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Nuning Yudhi Prasetyani

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Socio-Psychological Factors as Determinants to Information-Seeking Behavior of LIS Undergraduates in Kwara State

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Abstract

This study examines socio-psychological factors as determinants to information-seeking behaviour of LIS undergraduates in Kwara state. A descriptive survey method was adopted. A questionnaire was used to collect data for the study. The total population for the study is 2392. From which the sample size of 333 was selected using Raosoft size calculator. The study revealed that most of LIS undergraduate have fear during information searching process. The study also revealed that LIS undergraduates are of opinions that having access to the internet improves their ability to search for information. It was also found out that most of LIS undergraduates were helped with internet to have access to various sources of information simultaneously. In conclusion, there is a significant relationship between computer/internet and information-seeking behaviour of LIS undergraduates in Kwara state. This research recommends that LIS undergraduate should improve confidence in the use of internet/computer to seek information with ease and LIS undergraduate should develop a mechanism for self-confidence while seeking for information

Keywords: *Socio-psychological factor; Information-seeking behaviour; Anxiety; Peer group*

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Introduction

This century can best be described as an era of information revolution where information is available everywhere to consult, designed to use, make a decision and make life. The effects of information to the academic output of undergraduates cannot be overemphasized especially in this information era. However, it is perceived that undergraduate exhibit different forms to seek information in the library, especially among library and information science students. In the quest for information, different kinds of behaviour are exhibited by students who want information. Sulaiman, Adeyemi and Sulaiman (2018) posited that information-seeking is conceived as a process in which information needs are pursued, or in which problem-solving takes place within a context. Ahmed and Vinayagamoorthy (2013) described information-seeking behaviour as an individual way and manner of gathering and sourcing for information for personal use, updating and development. However, information-seeking behaviour can



be seen as determinants of user's information needs, information searching behaviour and the use of information. Baro, Onyenania and Osaheni (2010) affirmed that undergraduate students used strategies when seeking information such as navigator, evaluation catalogue, and shelving.

Orlu, Ilo and Tochukwu, (2017) averred that information-seeking behaviour spurges actions taken in the articulation, search, evaluation, and application of the information of students. For this study, anxiety, internet/computer skills, peer group and information availability factors are considered as socio-psychological variables in determining information-seeking behaviour. However, anxiety is the pervasive and uneasy feeling of tension, frustration and unpleasant. It is observed as a term used for a variety of responses to the nonspecific perception of danger or threat (Erfanmanesh, Abdullahi & Abdulkarim 2014).

Erfanmanesh (2011) deduced that this feeling is seen as one of the most important threat in an academic environment which has led to different cognitive, affective and behavioural effects in students and their seeking behaviour. Meanwhile, fear and apprehension during the information search process by undergraduate has being perceived greatly to influence undergraduate seeking behaviour (Jao, Onwuegbuize & Waytowich, 2008). Rubinić (2014) observed that the feeling of anxiety is the strongest in the beginning for search and strongly determines the information search process. This anxiety associated with the way students feels about particular information, the provider of information and how the said information meets their information-seeking behaviour. Meanwhile, anxiety in seeking for information could be a result of poor skills in the use of the internet by the student.

Internet/computer is also perceived to influence seeking behaviour of students. Internet is a global network i.e information superhighway that enables computers and other computers gadgets to communicate directly and transparently which promote information-seeking behaviour of students (Ajuwon, 2015). It is observed that with a lot of information on the web, electronic information search and retrieval of undergraduate has significantly changed as the need to easily use internet encourage information-seeking behaviour of undergraduates (Omidian & SeifiMaleki, 2013). However, it is perceived that with the internet, information-seeking behaviour of undergraduate is guided through information provided in the library schools. In using the internet, friends and colleagues develop a better understanding of seeking for information.

Peer group is also seen to determine the information-seeking behaviour of students. Castrogiovanni (2002) defined peer group as a small group of similar age, fairly close friend, sharing the same activities with of seeking information together. However, peer group act a post role model to one and other institution especially in the area of seeking information. Peer act as mentors and provide instrument and psychosocial helps to undergraduate for better information search process (Grant-Vallone & Ensher 2000). Peer group represented a large role in the social and emotional and information-seeking behaviour of undergraduate students in university (Filade, Bello, Uwaoma, Anwanane & Nwangburuka 2019). Olalekan (2016) argued that peer group posses influence that bound on the learning life of students as it regards to information-seeking behaviour.

However, with peer group influence, information availability for undergraduate can be determined. Information availability is another social factor that determines the information-seeking behaviour of undergraduate. Availability of information in the library ensuring immediate information seeking and use (Ugah, 2007). Availability is the condition of being available, especially of being accessible and obtainable by undergraduates when seeking for information (Abubakar & Terna, 2007). Akpe (2018) affirmed that the availability of information is central to student development in higher institution. Against this backdrop,

the study examines the socio-psychological factors as determinants to information-seeking behaviour of LIS undergraduates in Kwara state.

It is observed that there are much literature on information-seeking behaviour but little or no studies investigating socio-psychological factors on LIS undergraduates in Kwara state. Hakimi, Ali Tabasi, Reza Samadzadeh and Sorinezami (2015) examined internet information-seeking behaviour of students of General Medicine, odontology and post-graduate students. The study used analytic survey where 210 theses admitted in the research committee of the university were selected by the census method. The study used Crocker standardized questionnaire to assess the feeling and thought of the Kuhlthau six-stage information seeking model with the use of the five-choice Likert scale. The finding of the study revealed that feelings and ideas are more or less similar to the learned pattern expect the fifth and sixth stages which are inconsistent with the model.

Humphrey-Ackumey (2015) examined information-seeking behaviour on the internet among graduate students in KNUST. The study was underpinned by Johnson Comprehensive Model of Information Seeking (CMIS) theory. The study adopts a quantitative approach survey with a sample size of 256 of graduate students studying health-related courses in Arts and social sciences and sciences. The study used questionnaire. Data were analyzed using SSPS presented in simple descriptive and inferential statistics with the response rate of 77.3%. It was found out in the study that most of the respondents were using search engines, non-advertising internet and social media network to source for health information on the internet. The study also revealed that the majority of respondents preferred the internet because it is timely, fast and provide information from various sources simultaneously.

Broadway (2005) assessed health information-seeking behaviour on the internet among diabetic and healthy women. The study used triangulation methodologies: focus groups, in-depth interview and think-aloud protocols. The four focus groups involved 18 participants, of which 12 were healthy women and 6 were diabetic women. The think-aloud protocols involved observed participants as they worked through the health-related information gathering task on the internet. The study also found out that overall experience level of diabetic women on the use of internet affect online search behaviour.

Kumar (2013) examined information need and information-seeking behaviour of social science researchers of M.B.P.G College, Haldwani. The study used a survey method approach with the questionnaire to collect data. The study found out that availability of library, formal sources, internet and creation of groups influence social science researchers information-seeking behaviour. Sobalaje, Ogunmodede, Oyetola and Nwokeoma (2019) investigated information needs, information sources and information-seeking behaviour of Agricultural extension workers in Osogbo zone of Osun state, Nigeria. Survey method approach was used. A structured questionnaire was used to collect data from 54 respondents in the study areas. Descriptive statistic was used to analyze the data collected. The study found out that availability of personal collection, collection from colleagues, radio and television programmes influence information-seeking behaviour of Agricultural extension workers in Osogbo Zone of Osun State, Nigeria.

Omah and Urhiewhu (2019) examined information needs and seeking behaviour among academic staff in Taraba State University, Jalingo, Nigeria. A descriptive survey was used for data collection. A random sampling technique was used for the study. The study used a structured questionnaire. The study found out that the availability of internet and workshops/conferences/seminars influence information-seeking behaviour, academic staff, in Taraba state university, Jalingo, Nigeria. The study also found out that non-availability of indexing and abstracting services influence information-seeking behaviour of academic staff in Taraba state university Jalingo, Nigeria.

Over time, it is observed that the information-seeking behaviour of library and information undergraduates is not in tandem with the reality of institutions. This is perceived due to the factors to include information availability, peer group, anxiety and computer/internet self-efficacy. Information availability is perceived to influence information-seeking behaviour of undergraduate in LIS schools if information available is not in tandem with what they need or information available is not well short out to meet their information-seeking behaviour. However, Akpe (2018) affirmed that the availability of information is central to student development in higher institution.

Oladunjoye, Omiunu and Owojori (2018) examined the information behaviour of students towards the use of library information resources in Universities in Oyo state, Nigeria. The study adopted Wilson's model of information behaviour with correlation survey as the research design. 400 respondents were drawn from the selected universities in South-Western Nigeria, using a simple random sample technique. The findings of the study revealed that information accessibility was found to have a significant controlling effect on the relationship between information availability and information-seeking behaviour.

Sanni and Gupta (2018) investigated the user's sentiments and information-seeking behaviour: A case study. The study adopted a survey research method with random sampling to select the sample size for the study. The find of the study revealed that health sentimental environment helps users to ask for their information without fear and hesitation. Olutoyusi and Abodunrin (2019) examined information need and seeking behaviour as correlates of the utilization of information resources among secondary school students with special needs in Ibadan metropolis. The study adopted a descriptive survey research design and purposive sampling technique was used to select 112 students with special information needs. Data were analysed using descriptive statistics. The findings of the study revealed that information needs propel the utilization of information resources more while information-seeking behaviour was found to be less significant in the utilization of information resources by secondary school students with special needs in Ibadan metropolis.

However, this is perceived not to tandem with LIS undergraduates as many of them don not possess required skills for information-seeking behaviour. Omidian and SeifiMaleki, (2013) observed that with a lot of information on the web, electronic information search and retrieval of undergraduate has significantly changed as the need to easily use internet encourage information-seeking behaviour of undergraduates.

Finally, anxiety by an undergraduate in LIS study also creates a problem for information-seeking behaviour. Rubinić (2014) observed that the feeling of anxiety is the strongest at the beginning of a search and strongly determines the information search process. This anxiety associated with the way students feels about particular information, the provider of information and how the said information meets their information-seeking behaviour. Against this background, this study examined socio-psychological factors as determinants to information-seeking behaviour of LIS undergraduates in Kwara state. The main purpose of this study is to examine the socio-psychological factors as determinants to information-seeking behaviour of LIS undergraduates in Kwara state. The following research questions were set to guide the study: how does anxiety as a psychological factor determine the information-seeking behaviour of LIS undergraduates in Kwara state? How does internet/computer skill as a psychological factor determine the information-seeking behaviour of LIS undergraduates in Kwara state? How does peer group as socio factor determine information-seeking behaviour of LIS undergraduates in Kwara state? and, how does information availability as social determine information-seeking behaviour of LIS undergraduates in Kwara state? Based on the literature reviewed, the two hypotheses were tested: H01: There is no significant relationship between computer/internet and information-

seeking behaviour of LIS undergraduates in Kwara state. H02: There is no significant difference among anxiety, computer/internet, peer group and information and information seeking of LIS undergraduates in Kwara state.

Method

This study adopts a descriptive survey to gather opinion and view of the particular object and condition in a particular situation. The population of the study comprising Library and Information Science (LIS) undergraduates in Kwara state. the i.e University of Ilorin, Ilorin LIS undergraduates, Kwara state University Malate LIS undergraduates and Al-Hikmah LIS undergraduate. The reason for choosing this population is that these are the universities that offered library and information science courses in Kwara state and based on the mode on ownership, Federal, State and Private respectively. University of Ilorin, Ilorin LIS undergraduate population 1434, Kwara State University Malate LIS undergraduate population 942 and Al-Hikmah University LIS undergraduate population is 16.

However, the total population of LIS undergraduates is thus 2392. Therefore, the study used simple random sampling technique to give everyone an equal chance of being selected. Moreover, Yamane's formula was adopted to arrive at the sample size. So, the sample size for this study at a level of $\pm 5\%$ level of significance for the population of 2392 LIS undergraduates is 333. However, the population of 59% represents University of Ilorin LIS undergraduate, 39% represents Kwara state university LIS undergraduate and 2% represents AL-Hikmah University, Ilorin LIS undergraduate. Finally, the breakdown of the population and sample size is shown as follow. The study used simple percentage and frequency count for the research questions and the hypotheses were tested using Pearson Product Moment Correlation (PPMC) and multiple regression of SPSS.

Table 1
Distribution of Study Population

S/N	Name of the University	Total number
1	University of Ilorin, Ilorin	1434
2	Kwara State University, Malete	942
3	Al-Hikmah University, Ilorin	16
Total		2392

Source: University's Academic Planning Office

Table 2
Sample Size

S/N	Name of the University	Percentage selected	Sample size
1	University of Ilorin, Ilorin	$59/100 \times 333$	196
2	Kwara State University, Malete	$39/100 \times 333$	129
3	A-Hikmah University, Ilorin	$2/100 \times 333$	7
Total		2392	333

Source: Author Field work, 2020

Results and Discussions

Based on data collected from LIS undergraduates that participated in the study, the results are analysis are as follow:

Table 3
Demographic Information of the Respondents

Items	Frequency	Percentage (%)
Gender		
Male	210	63.1
Female	123	36.9
Total	333	100
Age		
16-20 years	185	55.6
21- 25 years	67	20.1
26-30 years	71	21.3
31 years and above	10	3.0
Total	333	100
Level		
100	127	38.1
200	87	26.1
300	78	23.4
400	41	12.3
Total	333	100

Source: Author's field work, 2020

On the distribution of respondents, table 3 shows that (61.3%) of respondents were male and (36.9%) were female. This implies that the majority of respondents were male. It is also seen in the table that (55.6%) of respondents were between 16-20 years, (20.1%) of respondent were between 21-25 years while (21.3%) of respondents were between 26-30 years and (3.0%) of respondents were between 31 years and above. This shows that the highest distribution of respondents was between 16-20 years and lowest distribution of respondents were between 31 years and above. On the level of students, (38.1%) of respondents were in 100 level, (26.1%) of respondents were in 200 level while (23.4%) of respondents were in 300 level and (12.3%) were in 400 level. This indicates that 100 level students were the highest distribution of respondent and 400 level students were the lowest distribution of respondents.

Analysis of Research Questions

Table 4
Anxiety as Psychological Determinants of Information Seeking Behaviour

Items	SA	A	D	SD
Fear during the information search process	219(65.8%)	69(20.7%)	36(10.8%)	09(2.7%)
Apprehension at point of information use	128(38.4%)	161(48.4%)	34(10.2%)	10(3.0%)

Pervasive and unease feeling during information process	201(60.4%)	121(36.3%)	8(2.3%)	3(1.0%)
Tension and frustration after information usage	187(56.2%)	119(35.7%)	21(6.3%)	06(1.8%)

Source: Author's field work, 2020

It can be seen in table 4 that 86.5% of respondents agreed that fear during the information search process as anxiety influence information-seeking behaviour while 13.5% of respondents disagreed. This implies that the majority of respondents agreed that fear as anxiety during the information search process influence information-seeking behaviour. This shows that undergraduates with fear may have a challenge while searching for information. Table 4 also shows that 86.8% of respondents agreed that apprehension at the point of information use as anxiety influence information-seeking behaviour and (13.2%) of respondents disagreed. This shows that majority of respondents agreed that apprehension as a point of information use as anxiety influence information-seeking behaviour. i.e if undergraduates felt worried during information search, they may perceive to develop anxiety during information seeking.

Moreover, table 4 also shows that the majority (96.7%) of respondents agreed that pervasive and unease feeling during information process as anxiety determines information-seeking behaviour and (3.3%) of respondents disagreed. It is deduced here that majority of LIS students agreed that with pervasive and unease feeling during information process as anxiety influence information-seeking behaviour. Table 4 also shows that (91.9%) of the respondents agreed that tension and frustration after information usage as anxiety to information-seeking behaviour while (8.1%) of respondents disagreed. It can be observed in the table that the majority of LIS undergraduate see tension and frustration after usage as anxiety to determinants of information-seeking behaviour. Finally, it is deduced that undergraduates with tension and frustration may develop anxiety during and after information seeking.

Table 5
Internet/Computer Skills as Psychological Determinant of Information Seeking Behaviour

Items	SA	A	D	SD
Internet really assisted me in seeking for information	271(81.4%)	56(16.8%)	6(1.8%)	-
The fact that I am computer literate gives me more confidence in seeking information	110(33.0%)	183(55.0%)	20(6.0%)	20(6.0%)
My access to internet improves my ability on information seeking	176(52.9%)	152(45.6%)	3(0.9%)	2(0.3)
Internet really helped me to have access to various sources of information simultaneously	181(54.4%)	88(24.4%)	45(13.5%)	19(5.7%)

Source: Author's field work, 2020

Table 5 shows response on the internet/computer skills as a psychological determinant of information-seeking behaviour with (98.2%) of respondents agreed that internet assists

them while seeking for information while (1.8%) of respondent disagreed. This shows that the majority of LIS undergraduates are assisted using the internet to seeking for information. i.e with internet information-seeking behaviour of undergraduates is secured and affirmed, It is also seen in table 5 that (88.0%) of respondents agreed that they have more confidence with information-seeking with fact that they are computer literate while (12.0%) of respondents disagreed. This implies that the majority of respondents agreed that being computer literate they have more confidence while seeking for the information. i.e undergraduates with computer literacy skill would find its information seeking with easy.

However, table 5 also shows that (98.8%) of respondents agreed that internet access improves the ability to seek for information while (1.2%) of respondent disagreed. This shows that the majority of respondents agreed that access to the internet improves their ability to information seeking. This implies that students with access to regular and uninterrupted internet wifi would have improved information-seeking behaviour. Finally, it also shows in table 5 that (78.8%) of respondents agreed that the internet helped them to have access to various sources of information simultaneously while (21.2%) of respondents agreed. This illustrates that the majority of LIS undergraduate agreed that the internet has helped them to have access to various sources of information simultaneously. i.e students of LIS would have alternative information sources with internet access.

Table 6
Peer Group as Socio-Determinant of Information Seeking Behaviour of LIS Undergraduates in Kwara State

Items	SA	A	D	SD
I follow friends to seek for information	141(42.3%)	172(51.7%)	17(5.1%)	03(1.0%)
I depend on friends when seeking for information	107(32.1%)	200(60.0%)	17(5.1%)	09(2.7%)
Information received from friends assist me on my information needs.	167(50.2%)	76(22.8%)	76(22.8%)	14(4.2%)
Discussions with friends results in vital information towards my needs.	200(60.1%)	45(13.5%)	62(18.6%)	26(7.8%)

Source: Author's field work, 2020

The table shows 6 shows that 94.0% of respondent agreed that following friend to seek for information as peer group determine information-seeking behaviour while 6.1% of respondents disagreed. This implies that the overwhelming percentage of respondent agreed with the following friend to seek information as peer group determinant to information-seeking behaviour. It is deduced here that LIS students that follow friends have its information-seeking behaviour determined. It is also shown in table 6 that 92.1% of respondents agreed that they depend on friends when seeking for information as peer group social determinant of information seeking behaviour of LIS undergraduates while (7.8%) of respondents disagreed. This indicates that the majority of respondents largely depend on friends when seeking for information as peer group social determinant of information-seeking behaviour. However, its emanated that if students that depend on friends to seeking would have it information-seeking secured.

Moreover, table 6 also shows that 73.0% of respondent agreed that information received from friends assist them to their information need as the social determinant of information seeking behaviour of LIS undergraduate while 27.0% of respondents disagreed. This illustrates that more than half of the respondents agreed that information receives from friends assist them on their information need. This means that students have much belief and secured from information emanated from friends. Finally, it is also indicated in table 6 that 73.6% of respondents agreed that discussions with friends result in vital information toward their need while 26.4% of respondents disagreed. This suggests that most of the respondents agreed that discussions with friends result in vital information toward their need. i.e discussion among friends usually results to make vital decisions on their information needs.

Table 7
Information Availability as Social Determinant of Information Seeking Behaviour of LIS Undergraduates

	SA	A	D	SD
The fact that I know many sources of Information boost my morale	109(32.7%)	189(56.8%)	23(6.9%)	12(3.6%)
Information availability makes me be active in seeking information	158(47.4%)	149(44.7%)	17(5.1%)	09(2.7%)
Information availability makes me lazy while seeking for information	17(5.1%)	69(20.7%)	181(54.4%)	66(19.8%)
Internet availability encourages me to seek for information	162(48.6%)	111(33.3%)	41(12.3%)	19(5.8%)

Source: Author's field work, 2020

Table 7 shows response on the available information as the social determinant of information seeking behaviour of LIS undergraduate in Kwara state with 89.5% of respondents agreed that the fact they know many sources of information boost their morale while 10.5% of respondents disagreed. This suggests that an overwhelming percentage of respondents agreed with the fact that many sources of information boost their morale as information availability as the social determinant of information seeking behaviour of LIS undergraduate. This shows that the morale of undergraduates is improved and increase with information availability. Table 7 also shows that 92.1% of respondents agreed that information availability makes them active in seeking for information while 7.9% of respondents disagreed. This suggests that most of the respondents are of opinions that information availability makes them active in seeking information. i.e availability of information influence information-seeking behaviour of LIS undergraduates to be active.

Moreover, it can be observed in the table that 25.8% of respondents agreed that information availability makes them laze while seeking for information while 74.2% of respondents disagreed. This suggests that overwhelming respondents disagreed that information availability makes them lazy while seeking for information. However, with information availability do not make students idle while seeking for information Finally, table 7 shows that 81.9% of respondents agreed that internet availability encourages them to seek for information while 18.1% of respondent disagreed. This illustrates that an overwhelming percentage of respondents agreed that internet availability encourages them

to seek for information as peer group determinant of information seeking behaviour of LIS undergraduates.

Test of Hypotheses

H₀₁: There is no significant relationship between computer/internet and information-seeking behaviour of LIS undergraduates in Kwara state

Table 8
Relationship Between Computer/Internet and Information Seeking

Variables	Score	Mean	SD	N	Df	P-value	Remark
Internet	123	23.22	12.8	333	331	0.03	Ho ₁ is Rejected
Info.seeking	321	31.11	11.4				

Source: Author field work, 2020: P<.05 level of significance

Table 8 shows that P-value (is less than the significant level (0.05) for the degree of freedom 311(P=0.03, P<0.05). This illustrates that the hypothesis which stated that there is no significant relationship between computer/internet and information-seeking behaviour of LIS undergraduates in Kwara state is hereby rejected at the level of 0.05 significant. This indicates that there is a significant relationship between computer/internet and information-seeking behaviour of LIS undergraduates in Kwara state. i.e computer/internet and information-seeking behaviour have a significant relationship and one cannot do without others.

H₀₂: There is no significant difference among anxiety, computer/internet, peer group and information and information seeking of LIS undergraduates in Kwara state.

Table 9
Multiple Regressions on Psychosocial Variables and Information Seeking

Multiple R .541 R. square .293 Adjusted R. square .282 Standard Error 2.26289					
	Df	Sum of square	Mean square	F- ration	Significance
Regression	4	558.093	139.523	27.271	.000
Residual	263	1345.549	5.116		
Total	267	1903.642			

Source: Author field work, 2020

The table above provides a summary of the results of the multiple regression analysis for the determinant of information seeking by peer group, information availability, anxiety and computer/Internet skill and information seeking of the participants. The result reveals that all these variables significantly influence students' information-seeking behaviour with (F =27.271, <0.05). However, peer group, information availability, anxiety and computer/internet affect information-seeking behaviour of LIS undergraduates in Kwara state.

Table 10
The Relative Extent of Relationship of the Factors on Information Seeking Coefficients of the Prediction (n= 333)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	10.409	1.385		7.514	.000
Peer Group	.253	.075	.193	3.379	.001
Information Availability	.418	.073	.342	5.687	.000
Anxiety	-.323	.059	-.289	-5.517	.000
Internet/computer skills	-.019	.080	-.013	-.240	.811

* Dependent Variable: Information Seeking

Source: Author field work, 2020

Table 10 shows that each of the factors had a significant relationship in LIS undergraduates' information seeking. However, it is illustrated that information availability had the most significant influence (Beta = .342; $t = 5.687$). Peer group next with (Beta = .193; $t = 3.379$). It can be inferred from these results as well that differences exist in the information-seeking behaviour of the participants based on the peer group, information availability, anxiety and internet/computer skills. This is shown by the variation in the Value of T obtain on each of them.

On the demographic variable of respondents, it shows that male undergraduates are more than female undergraduates. It also deduced that the highest distribution of respondent based on age was between 16-20 years and lowest distribution of respondents were between 31 years and above. On the level of students, it is indicated that 100 level students were the highest distribution of respondent and 400 level students were the lowest distribution of respondents.

On the anxiety as a psychological determinant of information-seeking behaviour, the finding of the study revealed most of LIS undergraduate have fear during information searching process. It was also found out that more than half a percentage of LIS undergraduate develops apprehension at a point of information use. Moreover, the study also suggested that most of LIS undergraduate in Kwara state were pervasive and feels unease during the information process. The result also found out that most of the undergraduate has tension and frustration after usage of information. This supports the findings of Rubinić (2014) who observed that the feeling of anxiety is the strongest in the beginning for search and strongly determines the information search process.

On the internet/computer skills as a psychological determinant of information-seeking behaviour, the findings of the study found out that most of LIS undergraduate were assisted using the internet to seek for information. It also suggested that the majority of LIS undergraduates develop more confidence being computer literate while using the internet to search for information. The study also revealed that LIS undergraduates are of opinions that having access to the internet improves their ability to search for information. It was also found out that most of LIS undergraduates were helped with internet to have access to various sources of information simultaneously. This corroborates the findings of the study of

Omidian and SeifiMaleki (2013) that a lot of information on the web, electronic information search and retrieval of undergraduate has significantly changed as the need to easily use internet encourage information-seeking behaviour of undergraduates.

The study also found out that overwhelming LIS undergraduate following friend to seek for information. It was also revealed that most of LIS undergraduate depend on friends while seeking for information. The study also has shown that LIS undergraduate believes that information received from friends assist them on their information need. It also revealed by LIS undergraduates that discussion with friends results in vital information toward their need. This finding in line with the study by Filade, Bello, Uwaoma, Anwanane and Nwangburuka (2019) that peer group represented a large role in social and emotional and information-seeking behaviour of undergraduate students in university.

On the availability of information as a social determinant of information seeking behaviour of LIS undergraduate, it is revealed that most LIS undergraduates morale were boosted as a result of knowledge about many sources of information. The study also indicated that most of LIS undergraduates were active as a result of the availability of information. However, it also deduced in the study that LIS undergraduates were lazy because of the availability of information. The study also found out that most of LIS undergraduate are of opinion that internet availability encouraged them to seek for information. This finding supports by Omah and Urhiewhu (2019) that the availability of internet and workshops/conferences/seminars influence information-seeking behaviour, academic staff, in Taraba state university. However, Akpe (2018) also affirmed the findings of this study that the availability of information is central to student development in higher institution.

The study also found out that there is a significant relationship between computer/internet and information-seeking behaviour of LIS undergraduates in Kwara state. The study also revealed that anxiety, internet/computer skills, peer group and information availability factors had a significant relationship on LIS undergraduates' information seeking. However, it is illustrated that information availability had the most significant influence (Beta = .342; $t = 5.687$). Peer group next with (Beta = .193; $t = 3.379$) It can be inferred from these results as well that differences exists in the information-seeking behaviour of the participants based on the peer group, information availability, anxiety and internet/computer skills. This is shown by the variation in the Value of T obtain on each of them.

Conclusion

It is established in the study that fear, unease and apprehension inform of anxiety influence information-seeking behaviour of LIS undergraduates in Kwara state. The study concluded that colleagues significantly influence information-seeking behaviour of LIS undergraduates. It is also established in the study that anxiety, peer group, internet/computer skills and availability of information determine information-seeking behaviour of LIS undergraduate in Kwara state. the study also established that information-seeking behaviour of undergraduates is determined through thorough discussion among friends especially information related to the vital information need. The study also concluded that there is a significant relationship between computer/internet and information-seeking behaviour of LIS undergraduates in Kwara state. It also emanated in the study that information-seeking behaviour of LIS undergraduates in Kwara state is determined by anxiety, information availability, peer group and computer/internet. Based on the findings of the study, the following recommendations were made: LIS undergraduates should not feel shy and be tension free while seeking information. It also recommended that LIS undergraduate should improve confidence in the use of internet/computer to seek information with ease and LIS undergraduate should develop a mechanism for self-confidence while seeking for information. However, further

studies could be done on the relationship between psychosocial factors and social media use among postgraduate in Nigeria.

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