



INFORMATION NEEDS AND SEEKING BEHAVIOUR OF NCE III TEACHING PRACTICE STUDENTS IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL), AKOKO LAGOS STATE

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ABSTRACT: *This study assessed the information needs and seeking behaviour of NCE III teaching practice students in the Federal College of Education (Technical), Akoko Lagos State. It employed the use of descriptive survey research design. The total population for this study is 371, comprising all NCE 3 teaching practice students in Federal College of Education (Technical), Akoko Lagos State in the 2023/2024 academic session, and the total enumeration sampling technique was adopted because of the small population size. A questionnaire was designed and administered to elicit data from the respondents, of which only 312 were completed and found usable, giving an 84% response rate. The simple percentage and frequency counts were used to analyse data generated from their responses. The findings suggest that the information needs of NCE 3 teaching practice students are information about their course, teaching practice supervision, evaluation/assessment of students, teaching subject, method of teaching, business/wealth creation and school curriculum, use of teaching aids, current affairs and sport/entertainment. They seek information for the purpose of preparing lesson notes, self-development, knowing how to use instructional materials, assessment and evaluation of students, getting students information, entertainment/sports, understanding different teaching methods/techniques, acquiring/improving teaching skills, knowing the curriculum/syllabus, understand classroom management, and imbibe ethics of teaching profession. It further reveals that the major sources of information consulted by teaching practice students are Google/other search engines, students, friends/colleagues and professional teachers. However, it identified erratic power supply, too much information to deal with, lack of time, inadequately stocked library, lack of computer infrastructure, poor internet access, poor internet/search skills, non-availability of student records and limited access to information materials as the challenges faced by teaching practice students when seeking for information. The study recommended that academic/school libraries should revamp or make available a viable computer infrastructure with access to the internet for users to easily access information relevant to their field.*

KEYWORDS: Information needs, Information Seeking Behaviour, Teaching Practice, Teachers in Training.



INTRODUCTION

The acquisition of knowledge is very essential for man to meet his day-to-day needs. It is key to every area of human endeavour just as the need for food, air and water. This is because knowledge is essential for success in a variety of fields, including work, education, and personal development. This knowledge when processed could be referred to as information, which is described as anything that grows, enhances, or alters knowledge, or the understanding of something. Information is essential in all aspects of life and is very important for achieving individual and collective objectives (Eke, Haco-Obasi & Edem, 2019). Information according to Okoli and Azubuike (2021) is the centre of human development around which knowledge is centred, and an essential tool for an individual to perform well in society. It has become a vital resource that is pertinent to or essential for the advancement of society, helps a country develop, serves as the foundation for knowledge development, the basis for innovations, and the resource for informed citizens. Ultimately, information seekers must be able to assess the reliability, accuracy, and relevance of the information they access. This requires them to develop critical thinking skills and be familiar with the different types of sources available. By being able to identify and access the most appropriate sources, they can ensure they receive the most accurate and up-to-date information (Humbhi et al., 2022). The need for information that adds to, improves, or modifies an individual's knowledge or understanding of a subject is referred to as information need.

Okonoko et al. (2015), posited that information need is the amount of knowledge that is required for a person or group to fulfil their objectives, either for work or leisure which is created as a result of a gap between the information a person should have and what they are currently aware of, implying a gap between the known and the unknown. Because of the need to fill this information gap, people exhibit certain behaviours or actions and go about seeking information by consulting various information media whether in print or digital format as it suits their different endeavours. This behaviour is known as their information-seeking behaviour which according to Mathias and Verkaa (2021) refers to the various tactics or behaviours people use to meet their information needs which are usually determined by the type of environment they find themselves and the type of work they do, as they often take actions in line with the urge to fulfil a need that has been identified. It is assumed the process of seeking information begins with the person acknowledging that there is a difference between what he already knows and what he should know or needs to know giving rise to actions and behaviour leading them to seek out different sources and channels to bridge this information gap; whether educational, economic, political, etc.

Teachers and students are not left out in this mix, as they need information for educational purposes, or as aid for the teaching process. A teacher according to Okoli and Azubuike (2021) is someone who assists others in gaining information, skills, or values as well as providing motivation to live. According to Indeed (2024), teachers are a crucial workforce that helps people with their education. Training is a crucial component of creating successful teaching strategies and abilities, regardless of the level of education you plan to teach. A person who is formally developing their teaching techniques and skills is called a teacher-in-training. To obtain teaching degrees and credentials, teachers-in-training work while enrolled in programs. Before graduating from these programs, students usually need to complete at least one semester of training which gives them a chance to practice teaching a class under the guidance of more seasoned teachers usually referred to as teaching practice.



Teaching practice is a kind of programme set aside by the government to improve the efficiency and effectiveness of teacher education. Making the most of their teaching practice is crucial for students who want to become teachers because it will greatly assist them in learning how to use instructional materials for both teaching and learning, assist them in creating excellent project topics that connect to both their fields of study and the courses they have taught in the past. Teaching experience also boosts teachers' confidence, which helps them handle more challenging classes after graduation and effectively present their seminar projects (Lukman, 2021). Teaching practice is a compulsory course for all aspiring student teachers registered in a teacher preparation programme in Nigeria. It is one semester in duration usually lasting from the beginning to the end of the first semester of the final year of students' training. It is the most important experience in a teacher education programme that is generally based on a country's National Education Policy (Aglazor, 2017). Therefore, teachers in training must seek the most suitable information sources that will help them meet their information needs as they go ahead with their hybrid functionality; that is as students of their respective institutions and teachers in their place of practice or practical work experience in preparation for their potential vocation as professional teachers.

Statement of the Problem

The information needs and seeking behaviour of NCE 3 teaching practice students represent a critical area of inquiry essential for enhancing the quality of teacher education and instructional practices. However, despite the importance of understanding these dynamics, there is a lack of comprehensive research addressing the specific information needs, preferences, and strategies employed by NCE 3 teaching practice students in colleges of education in sourcing information to meet their needs as they prepare for their prospective career of knowledge sharing and instructional transfer to students in primary and secondary schools. This knowledge gap poses several significant challenges, as the complexity of the information needs of teachers who are also students gives much to be desired. Understanding the needs and seeking behaviour of teachers in training or student teachers will give better insight into their seeking behaviour and therefore help to channel a path to making the right recommendation on the best sources of information to help meet their information needs. While there is little literature relating to the information needs and seeking behaviour of teachers, there are very few dealing with that of teachers in training. It is against this backdrop that this study is meant to investigate the information needs and seeking behaviour of NCE 3 teaching practice students, using the Federal College of Education (Technical), Akoko Lagos State as a case study to fill this information gap.

Objectives of the study

The general objective of this study is to examine the information needs and seeking behaviour of NCE 3 Teaching practice students in the Federal College of Education (Technical), Akoko Lagos State. Specifically, it seeks to;

1. identify the information needs of NCE 3 Teaching practice students in the Federal College of Education (Technical), Akoko Lagos State
2. examine the purposes for which NCE 3 Teaching practice students seek information in in Federal College of Education (Technical), Akoko Lagos State



3. assess the sources NCE 3 Teaching practice students consult in meeting their information needs
4. investigate the challenges NCE 3 Teaching practice students face while seeking information

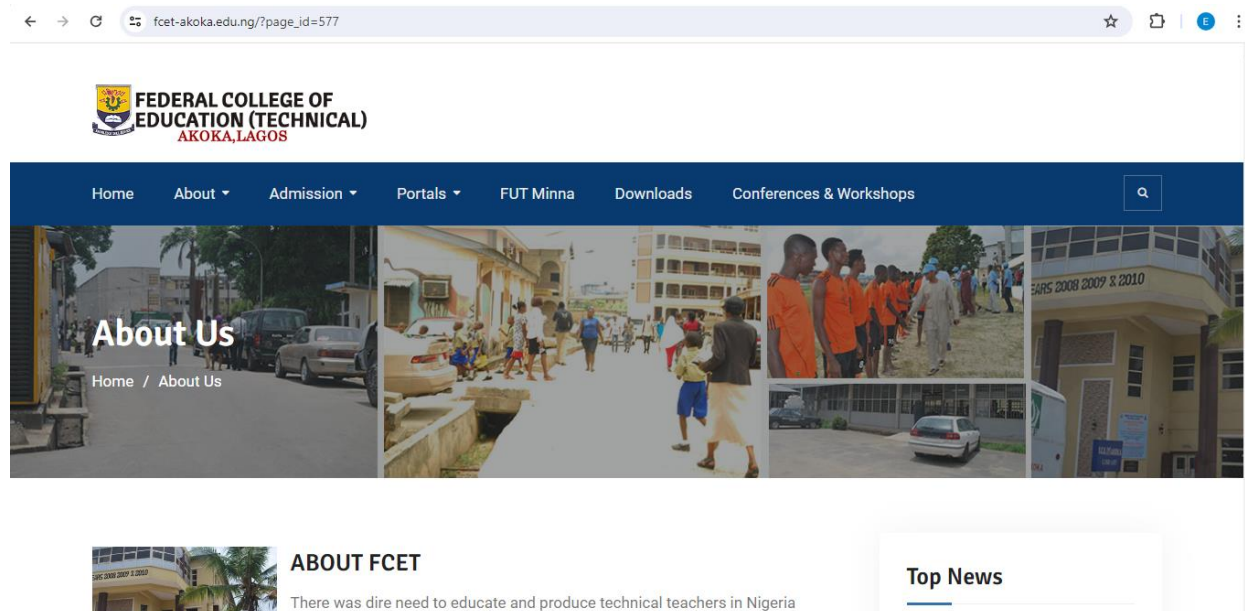
Research Questions

The following research questions were raised to guide the study:

1. What are the information needs of NCE 3 Teaching practice students in Federal College of Education (Technical), Akoko Lagos State?
2. What are the purposes for which NCE 3 Teaching practice students seek information in Federal College of Education (Technical), Akoko Lagos State?
3. What are the sources NCE 3 Teaching practice students consult in meeting their information needs?
4. What challenges do NCE 3 Teaching practice students face while seeking information?

LITERATURE REVIEW

Overview of the Federal College of Education (Technical), Akoko Lagos State



The Federal College of Education (Technical) Yaba was the first public tertiary institution charged with the responsibility of promoting and encouraging the advancement of skill acquisition throughout Nigeria. The College was established in response to the Gailers' Report of August 1964 which emphasised the essentials of educating and producing Technical Teachers needed for effective manpower development of technology in Nigeria. National Technical Teachers College (NTTC) was founded in 1967, the first Technical Education



institution in the country. In 1982, the name later changed from NTTC to **Federal College of Education (Technical) Akoka, Lagos**.

The College was temporarily located within the campuses of Yaba College of Technology and Yaba Trade Centre for eight (8) years and later moved in 1975 to her permanent site situated along St. Finbarr's College Road in the neighbourhood of University of Lagos, Yaba, Federal Science and Technical College and Yaba College of Technology.

The College became affiliated with the University of Lagos in 1982; therefore, all the courses and syllabi were moderated by experts from the Institution of Education, University of Lagos. They also moderated all examinations as well as the teaching practice of students. This was to ensure that high academic standards were met before the students could be awarded the **Nigeria Certificate in Education (NCE)**.

At inception, the College was assisted by the United Nations Development Programme (UNDP), through the Nation's Educational Scientific and Cultural Organization (UNESCO) in the area of tools, machinery and technical experts. Being a federal government parastatal, the College is under the supervision of the Federal Ministry of Education mediated by the National Commission for Colleges of Education (NCCE).

When the College was founded in 1967, the plan was to offer a one-year Teacher Training Course for candidates possessing recognised qualifications in Technical and Business specialisations with appropriate work experience, who wish to become teachers of Technical/Commercial subjects.

The NCE (Technical) and NCE (Business) Education Programmes commenced in 1968 and 1969 respectively, to train Secondary School leavers to become teachers of Technical and Commercial subjects in the junior secondary school system. The College expanded its academic programme during the 1991 session when it started running courses in Vocational Education. Science Education was also introduced to complement the Technical Education courses.

The motto of the College is "**Knowledge, Skill and Service**". Federal College of Education (Technical) Akoka offer courses in five major Schools namely:

- Science Education
- Technical Education
- Vocational Education
- Business Education
- Core Education

The College has built up over the years, staff capacity that is well-trained and competent in service delivery. Track record of thorough, detailed training gained over the years has given the College a good reputation and gradually increased patronage to about 5,000 students' population including Nigeria Certificate in Education (NCE), affiliated degree programmes and Professional Diploma in Education (PDE) with specialisation in Nursing, Vocational, Technical and Science Disciplines. Other programmes run by this institution include Distance



Learning Programme (DLP). The Directorate of Consultancy of the College offers training and development programmes in various areas including Management, Computer Appreciation and Engineering, Language and Vocational/Entrepreneurial skill acquisition courses. All these developments have increased the staff population to about eight hundred and thirty (830) which underscores some facility challenges. A secondary school was established within the College premises to complement the existing Nursery and Primary Schools established. In 2011, the College was duly accredited by the National Universities Commission (NUC) to run degree programmes in specific Science and Technical disciplines in affiliation with the Federal University of Technology, Minna, Nigeria. In order to accommodate Vocational Education and core Education academic programmes, the NUC also approved an affiliation with the University of Benin, Nigeria thereby expanding the number of degree courses run in the College. The University of Benin commenced the 2015/2016 session accordingly (Fashina, 2023).

Teaching practice

Teaching practice is part of the teacher education programme that provides students who are intending teachers the practical experience and training to become qualified teachers. The student teachers or teachers in training are provided with the knowledge and skills that will be useful to them in their future careers through the help of professional teachers who will be their guides (Aglazor, 2017). Lukman (2021) asserted that good teaching practice is a key influence on student learning — a desired outcome and primary goal of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students. Student Teaching is the most important experience in teacher education programmes and is generally based on a country's National Education policy. It is a compulsory course for all aspiring student teachers registered in a teacher preparation programme in Nigeria. It is one semester in duration; usually lasting from the beginning to the end of the first semester of the final year of students' training. During this period, most teaching practice programmes focus on:

- Instructional planning
- Instructional technology
- Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports etc.)
- Studies in teaching method
- Posting of students to schools where they can practice their major courses of study

According to the National Universities Commission (NUC, 2007) Benchmark and the National Commission for Colleges of Education (NCCE, 2015) cited in Aglazor (2017) the following sets of objectives have been established for why teaching practice is a mandatory component of teacher training.

- To expose student-teachers to real-life classroom experiences under the supervision of professional teachers.
- To provide a forum for student-teachers to translate educational theories and principles into practice.



- To enable student-teachers to discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them to address their weaknesses and enrich their strengths.
- To familiarise student-teachers with real school environment as their future workplace.
- To provide student-teachers with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.
- To help student-teachers develop a positive attitude towards the teaching profession.
- To serve as a means of assessing the quality of training being provided by teacher training institutions.

The NCE 3 is the final level of a teacher education programme in a typical college of education. Aside from the other courses listed for the final session/level of the programme, the entire first semester is reserved for teaching practice which is a six (6) unit compulsory course (Imam Hamzat College of Education, 2017).

Information needs of Teachers in Training

In contemporary society, the necessity for information spans a multitude of purposes, each crucial in shaping individual lives and societal dynamics alike. Whether it be for personal enrichment, professional advancement, or social interactions, the demand for information permeates every aspect of modern life. As highlighted by Kalbande (2019), individuals harbour diverse information needs reflective of their unique aspirations, challenges, and contexts. This recognition underscores the pivotal role information plays in facilitating the functioning of modern society. From seeking knowledge to make informed decisions, to accessing resources for career progression, and to directing the difficulties of social relationships, the acquisition and dissemination of information serve as fundamental pillars sustaining the intricacies of contemporary existence. Each individual has different information needs that will help them to meet their daily objectives or solve different problems as it affects them. Indeed (2024) posited that many of the same tasks that teachers perform while working under the direction and supervision of an experienced professional are also performed by teachers-in-training. They can receive training to instruct students in elementary, middle, high school, and college courses. They are involved in collaborating with other teaching professionals, communicating with students' parents or guardians, creating lesson plans and materials, grading student work, preparing labs or other interactive learning activities, and teaching lessons. Hence, they need information relating to these needs to be able to function effectively in carrying out both their primary and secondary objectives in the transfer of knowledge to their respective students.

In a study by Shehryar et al. (2021) on information needs and seeking behaviour of school teachers in Khyber Pakhtunkhwa Pakistan, it was established that they needed information for preparing lectures, syllabus understanding, motivating and counselling, religious affairs, identifying students' social problems, administrative works, current affairs, and self-learning. In furtherance to the positioning of the above findings, Okoli and Azubuike (2021) noted that secondary school teachers' information needs are essentially those that will support them in instructing, examining, controlling, reorienting, directing, and relating to students, other teachers, and society at large in an appropriate manner. Teachers will be able to integrate



individuals into becoming responsible and productive citizens with the help of this information. For teachers, in this case, teachers in training to help students become responsible, productive members of society need information, in addition to teaching students cognitive skills and other valuable skills. These skills according to the Nigerian Educational Development Council (2013), include respect for the worth and dignity of the individual, faith in man's ability to make rational decisions, moral and spiritual values, inter-personal and human relations, shared responsibility for the common good of society, respect for the dignity of labour and promotion of the emotional, physical and psychological health of all children.

Information Seeking Behaviour of Teachers in Training

The degree of success in any given role-related activity depends largely on the availability of concrete ideas, and comprehensive and authentic information that meet the task of a specific knowledge gap which in the first place is the satisfaction of that need. People go all out to search for information that will help them clear different problems and put them on the right pedestal to attain their objectives. This search is characterised by maintaining an attitude, or behaviour or taking certain actions to access information that are instrumental to meeting this information needs. The concept of information-seeking behaviour according to Manjunath and Babu (2018) has been used in professional literature since the mid-twentieth century to refer to the various approaches, methods, and ways individuals search for, select, utilise, and share information for personal, professional, and social purposes. However, the information needs of each individual differ causing them to apply a variety of methods in acquiring information to suit their purposes

According to Anyaoku (2018), the majority of students believe that attending college is necessary to improve their career prospects, which will help them land a job and advance in their careers. But a higher education involves so much more; it's designed to open students' minds and horizons, instil critical thinking skills that will enable them to analyse and solve problems constructively, and so give them the power to change the world, learn on their own, and gain the self-assurance to question authority or dogma. he further posited that we need to distinguish between education and learning in our pursuit of knowledge. A person can obtain education or instruction from outside sources, such as a school, college, or other organisation that has established standards or norms. On the other hand, learning is an unstructured process that develops on a personal level and lacks predetermined criteria. From birth until death, people learn. A tutor teaches, but a person picks up knowledge from his environment. This is the description of a student teacher who while being involved in the teaching process as a teacher, also is a student who needs to learn from his supervisor or guide (other professional teachers). Therefore their information-seeking behaviour will be characterised by the need to satisfy their information needs as both teachers and students.

In the view of Eke, Haco-Obasi, and Edem (2019), students use a variety of verbal and nonverbal cues, including questioning, commenting, offering feedback, and changing their body language or posture, when they are looking for information to meet goals and resolve specific academic-related issues. Teachers and librarians can more effectively guide students to the appropriate resources and gain a deeper understanding of the motivations and interests of their students by recognising these cues. According to Indeed (2024), teachers in training under the supervision of an experienced professional teacher perform basically many of the same tasks that teachers perform. They receive training to instruct students in elementary, middle, high school, and college courses. The responsibilities of a teacher-in-training are



similar at every level and include: working with other educators, speaking with the parents or guardians of the pupils making instructional materials and plans, evaluating the work of students, setting up laboratories or other interactive educational resources and delivering lessons. Hence they go about figuring ways out to gather information based on their responsibilities. Thus, understanding and addressing these varied information needs are imperative in fostering individual growth, societal development, and overall well-being.

Sources of Information for Teachers in Training

Information sources according to Wiche and Ray-Ogbonna (2021) are those who provide or create information to fill in a perceived knowledge gap or information need. They are the medium of information people consult to gather facts or ideas that will help solve a problem or improve in a particular area. A study by Nsirim (2019) on the information needs, seeking behaviour and use of library and information science by students of Rivers State University revealed that students consulted the internet, notice board, lecturers and lecture notes to meet their information needs. In a study by Humbhi et al. (2022), on Information needs and Information-seeking behaviour of undergraduate students, when asked where students usually go to get information to meet their information needs, the largest group 155 (44.2%) used social media to get their needed information, followed by a discussion with friends 130(37.1%), then newspaper 125(35.7%) and website 110(31.4%).

Also, in a study conducted by Okoli and Azubuike (2021), it was revealed from the findings revealed that secondary school teachers seek information mostly in the following ways; consulting books privately, browsing the internet, going to the school library, consulting expert on areas of needs seek the assistance of fellow teachers and using indexed journals. The results of the study also show that secondary school teachers perform a number of actions in seeking information and the highest rated among all is consulting books privately of all kinds in order to gain more knowledge from authors.

Challenges Faced while Seeking Information

Irrespective of the numerous information sources available for use by teachers in training as they function as both teachers and students to meet their various information needs, they still find difficulties in accessing different information sources that could aid their search for knowledge and ability to effectively access or use information resources, whether in print or digital formats. Gunasekera and Balasubramani (2020) studied challenges faced by school teachers when seeking information and how the barriers can be addressed, the results revealed that school teachers encountered a variety of barriers that influenced their information-seeking process categorised into problems with the library resources, school environment barriers or personal barriers. Summarily there are inadequate materials and unavailability of electronic resources in the school library, lack of access to the internet, lack of time to search for information, lack of internet connectivity in the school IT laboratories, and lack of hardware and software available in the school IT laboratory.

Findings in a study by Oluwaseye et al. (2017) on information needs and seeking behaviour of medical students at the College of Medicine, University of Ibadan, Nigeria revealed that the problems faced by medical students at the University of Ibadan in the process of seeking for information were: irregular power supply, inability to subscribe to online databases, irregularities in the arrangement of resources in the library, too much information to cope with (information overload) and obsolescence of CDROMS. The study also show that the attitude of



library staff is not a challenge to the students in seeking information in the library. Also, findings of Okoli and Azubuike (2021) in a study on information needs and information seeking behaviour of secondary school teachers in Umunze, Anambra State identified lack of relevant information in the library, insufficient access to new technological facilities that will enhance literature search, lack of opportunities for professional development through seminars and workshops, lack of opportunity to pursue higher degree in my field, un-cooperative attitude of library staff to help them seek information and lack of interest towards the use of technological facilities are the factors that bedevil teacher's information needs and seeking behaviour.

RESEARCH METHODOLOGY

The study employed the use of a survey research design. The total population of this study is 371 comprising all NCE 3 teaching practice students in Federal College of Education (Technical), Akoko Lagos State in the 2023/2024 academic session. The total enumeration sampling technique was employed due to the small and manageable population size; hence the entire 371 NCE 3 teaching practice students were sampled. A well-structured questionnaire was used as the instrument for collecting data from the respondents. 371 copies of the questionnaires were administered. However, 312 were collected and found usable, giving 84% response rate. Data gathered from the questionnaire were analyzed using simple percentage and frequency counts.

FINDINGS

Research Question 1: What are the information needs of NCE 3 Teaching practice students in Federal College of Education (Technical), Akoko Lagos State?

Table 1 provides answers to the question.

Table 1: Information needs of NCE 3 Teaching practice students in Federal College of Education (Technical), Akoko Lagos State.

S/N	Information needs of NCE 3 Teaching practice students	Agree	%	Disagree	%
1	Course related information	312	100	0	0
2	Teaching Practice supervision	312	100	0	0
3	Teaching subject	296	95	16	5
4	Method of teaching	296	95	16	5
5	School curriculum	225	72	87	28
6	Use of teaching aids	187	60	125	40
7	Current affairs	187	60	125	40
8	Sport/entertainment	187	60	125	40
9	Business/wealth creation	225	72	87	28
10	New trend in education	140	45	172	55



11	How to teach students with special ability and disabilities	140	45	172	77
12	Evaluation/assessment of students	312	100	0	0

Table 1 revealed that 312(100%) of the respondents need information for course related information, teaching practice supervision, as well as evaluation/assessment of students. 95% of them need information for teaching subject, and method of teaching, while 72% indicated needing information for business/wealth creation and school curriculum. 60% agree to needing information for use of teaching aids, current affairs and sport/entertainment, while on 45% indicated needing information for new trend in education and how to teach students with special ability and disabilities.

Research Question 2: What are the purposes for which NCE 3 Teaching practice students seek information in Federal College of Education (Technical), Akoko Lagos State?

Table 2 provides answers to the question.

Table 2: Purpose for which NCE 3 teaching practice students seek information

S/N	Purpose for which you seek information	Agree	%	Disagree	%
1	Preparing lesson note	296	95	16	5
2	How to use instructional materials	275	88	37	12
3	Assessment and evaluation of students	275	88	37	12
4	Acquire/Improve teaching skills	237	76	75	24
5	Get students information	275	88	37	12
6	Self-development	296	95	16	5
7	Know the curriculum/syllabus	237	76	75	24
8	Imbibe ethics of teaching profession	197	63	115	37
9	Understand classroom management	237	76	75	24
10	Entertainment/sports	275	88	37	12
11	To understand different teaching methods/techniques	275	88	37	12

Table 2 show that most of the respondents 296(95%) seek information for the purpose of preparing lesson note and self-development. Others, 275(88%) seek information for the purpose of knowing how to use instructional materials, assessment and evaluation of students, get students information, entertainment/sports and understand different teaching methods/techniques. 237(76%) indicated seeking information to acquire/improve teaching skills, know the curriculum/syllabus and understand classroom management, whereas 197(63%) seek information to imbibe ethics of teaching profession.



Research Question 3: What are the sources NCE 3 Teaching practice students consult in meeting their information needs?

Table 3 provides answers to the question.

Table 3: Information sources consulted by NCE 3 Teaching practice students while seeking for information.

S/N	Information sources consulted by NCE 3 Teaching practice students	Agree	%	Disagree	%
1	Google/other search engines	312	100	0	0
2	Newspapers/magazine	106	34	206	66
3	School handbook/prospectus	106	34	206	66
4	Students note/report	306	98	6	2
5	Textbooks and workbooks	306	98	6	2
6	Teaching aids	168	54	144	46
7	Students	312	100	0	0
8	Social media	306	98	6	2
9	Friends and colleagues	312	100	0	0
10	Professional teachers	312	100	0	0
11	Educational syllabus	106	34	206	66
12	Policy on education	106	34	206	66

Table 3 revealed that all 312(100%) respondents consult google/other search engines, students, friends and colleagues and professional teachers as information sources. 306(98%) indicated consulting students note/report, also social media, textbooks and workbooks. 168(54%) would consult teaching aids, and only a very few 106(34) consult newspapers/magazine, school handbook/prospectus, educational syllabus and policy on education to seek for information.

Research Question 4: What challenges do NCE 3 Teaching practice students face while seeking for information?

Table 4 provides answers to the question.

Table 4: Challenges NCE 3 Teaching practice students face while seeking information.

S/N	Challenges faced while seeking information	Agree	%	Disagree	%
1	Poor attitude of librarians	75	24	237	76
2	Erratic power supply	262	84	50	16
3	Too much information to deal with	262	84	50	16
4	Non-availability of student records	140	45	172	55
5	Lack of time	262	84	50	16
6	Inadequately stocked library	262	84	50	16
7	Poor of Internet access	237	76	75	24



8	Limited access to information materials	140	45	172	66
9	Poor internet/search skills	237	76	75	24
10	Lack of computer infrastructure	262	84	50	16

As indicated in Table 4 the challenges faced by NCE 3 teaching practice students as agreed to by 262(84%) respondents are erratic power supply, too much information to deal with, lack of time, inadequately stocked library, and lack of computer infrastructure. Other problems are poor Internet access and poor Internet/search skills 237(76), non-availability of student records and limited access to information materials which was agreed to by 140(45%). Only a few 75(24%) agree that the poor attitude of librarians is a challenge.

DISCUSSION OF FINDINGS

From the findings of the study, it was gathered that the information needs of NCE 3 Teaching practice students in Federal College of Education (Technical), Akoko Lagos State is majorly centred on course-related information, teaching practice supervision, evaluation/assessment of students, about teaching subject, and method of teaching, as well as business/wealth creation and school curriculum. Also, their needs revolve around the use of teaching aids, current affairs and sports/entertainment. Only less than half agree that they need information know about new trend in education and how to teach students with special ability and disabilities. This finding is conforms with the findings of Okoli and Chibuike (2021) which was designed to investigate the information needs and information seeking behaviour of secondary school teachers in Umunze, Anambra State. The study identified information on the teaching subject and method of teaching, information on the school curriculum, information on seminars and workshop for enhancing professional development, information on the use of teaching materials, information on managerial skill and competence and information on the use of new technological facilities as the basic information needs of secondary school teachers in Umunze.

Also, the study revealed that the purpose for which NCE 3 teaching practice students seek information are for preparing lesson note, self-development, knowing how to use instructional materials, assessment and evaluation of students, get students information, entertainment/sports, understand different teaching methods/techniques. Other purposes for which they seek for information include to acquire/improve teaching skills, know the curriculum/syllabus, understand classroom management, and lastly to imbibe ethics of teaching profession. This is synonymous with the findings of the study on Information Needs and Seeking behaviour of School Teachers in Khyber Pakhtunkhwa Pakistan by Shehryar, et al (2021) which showed that the purpose for which teachers seek information as indicated by the respondents are for lectures/teaching notes, academic purposes, keep themselves up to date with current affairs, motivating the students and also for syllabus understanding

Furthermore, the study show that the major sources consulted by teaching practice students to seek for information are google/other search engines, students, friends/colleagues as well as professional teachers. Other information sources they consult include students note/report, also social media, textbooks/workbooks and teaching aids. Only a very few consult newspapers/magazine, school handbook/prospectus, educational syllabus and policy on



education to seek for information. This is similar to the findings of Issah & Hafiz (2019) who conducted a study on the information seeking behaviour of teacher trainees of evangelical presbyterian college of education, Bimbilla, Ghana which revealed the internet as the main source of information to them with an agreement rate of (60%). This is synonymous with the findings of Wiche and Ray-Ogbonna (2021) which revealed that the sources of information of medical students of PAMO University were Internet, print textbook, library, notice board, classmates, lecturers and e-book. This goes to show that the major sources of students information are internet based resources and textbooks, which may be as a result of the adoption of modern technologies.

Finally, the study revealed that the major challenges faced by NCE 3 teaching practice students while seeking information are erratic power supply, too much information to deal with, lack of time, inadequately stocked library and lack of computer infrastructure. Other problems are poor Internet access and poor internet/search skills. Non-availability of student records and limited access to information materials was agreed to by 140(45%). Only a very few 75(24%) agree that poor attitude of librarians is a challenge. This conforms with the findings of a study by Oluwaseye, et al (2017) on information needs and seeking behaviour of medical students at the college of medicine, university of Ibadan, Nigeria which revealed that the problems faced by medical students in University of Ibadan in the process of seeking for information were: irregular power supply, inability to subscribe to online databases, irregularities in the arrangement of resources in the library, too much information to cope with (information overload) and obsolescence of CDROMS. The study also shows that the attitude of library staff is not a challenge to the students in seeking information in the library. However, the above findings are significantly different from the findings of Okoli and Azubuikwe (2021) in a study on information needs and information seeking behaviour of secondary school teachers in Umunze, Anambra State that identified lack of relevant information in the library, insufficient access to new technological facilities that will enhance literature search, lack of opportunities for professional development through seminars and workshops, lack of opportunity to pursue higher degree in my field, un-cooperative attitude of library staff to help them seek information and lack of interest towards the use of technological facilities are the factors that bedevil teacher's information needs and seeking behaviour. This may be because while both studies deal with students of higher institution, the latter deals with just teachers in secondary school. Hence, they are both significant, as teachers in training are both teachers and students at the same time.

CONCLUSION

The study highlights the Information needs and seeking behaviour of NCE 3 Teaching practice students in federal college of education (Technical), Akoko Lagos State. It suggests that the information needs of NCE 3 teaching practice students are information about their course, teaching practice supervision, evaluation/assessment of students, teaching subject, method of teaching, business/wealth creation and school curriculum, use of teaching aids, current affairs and sport/entertainment. They seek information for the purpose of preparing lesson note, self-development, knowing how to use instructional materials, assessment and evaluation of students, get students information, entertainment/sports, understand different teaching methods/techniques, acquire/improve teaching skills, know the curriculum/syllabus, understand classroom management, and imbibe ethics of teaching profession. Also, study



further reveals that the major sources of information consulted by teaching practice students are google/other search engines, students, friends/colleagues and professional teachers. The study further identified erratic power supply, too much information to deal with, lack of time, inadequately stocked library, lack of computer infrastructure, poor internet access, poor internet/search skills, non-availability of student records and limited access to information materials as the challenges faced by teaching practice students when seeking for information.

RECOMMENDATION

Based on the findings of the study, the following recommendations can be adopted to improve on the information seeking behaviour of NCE 3 teaching practice students and help them overcome the challenges they face while seeking for information needed to meet both their primary and secondary objectives

1. The library should improve on their available information resources that should cover both specific and general areas in rudiments of teaching practice
2. The academic/school library or institution should revamp or make available a viable computer infrastructure with access to the internet for users to easily access information relevant to their field
3. Information retrieval skills should be inculcated into the curriculum of all teacher training programme
4. Alternative power supply should be made available as a way of encouraging them to access the different electronic resources or databases relevant to their field/profession.

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APPENDIX I

QUESTIONNAIRE

Department of Library and Information Science,
Faculty of Education,
Ignatius Ajuru University Education, Rumuolumeni, Rivers State,
April, 2024.

Dear respondent,

Information needs and seeking behaviour of NCE 3 Teaching Practice Students in Federal College of Education (Technical), Akoko Lagos State Questionnaire

I am a postgraduate student of the above department conducting a study on the topic “Information needs and seeking behaviour of NCE 3 Teaching Practice Students in Federal College of Education (Technical), Akoko Lagos State”. The data collected will only be used for academic purpose and will be treated with utmost confidentiality.

I would appreciate it if you could take a moment to provide answers to the questions on this questionnaire.

Thanks for your cooperation.

Yours faithfully,

Nwobu Kenekwkw Benjamin

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SECTION A

INSTRUCTION: Please tick (✓) the appropriate box indicating Agree or Disagree

SECTION A: Information needs of NCE 3 Teaching Practice Students in Federal College of Education (Technical), Akoko Lagos State

S/N	Information needs of NCE 3 Teaching practice students	Agree	Disagree
1	Course related information		
2	Teaching Practice supervision		
3	Teaching subject		
4	Method of teaching		
5	School curriculum		
6	Use of teaching aids		
7	Current affairs		
8	Sport/entertainment		
9	Business/wealth creation		
10	New trend in education		
11	How to teach students with special ability and disabilities		
12	Evaluation/assessment of students		

SECTION B: Purpose for which NCE 3 teaching practice students seek information

S/N	Purpose for which you seek information	Agree	Disagree
1	Preparing lesson note		
2	How to use instructional materials		
3	Assessment and evaluation of students		
4	Acquire/Improve teaching skills		
5	Get students information		
6	Self-development		
7	Know the curriculum/syllabus		
8	Imbibe ethics of teaching profession		
9	Understand classroom management		
10	Entertainment/sports		
11	To understand different teaching methods/techniques		

SECTION C: Information sources consulted by NCE 3 Teaching practice students while seeking information

S/N	Information sources consulted by NCE 3 Teaching practice students	Agree	Disagree
1	Google/other search engines		
2	Newspapers/magazine		
3	School handbook/prospectus		



4	Students note/report		
5	Textbooks and workbooks		
6	Teaching aids		
7	Students		
8	Social media		
9	Friends and colleagues		
10	Professional teachers		
11	Educational syllabus		
12	Policy on education		

SECTION D: Challenges NCE 3 teaching practice students face while seeking for information.

S/N	Challenges faced while seeking information	Agree	Disagree
1	Poor attitude of librarians		
2	Erratic power supply		
3	Too much information to deal with		
4	Non availability of student records		
5	Lack of time		
6	Inadequately stocked library		
7	Poor of Internet access		
8	Limited access to information materials		
9	Poor internet/search skills		
10	Lack of computer infrastructure		