0%)
Internet/PDF	27 (8.1%)	200 (60.2%)	27 (8.1%)	71 (21.4%)	7 (2.1%)
Journals	238 (71.7%)	54 (16.3%)	7 (2.1%)	19 (5.7%)	14 (4.2%)
Projects/Thesis	53 (16.0%)	224 (67.5%)	27 (8.1%)	7 (2.1%)	21 (6.3%)
Newspapers/magazine/fliers	219 (66.0%)	40 (12.0%)	13 (3.9%)	39 (11.7%)	7 (2.1%)
Maps	85 (25.6%)	107 (32.2%)	60 (18.1%)	0 (0%)	80 (24.1%)
CD-ROM/MP3s	40 (12.0%)	25 (7.5%)	157 (47.3%)	33 (9.9%)	77 (23.2%)

Table 3 asks for information about the format of the information sources that students used in their teaching practice. 305 (91.9%) of the people who answered agree that they are in textbook format, while 13 (3.9%) disagree and 7 (2.1%) are not sure. For internet/PDF format, 200 (60.2%) and 27 (8.1%) agree, while 71 (21.4%) and 7 (2.1%) disagree and only 27 (8.1%) are not sure. When it comes to journals, 238 (71.7%) and 54 (16.3%) agree, while 19 (5.7%) and 14 (4.2%) disagree and 7 (2.1%) are not sure. In the case of projects and thesis format, a majority of 224 (67.5%) and 53 (16.0%) agree, while 21 (6.3%) and 7 (2.1%) disagree and 27 (8.1%) said they were not sure.

Most of the people who answered, 219 (66.0%) and 40 (12.0%), agree that newspapers, magazines, and flyers are good sources of information. However, 39 (11.7%) and 7 (2.1%) disagree, and 13 (3.9%) said they were not sure. Most people, 107 (32.2%) and 85 (25.6%), agreed that their information resources are in map form, while 80 (24.1%) disagreed and 60 (18.1%) said they were not sure. Lastly, 157 (47.3%) said they did not know what they thought about the CD-ROM/MP3 format of information resources, 77 (23.2%) and 33 (9.9%) said they did not agree, and 40 (12%) and 25 (7.5%) said they did.

Table 4: Challenges of using library resources and services

Challenges	SA	A	U	D	SD
Lack of time	129(38.9%)	26(7.8%)	73(22.0%%)	26(7.8%)	78(23.5%)
Outdated information resources	32(9.6%)	129(38.9%)	34(10.2%)	93(28.0%)	44(13.3%)
Inadequate information materials	123(37.0%)	46(13.9%)	20(6.0%)	56(16.9%)	73(22.0%)
Negative attitude of library staff	93(28.0%)	166(50.0%)	13(3.9%)	32(9.6%)	14(4.2%)
Inadequate searching skills	174(52.4%)	97(29.2%)	0(0%)	20(6.0%)	20(6.0%)
Low internet speed/bandwidth	111(33.4%)	155(46.7%)	6(1.8%)	26(7.8%)	13(3.9%)
Inadequate computers	181(54.5%)	97(29.2%)	21(6.3%)	19(5.7%)	14(4.2%)
Poor power supply	97(29.2%)	167(50.3%)	41(12.3%)	20(6.0%)	7(2.1%)
Inadequate professionals	134(40.4%)	65(19.6%)	107(32.2%)	0(0%)	26(7.8%)

On the question of difficulty, a majority of 129 (38.9%) and 26 (7.8%) agree that lack of time is the problem they faced when using library resources and services. However, 78 (23.5%) and 26 (7.8%) disagree with that, and only 73 (22.0%) said they were not sure. 129 (38.9%) and 32 (9.6%) of the respondents agree that outdated information resources are the problem with using library services and resources. 93 (28%) and 44 (13.3%) disagree, and 34 (10.2%) said they were not sure. 123 people (37%) and 46 people (13.9%) agree that there are no enough materials with information, while 73 people (22%), 56 people (16.9%), and 20 people (6%) are not sure. Most of the people who answered, 166 (50%) and 93 (28%), agree that a bad attitude from library staff is a reason why people don't use library resources and services. 32 (9.6%) and 14 (4.2%) disagree, and only 13 (3.9%) were not sure. On the issue of students not using library resources and services because they don't have good search skills, 174 (52.4%) and 97 (29.2%) of respondents agree that this is a problem, while 20 (6.0%) disagree and no one said they were unsure. Almost all of the respondents, 155 (46.7%) and 111 (33.4%), agree that low internet speed/bandwidth makes it hard to use the library's services and resources. Only 26 (7.8%) and 13 (3.9%) disagree, and 6 (1.8%) are not sure what the problem is. 181 (54.5%) and 97 (29.2%) agreed that bad computers are the biggest problem with using library resources and services. 19 (5.7%) and 14 (4.2%) disagreed, and 21 (6.1%) did not have an opinion on the matter. Most people, 167 (50.3%) and 97 (29.2%), agree that a lack of power makes it hard to use library resources and services. However, 41 (12.3%) are not sure and 20 (6%) and 7 (2.1%) disagree. Lastly, 134 people (40.4%) and 65 people (19.6%) agree that professionals are not good enough, while 107 people (32.2%) are not sure and 26 people (7.8%) disagree.

RESULTS

This section talks about the research findings in light of the research questions and goals that guided the study. The results of this research show that teaching practice students want and need information for school, current events, and their teaching practice. This fits with what Ismaila (2019) found, that most students use educational information for school. Shakeel and Vinayagamoorthy (2013) explain that a person's information-seeking behaviour is how he or she looks for and gets information for personal use, knowledge development, and updating. This finding is supported by this definition. The study by Fasola and Olabode (2013) showed that students need information about their classes, current events, their jobs, fun things to do, and their social lives.

The results also showed that their sources of information for teaching are their own collections, lecture notes, course materials, the Internet/emails, the library, and seminars, workshops, and conferences. The study by Fasola and Olabode (2013) also showed that library resources are still the most important source of information for students, followed by the Internet, their own collections, and their colleagues. Landrum et

al. (2002), cited in Dipak & Kundu (2015), found that teachers in both general and special education, no matter how long they had been teaching, thought that information from professional journals was less reliable than information from other teachers or from conferences or workshops. Teachers liked (from most to least): information from colleagues, information from conferences/workshops, information from educational courses, and finally, information from professional journals. The results of the study by Rupp-Serrano and Robbins (2013) showed that scholarly journals were the most used source for research, followed by the Internet and books.

The results show that textbooks, the Internet/PDF, journals, projects/theses, newspapers/magazines, and maps are the formats in which most of their information resources are available. Fasola and Olabode (2013) found that textbooks were the most popular way for students to get information, followed by the Internet, newspapers, journals, and then theses.

The study shows that people have trouble using library resources and services because they don't have enough time, their search skills aren't good enough, their computers aren't good enough, they don't have enough power, and there aren't enough professionals to help them. It fits with what Natarajan (2012) found, who said that people have trouble finding information because they don't know what sources are in the library, don't know how to use the tools for finding information, the information materials are old or not available, they don't have enough time, the information sources are so far away, or the library staff isn't willing to help.

CONCLUSION AND RECOMMENDATIONS

The results of this study show that people use the Internet to find information about school, current events, and to learn more about their fields of expertise. People who want or need information can get it from their own collections, lecture notes, course materials, the Internet, the library, seminars, workshops, and conferences. The study shows that the most common types of information resources are textbooks, PDF/Internet, journals, theses/projects, newspapers/magazines, and maps. And finally, people have trouble using library resources and services because they do not have enough time, their search skills are not good enough, their computers are not up to par, they do not have enough power, and there are not enough professionals to help them. The following recommendations are made:

1. Libraries and information centers should promote the use of CD-ROMs, radio, and television as additional sources of information.
2. Users should have access to sufficient and up-to-date information resources, computers, and information materials.
3. The library should have access to fast internet and gadgets.
4. The library should have a reliable source of power installed, and qualified librarians should be hired to staff its shelves.

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